

**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 49<sup>th</sup> Street, Sacramento, CA 95817

Agenda/Agenda  
**BOARD MEETING/ REUNIÓN DE LA MESA**  
Friday, May 26, 2023/viernes, 26 de mayo del 2023  
**Location: Room N**  
**5:30pm**

Members of the public who wish to access this Board meeting may do so at:  
[Zoom Link](#) You may also call in using the Zoom phone number: (669) 900-6833;  
[Meeting ID: 912 0068 0381](#) [Passcode: 777292](#)

Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting (see additional information regarding (IIA) Oral Communications below.

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

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

**B. ROLL CALL/Asistencia**

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Fernando Aceves	Parent/Padre (20-23)		
2.	Nailah Kokayi	Parent/Madre (21-24) Vice President/Vice Presidenta		
3.	Jose Luis Rodríguez	Parent/Padre(22-25) President/Presidente		
4.	Laura Lomeli	Staff/Personal (20-23) Secretary/Secretaria		
5.	Brenda Luna	Teacher/Maestra (21-24)		
6.	Alex Hayes	Teacher/Maestro (22-25)		
7.	Nina Sylvains	Community Member/Miembro Comunitario (20-23) *Teleconference location: 2994 West Eight Mile Road, Stockton, CA 95209		
8.	Vacant/vacante	Community Member/Miembro Comunitario (22-25)		
9.	Ray Dizon	Community Member/Miembro Comunitario (21-24) Treasurer/Tesorero		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		
12.	Judy Morales	Director of Business and Operations /Directora de negocios y operaciones		
13.	Eduardo de León	Executive Director/Director Ejecutivo		

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

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva**  
a. April 28, 2023 minutes/minutas del 28 de abril de 2023

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**E. MISSION/Misión**

The LAS mission is to create a learning community where students: utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings; develop and exhibit positive self-esteem, pride, confidence and respect for themselves and others; demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society.

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

**II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION**

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

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

**III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION**

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

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

**A. Finance Committee: Monthly Financials, Preliminary Review 23-24 Budget/Comité de Finanzas: Financieros mensuales, Reviso preliminar del presupuesto 23-24 – Sylvains, Morales (30 min.)**

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**B. April Check Register/Registro de la cuenta bancaria de abril – School Leadership/Liderazgo (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 /*Se recomienda que la Mesa Directiva discuta y/o apruebe.*

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**C. Local Control and Accountability Plan (LCAP) Draft & Public Hearing/Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública – Bersola (30 min.)**

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

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

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**D. Board Development: Nominations, Elections/Desarrollo de la mesa directiva: Nominaciones - (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/Se recomienda que la Mesa Directiva discuta y/o apruebe.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**V. FUTURE MEETINGS/Próxima Junta**

A.) Regular Meeting: Friday, June 23, 2023 at 5:30pm – viernes, 23 de junio de 2023 a las 5:30pm

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

A) LCAP Approval

B) 2023-2024 Budget Approval

**VII. ADJOURNMENT/Clausura**

The meeting was adjourned at \_\_\_\_:\_\_\_\_p.m./La junta terminó a las \_\_\_\_:\_\_\_\_ p.m.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

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



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2850 49th Street, Sacramento, CA 95817

**Minutes/Minutas**  
**SPECIAL BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA ESPECIAL**  
**Friday, April 28, 2023/ viernes, 28 de abril del 2023**  
**5:30 pm in Room N**

**I. PRELIMINARY/PRELIMINARIO**

<b>I.A</b>	Meeting was called to order by Nailah Kokayi at 5:31 PM. Roll call was taken./ La junta fue convocada por Nailah Kokayi a las 5:31 PM. Se tomó lista.			
<b>I.B</b>	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Fernando Aceves	Parent/ <i>Padre</i> (20-23)	X	
	2. Nailah Kokayi	Parent/ <i>Madre</i> (21-24) Vice President/ <i>Vice Presidenta</i>	X	
	3. José Luis Rodríguez	Parent/ <i>Padre</i> (22-25)	X	
	4. Laura Lomeli	Staff/ <i>Personal</i> (20-23) Secretary/ <i>Secretaria</i>	X	
	5. Brenda Luna	Teacher/ <i>Maestra</i> (21-24)	X	
	6. Alex Hayes	Teacher/ <i>Maestro</i> (22-25)	X	
	7. Nina Sylvains	Community Member/ <i>Miembro Comunitario</i> (20-23)	X	
	Teleconference Location: 2994 West Eight Mile Road, Stockton, CA 95209			
	8. Ray Dizon	Community Member/ <i>Miembro Comunitario</i> (21-24)	X	
	9. Vacant/ <i>vacante</i>	Community Member/ <i>Miembro Comunitario</i> (22-25)		
	10. Student Representative	Student Council President/ <i>Presidente del Concilio Estudiantil</i>		
	11. Teejay Bersola	Director of Academic Accountability/ <i>Directora de Responsabilidad Académica</i>	X	
	12. Judy Morales	Director of Business and Operations/ <i>Directora de Negocios y Operaciones</i>	X	
	13. Eduardo de León	Executive Director/ <i>Director Ejecutivo</i>	X	
<b>Agenda/Agenda</b>		<b>Action/Acción</b>		
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	A motion was made to approve the April 28, 2023 agenda <i>Se hizo una moción para aprobar la agenda del 28 de abril de 2023</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Alex Hayes 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Laura Lomeli Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>		
<b>I.D.a.</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los minutos de la mesa directiva</i>	A motion was made to approve the January 27, 2023 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 27 de enero 2023.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Laura Lomeli 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Nailah Kokayi Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : Aceves, Luna, Hayes, Dizon The motion passed with three votes. / <i>La moción pasó con tres votos.</i>		



<b>I.D.b.</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los minutos de la mesa directiva</i>	A motion was made to approve the April 14, 2023 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 14 de abril de 2023.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Brenda Luna 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Nailah Kokayi Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : Dizon The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>
<b>II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN</b>		
<b>II.A.1.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>III. INFORMATIONAL ITEMS/ARTICULOS DE COMUNICACIÓN</b>		
<b>III.1.</b>	<b>Parent Council/Association/Concilio y asociación de padres – Representative/representante</b>	Brenda Luna shared the report. <i>Brenda Luna compartió el reporte.</i>
<b>III.2.</b>	<b>Student Council/Concilio estudiantil – Representative/representante</b>	Eduardo de León shared the report. <i>Eduardo de León compartió el reporte.</i>
<b>III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.A.</b>	<b>LAS Academics 101 – LAS Academics 101 – School Representatives</b>	Members of the Academic Support Team provided a summary of the actions taken during the 2022-2023 school year, as well as their pre and post evaluation for the 2022-2023 school year.  <i>Los miembros del Equipo de Apoyo Académico brindaron un resumen de las acciones realizadas durante el ciclo escolar 2022-2023, así como su evaluación previa y posterior para el ciclo escolar 2022-2023.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.B.</b>	<b>Expanded Learning Opportunities Program (ELOP) at LAS/ Programa de Oportunidades de Aprendizaje Ampliadas (ELOP) en LAS – School Leadership/Liderazgo</b>	Judy Morales and Pedro Aguilera presented information about the ELOP program at LAS.  <i>Judy Morales y Pedro Aguilera presentaron información sobre el programa ELOP en LAS.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.C.</b>	<b>Second Interim/Financial Presentation/Reporte de resumen fiscal reales –School Leadership</b>	A motion was made to approve the Second Interim Report. <i>Se hizo una moción para aprobar el reporte de resumen discal reales</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Fernando Aceves 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Alex Hayes Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.D.</b>	<b>January - March Check Registers/Registros de la cuenta bancaria de enero a marzo – School Leadership/Liderazgo</b>	A motion was made to approve the January 2023 check register <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de enero 2023</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Laura Lomeli 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Jose Luis Rodriguez Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : Aceves, Hayes, Dizon

		<p>The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> <p>A motion was made to approve the February 2023 check register <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de febrero 2023</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Brenda Luna 2<sup>nd</sup> Motion/<i>2ª Moción</i>: Nailah Kokayi Absences/<i>Ausencias</i>: None/<i>ninguna</i> Abstentions/<i>Abstenciones</i>: Aceves, Hayes, Dizon The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> <p>A motion was made to approve the March 2023 check register <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de marzo 2023</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Brenda Luna 2<sup>nd</sup> Motion/<i>2ª Moción</i>: Nina Sylvains Absences/<i>Ausencias</i>: None/<i>ninguna</i> Abstentions/<i>Abstenciones</i>: Aceves, Hayes, Dizon The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
	<p><b>Public Comments</b> <i>Comentarios Públicos</i></p>	None/ <i>Ninguno</i>
IV.E.	<p><b>Board Development: Nominations, Elections &amp; Executive Member Elections/Desarrollo de la mesa directiva: Nominaciones, elecciones y elecciones de miembros ejecutivos</b></p>	<p>A motion was made to approve the following selections for executive members: <i>Se hizo una moción para aprobar la siguiente selección para miembros ejecutivos:</i></p> <p>José Luis Rodríguez: President/<i>Presidente</i> Nailah Kokayi: Vice President/<i>Vice Presidente</i> Ray Dizon: Treasurer/<i>Tesorero</i> Laura Lomeli: Secretary/<i>Secretaria</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Alex Hayes 2<sup>nd</sup> Motion/<i>2ª Moción</i>: Fernando Aceves Absences/<i>Ausencias</i>: None/<i>ninguna</i> Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	<p><b>Public Comments</b> <i>Comentarios Públicos</i></p>	None/ <i>Ninguno</i>
IV.F.	<p><b>2023-2024 Academic Calendar/Calendario académico 2023-2024—School Leadership</b></p>	<p>A motion was made to approve the 2023-2024 Academic Calendar <i>Se hizo una moción para aprobar el calendario académico 2023-2024</i></p> <p>1<sup>st</sup> Motion/<i>1ª Moción</i>: Laura Lomeli 2<sup>nd</sup> Motion/<i>2ª Moción</i>: Alex Hayes Absences/<i>Ausencias</i>: None/<i>ninguna</i> Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	<p><b>Public Comments</b> <i>Comentarios Públicos</i></p>	None/ <i>Ninguno</i>
<p><b>V. FUTURE MEETINGS/PRÓXIMA JUNTA</b></p> <p>a. Regular Meeting: Friday, April 28, 2023 at 5:30pm – <i>viernes, 28 de abril de 2023 a las 5:30pm</i></p>		

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

**VII. ADJOURNMENT/CLAUSURA**

A motion was made to adjourn the board meeting. / *Se hizo una moción para terminar la reunión de la Mesa.*

1<sup>st</sup> Motion/*1ª Moción*: Alex Hayes

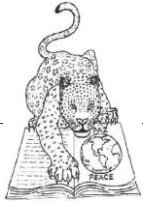
2<sup>nd</sup> Motion/*2ª Moción*: Nailah Kokayi

Absences/*Ausencias*: None/*ninguna*

Abstentions/*Abstenciones*: None/*ninguna*

The motion passed with eight votes. / *La moción pasó con ocho votos.*

The board meeting was adjourned at 8:09 PM. / *La reunión de la Mesa se terminó a las 8:09PM.*



**Board Meeting Date:** May 26, 2023

**Subject:** Parent Council

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

**Committee:** Parent Council, Parent Association

**Parent Council:** The Parent Council met on Thursday, May 11, 2023 @ 6:00 PM

**Administration Update**

- Admin shared information regarding upcoming Summer Camp and congratulated PC for a successful DDN.
- LCAP Goal: English Learner to RFEP Progress Policy was presented to PC and ELAC

**PC Update**

- Committees were created for Teacher Appreciation Week beginning on 06/05-06-09 and the Finding Nemo Performance.
- PC reps will contact families for donations or help supporting with the organization of Teacher Appreciation Week

**Parent Association:** The Parent Council met on Tuesday, May 16, 2023 @ 5:00 PM

- PA received information regarding the upcoming Summer Program.
- Maestra Anguiano shared the work of Action Civics class centered along the 5th to 6th grade transition. There will be a combination of presentations, brochures, and a website that will be shared with rising middle school students.
- Ms. Bersola shared upcoming information regarding LCAP.
- Comment was made praising the curriculum in first grade in regards to economics.



**Board Meeting Date:** 26 de mayo de 2023

**Subject:** Concilio de padres

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

**Comité:** Concilio de padres, Asociación de padres

**Parent Council:** El Concilio de Padres se reunió el jueves, 11 de mayo, del 2023

Actualización del administrador:

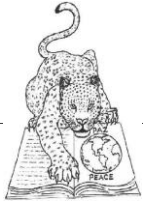
- El administrador compartió información sobre el próximo campamento de verano y felicitó al Concilio por su éxito en organizar el DDN.
- Meta LCAP: Se presentó la póliza de progreso de estudiantes de inglés a RFEP al concilio y ELAC

Actualización del concilio:

- Se crearon comités para la Semana de Agradecimiento a los Maestros durante junio 5-junio 9 y la función de Buscando a Nemo.
- Los representantes del concilio se comunicarán con las familias para obtener donaciones o ayudar a apoyar con la organización de la Semana de agradecimiento a los maestros.

**Asociación de Padres: Se reunió el martes 16 de mayo de 2023 a las 5:00 p. m.**

- PA recibió información sobre el próximo Programa de Verano.
- La maestra Anguiano compartió el trabajo de la clase de Acción Cívica centrada en la transición de 5to a 6to grado. Habrá una combinación de presentaciones, folletos y un sitio web que se compartirá con los futuros estudiantes de secundaria.
- La Sra. Bersola compartió información próxima sobre LCAP.
- Se hizo un comentario elogiando el plan de estudios en primer grado en lo que respecta a la economía.



**Board Meeting Date: May 26, 2023**

**Subject:** Student Council

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

**Committee/Staff:** Student Council

**Information:**

**Student Council Reports:**

The Student Council (SC) meeting called to order and began with the Treasurer's report. Student Council Treasurer Anahi Gomez announced a report of our academic calendar budget (\$1942.46). Anahi also shared that the Tianguis/Yard Sale was a successful fundraiser and we were able to fundraise a total of \$665.

Student Council members voted on awarding the Spirit Day, yearlong winning classes with ice cream sundaes. The winning classes were TK (Vargas), 4th (Alfaro), and 8th (Hayes).

Student Council members gathered ideas for spirit week. Student Council members voted on Tropical Monday, Squad Tuesday, Anything but a Backpack Wednesday, Character/Celebrity Thursday and Grade Color Friday for May 22nd - May 26th.

Student Council members and advisors shared reflections on how successful the school year was. The meeting ended with a celebration.

Meeting was adjourned at 3:54 pm.



**Fecha de la reunión:** 26 de mayo del 2023

**Tema: Concilio estudiantil**

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

**Comité/Personal:** Concilio estudiantil

**Información:**

**Informes del concilio estudiantil:**

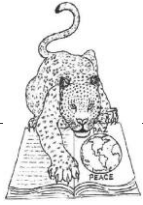
La reunión del Concilio Estudiantil (SC) se llamó a orden y comenzó con el informe del Tesorero. La tesorera, Anahi Gómez, anunció un informe de nuestro presupuesto del calendario académico (\$1942.46). También compartió que el Tianguis fue una recaudación de fondos exitosa y recaudamos un total de \$665.

Los miembros del concilio votaron por el premio de helados para las clases ganadoras con el mayor porcentaje de participación en los días de espíritu para el año escolar. Las clases ganadoras fueron TK (Vargas), 4° (Alfaro) y 8° (Hayes).

Los miembros del concilio discutieron ideas para la semana de espíritu. Votaron por el lunes tropical, el martes de escuadrón, el miércoles de cualquier cosa menos una mochila, el jueves de personajes/celebridades y el viernes de color de grado para el 22 de mayo al 26 de mayo.

Los miembros y asesores del concilio compartieron reflexiones sobre lo exitoso que fue el año escolar. La reunión terminó con una celebración.

La reunión terminó a las 3:54 pm.



**Board Meeting Date:** May 26, 2023

**Subject: Finance Committee**

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

**Committee: Finance Committee**

The Finance Committee convened to deliberate on the initial financial implications. School Leadership and members of the finance committee are actively involving stakeholders in the development of a comprehensive budgetary framework. The Committee intends to present the final budget during the June meeting.

**Recommendation:**

The Finance Committee seeks approval in May 2023 for two items included in the FY24 Budget. Firstly, the implementation of security cameras, vaping sensors, and a visitor management system estimated cost of 81K. Secondly, the restoration of the soccer field estimated cost of 125K, both of which are integrated within the FY24 Budget. This arrangement will enable school leadership to accomplish the necessary tasks prior to the beginning of the new school year

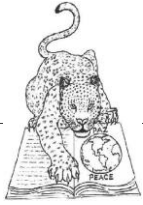
**Documents Attached:**

1. Budget Presentation
2. Budget FY24 – Multi-year Projection
3. Verkada Proposals
4. YTD Budget to Actuals

Members	Security (Verkada)			
	Aye	Nay	Abstain	Absent
Fernando Aceves				
Nailah Kokayi				
Jose Luis Rodríguez				
Laura Lomelí				
Brenda Luna				
Alex Hayes				
Nina Sylvains				
Vacant/vacante				
Ray Dizon				
Totals:				

Members	Soccer Field			
	Aye	Nay	Abstain	Absent
Fernando Aceves				
Nailah Kokayi				
Jose Luis Rodríguez				
Laura Lomelí				
Brenda Luna				
Alex Hayes				
Nina Sylvains				
Vacant/vacante				
Ray Dizon				
Totals:				





**Fecha de la Reunión:** 26 de mayo del 2023

**Tema:** Reporte del Comité de Finanzas

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

**Comité:** Comité de Finanzas

El Comité de Finanzas se reunió para deliberar sobre las implicaciones financieras iniciales. EL liderazgo Escolar y los miembros del comité de finanzas se han juntado con miembros escolares para recibir sugerencias y recomendaciones. El Comité tiene previsto presentar el presupuesto definitivo durante la reunión de junio.

**Recomendación:**

El Comité de Finanzas solicita la aprobación en mayo de 2023 de dos partidas incluidas en el presupuesto del año fiscal 24. En primer lugar, la implantación de cámaras de seguridad, sensores de vaping y un sistema de gestión de visitantes estimado a un costo de 81K. En segundo lugar, la restauración del campo de fútbol estimado a 125K, ambas integradas en el Presupuesto del FY24. Esta disposición permitirá a la dirección de la escuela llevar a cabo las tareas necesarias antes del comienzo del nuevo curso escolar.

**Documentos adjuntos:**

1. Presentación del presupuesto
2. Presupuesto FY24 - Proyección plurianual
3. Estimaciones de Verkada
4. Presupuesto Actuales

**Tiempo estimado para la presentación:** 30 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 05.23.2023

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_\_

# LAS Board Financial Update

NICK MAWAD

BRIAN HOLMES

MAY 26, 2023



- 1. 2023–24 Budget Development**
  - A. State Budget Process
  - B. May Revise Summary
  - C. Multi-year Projection Assumptions
  - D. Multi-year Projection

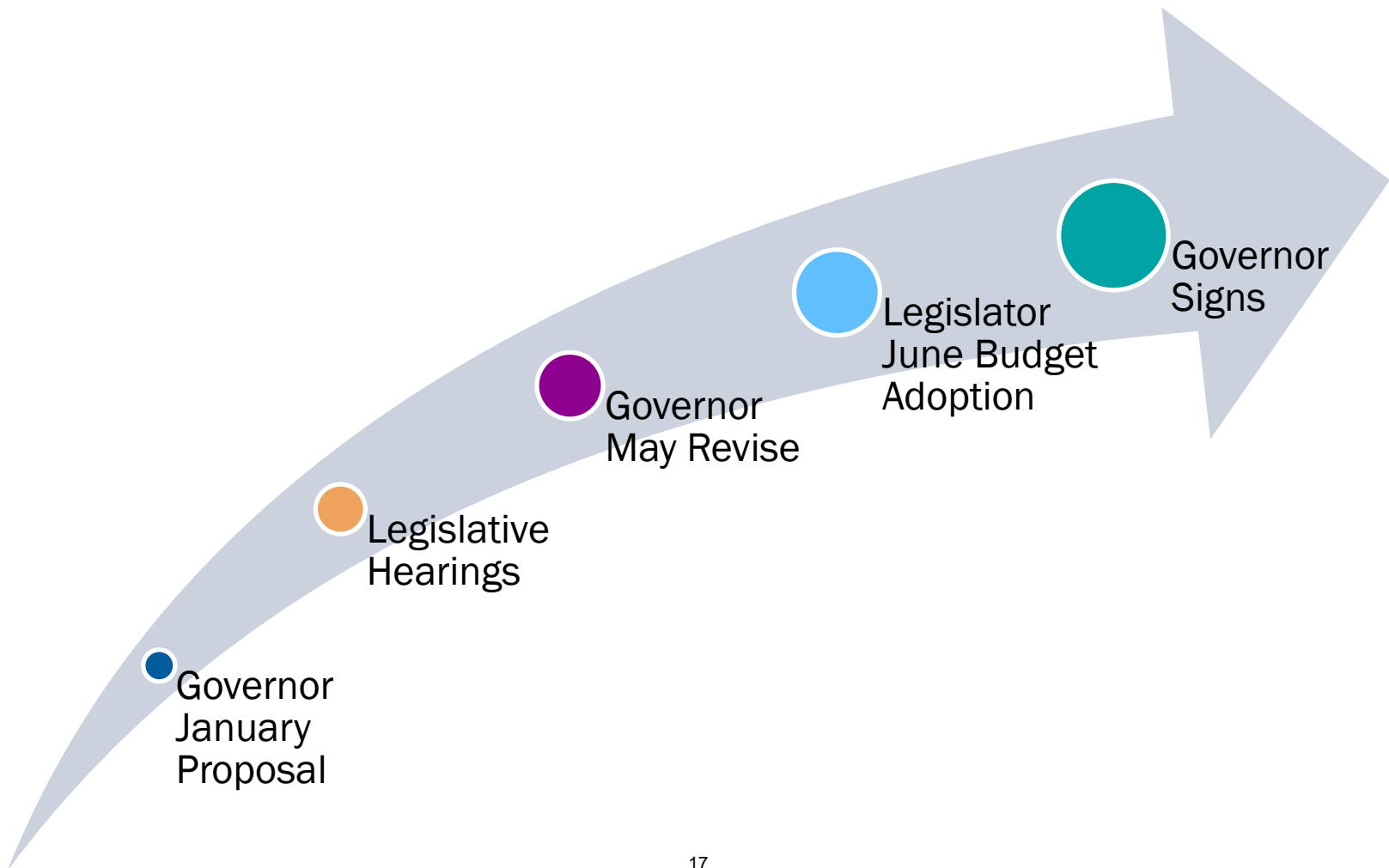
# 2023–24 Budget Development



# State Budget Process



**Iterative process with many changes to Governor's Proposal**



# May Revise Summary



Immaterially higher COLA

Further claw backs to FY23 one-time funding

Extends ELOP spending timeline for FY22 & FY23 funds

	May Revise	January Proposal
LCFF COLA	8.22%	8.13%
Arts, Music, Instruc Block Grant	\$1.8B	\$2.3B
Learning Recovery Block Grant	\$5.4B	\$7.9B
Equity Multiplier	\$300M	\$300M
ELOP	\$4B	\$4B

# Multi-year Projection Assumptions



Important aspects of budget highlighted below

## Student Info

Full enrollment

95% attendance

UPP stays consistent

## Revenue

5.38% COLA in FY24, then ~3%

One-time funds spread out

Includes Prop 28 revenue and expense

## Expenses

Fully staffed, cont. of support services – no vacancies

Salary schedule increases for staff

Depreciation on large construction project begins FY25

# Multi-year Projection



## Strong outlook in the short and long-term

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,123,868	7,604,884	7,873,970	8,134,780
	Federal Revenue	954,100	954,225	290,813	290,813
	Other State Revenues	1,885,050	2,194,901	2,195,451	2,159,352
	Local Revenues	48,300	48,300	48,300	48,300
	Fundraising and Grants	35,000	35,000	35,000	35,000
	<b>Total Revenue</b>	<b>10,046,318</b>	<b>10,837,310</b>	<b>10,443,535</b>	<b>10,668,245</b>
Expenses	Compensation and Benefits	5,969,928	6,266,145	6,129,681	6,320,625
	Books and Supplies	641,512	656,325	522,364	526,836
	Services and Other Operating	2,400,264	2,478,537	2,347,329	2,373,601
	Depreciation	508,172	508,172	822,128	822,128
	Other Outflows	76,000	77,520	79,070	80,652
	<b>Total Expenses</b>	<b>9,595,876</b>	<b>9,986,700</b>	<b>9,900,572</b>	<b>10,123,843</b>
	<b>Operating Income</b>	<b>450,443</b>	<b>850,610</b>	<b>542,962</b>	<b>544,402</b>
	Beginning Balance (Audited)	11,613,374	12,065,485	12,916,095	13,459,057
	Operating Income	450,443	850,610	542,962	544,402
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>12,063,817</b>	<b>12,916,095</b>	<b>13,459,057</b>	<b>14,003,459</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>125.7%</b>	<b>129.3%</b>	<b>135.9%</b>	<b>138.3%</b>



# Thank you!

## ANY QUESTIONS?



**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	7,604,884	7,873,970	8,134,780	8,397,475
Federal Revenue	954,225	290,813	290,813	290,813
Other State Revenues	2,194,901	2,195,451	2,159,352	2,096,439
Local Revenues	48,300	48,300	48,300	48,300
Fundraising and Grants	35,000	35,000	35,000	35,000
<b>Total Revenue</b>	<b>10,837,310</b>	<b>10,443,535</b>	<b>10,668,245</b>	<b>10,868,027</b>
<b>Expenses</b>				
Compensation and Benefits	6,266,145	6,129,681	6,320,625	6,517,608
Books and Supplies	656,325	522,364	526,836	531,398
Services and Other Operating Expenditures	2,478,537	2,347,329	2,373,601	2,400,509
Depreciation	508,172	822,128	822,128	822,128
Other Outflows	77,520	79,070	80,652	82,265
<b>Total Expenses</b>	<b>9,986,700</b>	<b>9,900,572</b>	<b>10,123,843</b>	<b>10,353,909</b>
<b>Operating Income</b>	<b>850,610</b>	<b>542,962</b>	<b>544,402</b>	<b>514,118</b>
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	11,973,957	12,824,567	13,367,529	13,911,931
Audit Adjustment				
Beginning Balance (Audited)	11,973,957	12,824,567	13,367,529	13,911,931
Operating Income	850,610	542,962	544,402	514,118
<b>Ending Fund Balance</b>	<b>12,824,567</b>	<b>13,367,529</b>	<b>13,911,931</b>	<b>14,426,049</b>
<b>Total Revenue Per ADA</b>	<b>18,549</b>	<b>17,875</b>	<b>18,260</b>	<b>18,602</b>
<b>Total Expenses Per ADA</b>	<b>17,093</b>	<b>16,946</b>	<b>17,328</b>	<b>17,722</b>
<b>Operating Income Per ADA</b>	<b>1,456</b>	<b>929</b>	<b>932</b>	<b>880</b>
<b>Fund Balance as a % of Expenses</b>	<b>128%</b>	<b>135%</b>	<b>137%</b>	<b>139%</b>

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
<b>Key Assumptions</b>				
<b>Enrollment Breakdown</b>				
TK	20	20	20	20
K	66	66	66	66
1	66	66	66	66
2	66	66	66	66
3	66	66	66	66
4	66	66	66	66
5	66	66	66	66
6	67	67	67	67
7	66	66	66	66
8	66	66	66	66
<b>Total Enrolled</b>	<b>615</b>	<b>615</b>	<b>615</b>	<b>615</b>
<b>ADA %</b>				
K-3	95.0%	95.0%	95.0%	95.0%
4-6	95.0%	95.0%	95.0%	95.0%
7-8	95.0%	95.0%	95.0%	95.0%
<b>Average ADA %</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>
<b>ADA</b>				
K-3	270	270	270	270
4-6	189	189	189	189
7-8	125	125	125	125
<b>Total ADA</b>	<b>584</b>	<b>584</b>	<b>584</b>	<b>584</b>
<b>Demographic Information</b>				
CALPADS Enrollment (for unduplicated % calc)	615	615	615	615
<b># Unduplicated (CALPADS)</b>	<b>493</b>	<b>493</b>	<b>493</b>	<b>493</b>
# Free & Reduced Lunch (CALPADS)	457	457	457	457
# ELL (CALPADS)	294	294	294	294
New Students	-	-	-	-
<b>School Information</b>				
FTE's	114.7	89.7	89.7	89.7
Teachers	35	35	35	35

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
Certificated Pay Increases	3%	3%	3%	3%
Classified Pay Increases	3%	3%	3%	3%
# of school days	-	-	-	-
Default Expense Inflation Rate		2%	2%	2%

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
		<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>REVENUE</b>					
<b>LCFF Entitlement</b>					
8011	Charter Schools General Purpose Entitlement - State Aid	4,353,864	4,564,305	4,768,339	4,973,796
8012	Education Protection Account Entitlement	1,656,614	1,715,259	1,772,034	1,829,272
8096	Charter Schools in Lieu of Property Taxes	1,594,407	1,594,407	1,594,407	1,594,407
<b>SUBTOTAL - LCFF Entitlement</b>		<b>7,604,884</b>	<b>7,873,970</b>	<b>8,134,780</b>	<b>8,397,475</b>
<b>Federal Revenue</b>					
8181	Special Education - Entitlement	76,875	76,875	76,875	76,875
8291	Title I	175,655	175,655	175,655	175,655
8292	Title II	24,819	24,819	24,819	24,819
8294	Title IV	13,464	13,464	13,464	13,464
8299	All Other Federal Revenue	663,412	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>954,225</b>	<b>290,813</b>	<b>290,813</b>	<b>290,813</b>
<b>Other State Revenue</b>					
8381	Special Education - Entitlement (State	518,035	518,035	518,035	518,035
8550	Mandated Cost Reimbursements	11,446	11,996	12,392	12,795
8560	State Lottery Revenue	144,624	144,624	144,624	144,624
8590	All Other State Revenue	353,373	353,373	316,878	253,562
8593	Expanded Learning Opportunities Program	963,942	963,942	963,942	963,942
8596	Other State Revenue 6	203,482	203,482	203,482	203,482
<b>SUBTOTAL - Other State Revenue</b>		<b>2,194,901</b>	<b>2,195,451</b>	<b>2,159,352</b>	<b>2,096,439</b>
<b>Local Revenue</b>					
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
<b>SUBTOTAL - Local Revenue</b>		<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>
<b>Fundraising and Grants</b>					
8801	Donations - Parents	5,000	5,000	5,000	5,000
8802	Donations - Private	5,000	5,000	5,000	5,000

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
8803 Fundraising	25,000	25,000	25,000	25,000
<b>SUBTOTAL - Fundraising and Grants</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>
<b>TOTAL REVENUE</b>	<b>10,837,310</b>	<b>10,443,535</b>	<b>10,668,245</b>	<b>10,868,027</b>

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
		<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100	Teachers Salaries	2,312,170	2,381,535	2,452,981	2,526,571
1101	Teacher - Stipends	84,850	87,396	90,017	92,718
1102	Title I/SES Tutoring	40,500	41,715	42,966	44,255
1103	Teacher - Substitute Pay	81,400	83,842	86,357	88,948
1300	Certificated Supervisor & Administrator Salaries	149,791	154,285	158,913	163,681
1311	SPED Certificated	347,436	357,859	368,595	379,653
1920	Other Cert - Summer	98,700	101,661	104,711	107,852
1940	Other Certificated Supervisor & Admin Salaries	123,283	126,981	130,791	134,715
<b>SUBTOTAL - Certificated Salaries</b>		<b>3,238,130</b>	<b>3,335,274</b>	<b>3,435,332</b>	<b>3,538,392</b>
<b>Classified Salaries</b>					
2100	Classified Instructional Aide Salaries	117,286	120,805	124,429	128,162
2103	SPED Classified	112,824	116,209	119,695	123,286
2200	Classified Support (Intervention Tutoring)	337,737	34,543	35,579	36,647
2300	Classified Supervisor & Administrator Salaries	105,274	108,432	111,685	115,036
2400	Classified Clerical & Office Salaries	233,406	240,409	247,621	255,050
2900	Classified Other Salaries	33,480	34,484	35,519	36,584
2905	Other Classified - After School	215,739	222,211	228,878	235,744
2908	Enrichment - ELO-P	96,252	99,140	102,114	105,177
2925	Other Classified - Childcare	1,318	1,358	1,399	1,441
2930	Other Classified - Maintenance/Grounds	168,093	173,136	178,330	183,680
<b>SUBTOTAL - Classified Salaries</b>		<b>1,421,410</b>	<b>1,150,727</b>	<b>1,185,248</b>	<b>1,220,806</b>
<b>Employee Benefits</b>					
3100	STRS	618,483	637,037	656,148	675,833
3300	OASDI-Medicare-Alternative	145,866	136,038	139,846	143,768
3400	Health & Welfare Benefits	747,066	776,949	808,027	840,348
3500	Unemployment Insurance	14,958	14,777	14,778	14,779
3600	Workers Comp Insurance	55,914	53,832	55,447	57,110
3900	Other Employee Benefits	24,317	25,046	25,798	26,572
<b>SUBTOTAL - Employee Benefits</b>		<b>1,606,605</b>	<b>1,643,680</b>	<b>1,700,044</b>	<b>1,758,410</b>

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>Books &amp; Supplies</b>				
4100 Approved Textbooks & Core Curricula Materials	135,000	60,000	61,200	62,424
4101 SPED Textbooks	7,700	7,854	8,011	8,171
4200 Books & Other Reference Materials	93,000	61,000	61,000	61,000
4201 Library Resources	15,000	15,300	15,606	15,918
4315 Custodial Supplies	30,600	31,212	31,836	32,473
4320 Educational Software	70,000	71,400	72,828	74,285
4325 Instructional Materials & Supplies	48,475	35,000	35,000	35,000
4330 Office Supplies	31,400	15,000	15,300	15,606
4335 PE Supplies	10,000	10,200	10,404	10,612
4340 Professional Development Supplies	3,000	3,000	3,000	3,000
4352 Garden	2,000	2,040	2,081	2,122
4354 ASES Materials	6,000	6,120	6,242	6,367
4355 Summer School Materials	4,400	4,488	4,578	4,669
4356 SPED Consumables	10,000	10,000	10,000	10,000
4410 Classroom Furniture, Equipment & Supplies	15,750	15,750	15,750	15,750
4420 Computers: individual items less than \$5k	50,000	50,000	50,000	50,000
4423 Classroom Noncapitalized items 1	10,000	10,000	10,000	10,000
4430 Non Classroom Related Furniture, Equipment & Supplies	114,000	114,000	114,000	114,000
<b>SUBTOTAL - Books and Supplies</b>	<b>656,325</b>	<b>522,364</b>	<b>526,836</b>	<b>531,398</b>
<b>Services &amp; Other Operating Expenses</b>				
5210 Conference Fees	35,000	35,000	35,000	35,000
5215 Travel - Mileage, Parking, Tolls	5,000	5,000	5,000	5,000
5220 Travel and Lodging	35,000	35,000	35,000	35,000
5305 Dues & Membership - Professional	15,000	15,300	15,606	15,918
5450 Insurance - Other	114,204	116,488	118,818	121,195
5515 Janitorial, Gardening Services & Supplies	120,000	122,400	124,848	127,345
5535 Utilities - All Utilities	102,000	104,040	106,121	108,243
5605 Equipment Leases	34,640	35,333	36,039	36,760
5610 Rent	101,195	103,219	105,283	107,389
5615 Repairs and Maintenance - Building	206,000	50,000	51,000	52,020
5616 Repairs and Maintenance - Computers	20,000	20,400	20,808	21,224
5617 Repairs and Maintenance - Other Equipment	2,550	2,601	2,653	2,706
5803 Accounting Fees	26,000	26,520	27,050	27,591
5804 Parent Trainings	1,500	1,530	1,561	1,592



**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
5805 Administrative Fees	10,000	10,200	10,404	10,612
5806 Assemblies	5,000	5,100	5,202	5,306
5809 Banking Fees	500	510	520	531
5812 Business Services	94,395	99,115	104,070	109,274
5813 Board Development	5,600	5,712	5,826	5,943
5818 SPED Legal Fees	5,600	5,712	5,826	5,943
5824 District Oversight Fees	87,456	90,551	93,550	96,571
5827 ELO-P Expenses	730,000	725,321	720,549	715,681
5830 Field Trips Expenses	56,000	56,000	56,000	56,000
5836 Fingerprinting	3,000	3,060	3,121	3,184
5839 Fundraising Expenses	36,700	37,434	38,183	38,946
5845 Legal Fees	10,200	10,404	10,612	10,824
5851 Marketing and Student Recruiting	1,224	1,248	1,273	1,299
5852 Prop 28 Expenses	107,866	107,866	107,866	107,866
5857 Payroll Fees	15,300	15,606	15,918	16,236
5860 Printing and Reproduction	35,000	35,700	36,414	37,142
5863 Professional Development	55,000	56,100	57,222	58,366
5869 Special Education Contract Instructors	282,000	287,640	293,393	299,261
5872 Special Education SELPA Fee	20,822	21,238	21,663	22,096
5874 Sports	16,000	16,320	16,646	16,979
5875 Staff Recruiting	1,300	1,326	1,353	1,380
5878 Student Assessment	12,485	12,735	12,989	13,249
5881 Student Information System	11,000	11,220	11,444	11,673
5887 Technology Services	35,000	35,000	35,000	35,000
5910 Communications - Internet / Website Fees	7,000	7,140	7,283	7,428
5915 Postage and Delivery	4,000	4,000	4,000	4,000
5920 Communications - Telephone & Fax	12,000	12,240	12,485	12,734
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,478,537</b>	<b>2,347,329</b>	<b>2,373,601</b>	<b>2,400,509</b>
<b>Depreciation Expense</b>				
6900 Depreciation	508,172	822,128	822,128	822,128
<b>SUBTOTAL - Depreciation Expense</b>	<b>508,172</b>	<b>822,128</b>	<b>822,128</b>	<b>822,128</b>
<b>Other Outflows</b>				
7438 Long term debt - Interest	77,520	79,070	80,652	82,265
<b>SUBTOTAL - Other Outflows</b>	<b>77,520</b>	<b>79,070</b>	<b>80,652</b>	<b>82,265</b>

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2024**

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
<b>TOTAL EXPENSES</b>	<b>9,986,700</b>	<b>9,900,572</b>	<b>10,123,843</b>	<b>10,353,909</b>

**Language Academy**  
**Income Statement**  
**As of Apr FY2023**

	Actual			YTD	Budget					
	Feb	Mar	Apr		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	-	1,510,944	-	4,153,269	6,758,067	7,123,868	7,123,868	-	2,970,599	58%
Federal Revenue	-	91,583	-	267,115	954,488	954,100	954,100	-	686,985	28%
Other State Revenues	-	266,742	46,536	1,261,772	1,731,132	1,885,050	1,885,050	-	623,278	67%
Local Revenues	1,665	4,492	1,586	34,659	48,300	48,300	48,300	-	13,641	72%
Fundraising and Grants	87	3,930	-	39,075	35,000	35,000	35,000	-	(4,075)	112%
<b>Total Revenue</b>	<b>1,752</b>	<b>1,877,691</b>	<b>48,122</b>	<b>5,755,890</b>	<b>9,526,987</b>	<b>10,046,318</b>	<b>10,046,318</b>	<b>-</b>	<b>4,290,428</b>	<b>57%</b>
<b>Expenses</b>										
Compensation and Benefits	536,488	539,976	574,689	4,664,740	5,906,506	5,969,928	5,969,928	0	1,305,188	78%
Books and Supplies	28,084	145,612	35,265	510,032	479,445	641,512	641,512	-	131,480	80%
Services and Other Operating Expenditures	54,754	148,799	170,711	1,037,463	2,119,834	2,400,264	2,400,264	0	1,362,801	43%
Depreciation	42,348	42,348	42,348	423,477	555,000	508,172	508,172	-	84,695	83%
Other Outflows	775	(1,116)	-	36,330	112,578	76,000	76,000	-	39,670	48%
<b>Total Expenses</b>	<b>662,448</b>	<b>875,618</b>	<b>823,013</b>	<b>6,672,042</b>	<b>9,173,363</b>	<b>9,595,876</b>	<b>9,595,875</b>	<b>0</b>	<b>2,923,834</b>	<b>70%</b>
<b>Operating Income</b>	<b>(660,696)</b>	<b>1,002,073</b>	<b>(774,891)</b>	<b>(916,151)</b>	<b>353,624</b>	<b>450,443</b>	<b>450,443</b>	<b>0</b>	<b>1,366,594</b>	
<b>Fund Balance</b>										
Beginning Balance (Audited)					10,999,297	11,613,374	11,613,374			
Operating Income					353,624	450,443	450,443			
<b>Ending Fund Balance</b>					<b>11,352,921</b>	<b>12,063,817</b>	<b>12,063,817</b>			
Fund Balance as a % of Expenses					124%	126%	126%			

Language Academy  
Income Statement  
As of Apr FY2023

Actual				YTD	Budget				
Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS									
Enrollment Summary									
K-3				286	286	286	-		
4-6				199	199	199	-		
7-8				132	129	129	-		
Total Enrolled				617	614	614	-		
ADA %									
K-3				95.0%	94.0%	94.0%	0.0%		
4-6				95.0%	94.0%	94.0%	0.0%		
7-8				95.0%	94.0%	94.0%	0.0%		
Average ADA %				95.0%	94.0%	94.0%	0.0%		
ADA									
K-3				271.70	268.84	268.84	-		
4-6				189.05	187.06	187.06	-		
7-8				125.40	121.26	121.26	-		
Total ADA				586.15	577.16	577.16	-		

**Language Academy**  
**Income Statement**  
**As of Apr FY2023**

Actual				YTD	Budget								
								Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent			
FebMarApr				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast						
REVENUE													
LCFF Entitlement													
8011	Charter Schools General Purpose Entitlement - State Aid	-	694,420	-	2,569,426	4,342,606	3,995,849	3,995,849	-	1,426,423	64%		
8012	Education Protection Account Entitlement	-	-	-	767,319	1,134,817	1,552,961	1,552,961	-	785,642	49%		
8096	Charter Schools in Lieu of Property Taxes	-	816,524	-	816,524	1,280,644	1,575,058	1,575,058	-	758,534	52%		
SUBTOTAL - LCFF Entitlement				-	1,510,944	-	4,153,269	6,758,067	7,123,868	7,123,868	-	2,970,599	58%
Federal Revenue													
8181	Special Education - Entitlement	-	-	-	-	76,625	76,750	76,750	-	76,750	0%		
8291	Title I	-	44,479	-	87,336	176,501	175,655	175,655	-	88,319	50%		
8292	Title II	-	12,414	-	12,414	24,917	24,819	24,819	-	12,405	50%		
8294	Title IV	-	-	-	-	13,033	13,464	13,464	-	13,464	0%		
8297	PY Federal - Not Accrued	-	-	-	47	-	-	-	-	(47)			
8299	All Other Federal Revenue	-	34,690	-	167,318	663,412	663,412	663,412	-	496,094	25%		
SUBTOTAL - Federal Revenue				-	91,583	-	267,115	954,488	954,100	954,100	-	686,985	28%
Other State Revenue													
8319	Other State Apportionments - Prior Years	-	-	-	13,723	-	-	-	-	(13,723)			
8381	Special Education - Entitlement (State	-	86,136	42,988	377,370	476,210	480,299	480,299	-	102,929	79%		
8382	Special Education Reimbursement (State	-	7,096	3,548	26,331	-	47,504	47,504	-	21,173	55%		
8550	Mandated Cost Reimbursements	-	-	-	10,460	10,460	10,460	10,460	-	0	100%		
8560	State Lottery Revenue	-	-	-	42,026	139,584	142,868	142,868	-	100,842	29%		
8590	All Other State Revenue	-	-	-	-	36,495	36,495	36,495	-	36,495	0%		
8593	Expanded Learning Opportunities Program	-	173,510	-	791,862	864,901	963,942	963,942	-	172,080	82%		
8596	Other State Revenue 6	-	-	-	-	203,482	203,482	203,482	-	203,482	0%		
SUBTOTAL - Other State Revenue				-	266,742	46,536	1,261,772	1,731,132	1,885,050	1,885,050	-	623,278	67%
Local Revenue													
8636	Uniforms	427	190	-	8,527	12,000	12,000	12,000	-	3,473	71%		
8638	Merchandise Sales	-	-	-	1,953	1,300	1,300	1,300	-	(653)	150%		
8660	Interest	1,239	1,429	1,395	9,898	9,000	9,000	9,000	-	(898)	110%		
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	6,000	0%		
8693	Field Trips	-	-	-	1,461	15,000	15,000	15,000	-	13,540	10%		
8699	All Other Local Revenue	-	2,472	-	11,429	5,000	5,000	5,000	-	(6,429)	229%		
8999	Uncategorized Revenue	-	400	191	1,391	-	-	-	-	(1,391)			
SUBTOTAL - Local Revenue				1,665	4,492	1,586	34,659	48,300	48,300	48,300	-	13,641	72%
Fundraising and Grants													
8801	Donations - Parents	-	190	-	3,197	5,000	5,000	5,000	-	1,803	64%		
8802	Donations - Private	-	-	-	-	5,000	5,000	5,000	-	5,000	0%		
8803	Fundraising	87	3,740	-	35,878	25,000	25,000	25,000	-	(10,878)	144%		
SUBTOTAL - Fundraising and Grants				87	3,930	-	39,075	35,000	35,000	35,000	-	(4,075)	112%
TOTAL REVENUE				1,752	1,877,691	48,122	5,755,890	9,526,987	10,046,318	10,046,318	-	4,290,428	57%

**Language Academy**  
**Income Statement**  
**As of Apr FY2023**

	Actual			YTD	Budget					
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>										
<b>Compensation &amp; Benefits</b>										
<b>Certificated Salaries</b>										
1100 Teachers Salaries	225,043	230,094	230,461	1,825,322	2,156,606	2,333,520	2,333,520	0	508,199	78%
1101 Teacher - Stipends	4,068	12,710	398	39,890	56,788	77,788	77,788	-	37,898	51%
1102 Title I/SES Tutoring	-	-	-	-	22,500	22,500	22,500	-	22,500	0%
1103 Teacher - Substitute Pay	7,837	8,349	5,164	49,546	89,593	89,593	89,593	-	40,047	55%
1111 Teacher - Elective	-	-	-	-	293,827	-	-	-	-	-
1300 Certificated Supervisor & Administrator Salaries	12,294	12,294	12,294	122,940	145,428	145,428	145,428	-	22,488	85%
1311 SPED Certificated	33,108	32,911	33,488	269,752	378,236	350,001	350,001	-	80,248	77%
1920 Other Cert - Summer	-	-	-	14,540	42,100	65,800	65,800	-	51,260	22%
1940 Other Certificated Supervisor & Admin Salaries	12,069	12,069	12,069	96,554	116,206	116,206	116,206	-	19,652	83%
<b>SUBTOTAL - Certificated Salaries</b>	<b>294,419</b>	<b>308,427</b>	<b>293,874</b>	<b>2,418,543</b>	<b>3,301,284</b>	<b>3,200,835</b>	<b>3,200,835</b>	<b>0</b>	<b>782,292</b>	<b>76%</b>
<b>Classified Salaries</b>										
2100 Classified Instructional Aide Salaries	11,127	8,905	12,021	76,191	119,671	112,323	112,323	-	36,133	68%
2103 SPED Classified	10,790	9,971	13,008	91,857	136,461	137,675	137,675	-	45,817	67%
2200 Classified Support (Intervention Tutoring)	33,517	28,136	45,522	230,918	72,748	240,271	240,271	-	9,353	96%
2202 Classified Support Salaries - Custom 2	-	-	-	-	50,000	-	-	-	-	-
2300 Classified Supervisor & Administrator Salaries	7,965	9,735	7,965	92,522	102,207	102,207	102,207	-	9,685	91%
2400 Classified Clerical & Office Salaries	13,175	13,196	19,119	142,755	223,266	172,043	172,043	-	29,287	83%
2601 Classified Stipends	-	-	-	3,175	-	10,000	10,000	-	6,825	32%
2900 Classified Other Salaries	4,118	4,108	6,031	46,784	-	51,360	51,360	-	4,576	91%
2905 Other Classified - After School	15,243	16,514	20,549	137,765	155,641	180,327	180,327	-	42,562	76%
2908 Enrichment - ELO-P	-	263	825	1,088	-	25,000	25,000	-	23,913	4%
2925 Other Classified - Childcare	-	-	-	-	2,400	1,280	1,280	-	1,280	0%
2930 Other Classified - Maintenance/Grounds	13,423	11,022	19,034	140,138	163,448	166,955	166,955	-	26,816	84%
<b>SUBTOTAL - Classified Salaries</b>	<b>109,357</b>	<b>101,849</b>	<b>144,073</b>	<b>963,194</b>	<b>1,025,842</b>	<b>1,199,441</b>	<b>1,199,441</b>	<b>-</b>	<b>236,248</b>	<b>80%</b>
<b>Employee Benefits</b>										
3100 STRS	55,350	50,132	55,686	443,121	630,545	611,360	611,360	0	168,239	72%
3300 OASDI-Medicare-Alternative	13,475	13,184	16,018	114,156	126,346	136,061	136,061	0	21,905	84%
3400 Health & Welfare Benefits	57,264	60,338	60,991	658,559	727,662	723,407	723,407	-	64,847	91%
3500 Unemployment Insurance	265	270	284	2,225	20,398	20,978	20,978	-	18,753	11%
3600 Workers Comp Insurance	2,994	2,994	-	35,935	51,926	52,803	52,803	0	16,869	68%
3700 Retiree Benefits	3,363	2,782	3,764	9,909	-	-	-	-	(9,909)	-
3900 Other Employee Benefits	-	-	-	19,099	22,503	25,043	25,043	-	5,944	76%
<b>SUBTOTAL - Employee Benefits</b>	<b>132,712</b>	<b>129,700</b>	<b>136,742</b>	<b>1,283,003</b>	<b>1,579,380</b>	<b>1,569,652</b>	<b>1,569,652</b>	<b>0</b>	<b>286,649</b>	<b>82%</b>
<b>Books &amp; Supplies</b>										
4100 Approved Textbooks & Core Curricula Materials	-	12,546	-	49,729	56,120	56,120	56,120	-	6,391	89%
4101 SPED Textbooks	-	-	-	2,320	7,700	7,700	7,700	-	5,380	30%
4200 Books & Other Reference Materials	3,851	8,416	15,906	46,467	93,500	93,500	93,500	-	47,033	50%
4201 Library Resources	-	-	-	4,461	15,000	15,000	15,000	-	10,539	30%
4315 Custodial Supplies	4,818	1,671	1,024	26,495	30,000	35,000	35,000	-	8,505	76%
4320 Educational Software	294	294	7,324	45,082	70,000	70,000	70,000	-	24,918	64%
4325 Instructional Materials & Supplies	2,431	8,559	9,209	44,629	49,475	49,475	49,475	-	4,846	90%

**Language Academy**  
**Income Statement**  
**As of Apr FY2023**

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4330	Office Supplies	3,993	2,925	565	21,312	32,500	32,500	32,500	-	11,188	66%
4335	PE Supplies	310	797	-	5,691	9,000	9,000	9,000	-	3,309	63%
4340	Professional Development Supplies	145	75	-	699	3,000	3,000	3,000	-	2,301	23%
4350	Uniforms	-	-	-	33,817	-	33,817	33,817	-	-	100%
4352	Garden	98	-	317	831	2,000	2,000	2,000	-	1,169	42%
4354	ASES Materials	436	491	63	4,500	6,000	6,000	6,000	-	1,500	75%
4355	Summer School Materials	-	-	-	-	9,400	9,400	9,400	-	9,400	0%
4356	SPED Consumables	1,807	602	890	7,197	10,000	10,000	10,000	-	2,803	72%
4410	Classroom Furniture, Equipment & Supplies	9,250	2,255	-	45,004	15,750	35,000	35,000	-	(10,004)	129%
4420	Computers: individual items less than \$5k	-	90,348	(33)	134,579	50,000	139,000	139,000	-	4,421	97%
4423	Classroom Noncapitalized items 1	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	651	16,632	-	37,220	10,000	25,000	25,000	-	(12,220)	149%
<b>SUBTOTAL - Books and Supplies</b>		<b>28,084</b>	<b>145,612</b>	<b>35,265</b>	<b>510,032</b>	<b>479,445</b>	<b>641,512</b>	<b>641,512</b>	-	<b>131,480</b>	<b>80%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	70	-	120	25,000	25,000	25,000	-	24,880	0%
5215	Travel - Mileage, Parking, Tolls	-	775	140	1,299	5,000	5,000	5,000	-	3,701	26%
5220	Travel and Lodging	1,769	2,463	254	4,486	25,000	25,000	25,000	-	20,514	18%
5305	Dues & Membership - Professional	-	-	-	11,618	15,000	15,000	15,000	-	3,383	77%
5450	Insurance - Other	10,047	9,331	-	106,766	51,000	106,049	106,049	-	(717)	101%
5515	Janitorial, Gardening Services & Supplies	100	-	2,900	12,846	120,000	60,000	60,000	-	47,154	21%
5535	Utilities - All Utilities	-	-	33,957	109,221	100,000	215,000	215,000	-	105,779	51%
5605	Equipment Leases	2,194	3,917	-	25,148	34,640	34,640	34,640	-	9,492	73%
5610	Rent	-	23,513	-	94,053	102,000	102,000	102,000	-	7,947	92%
5615	Repairs and Maintenance - Building	105	485	3,787	24,118	75,000	75,000	75,000	-	50,882	32%
5616	Repairs and Maintenance - Computers	-	-	-	152	20,000	20,000	20,000	-	19,848	1%
5617	Repairs and Maintenance - Other Equipment	-	-	-	843	2,550	2,550	2,550	-	1,707	33%
5803	Accounting Fees	-	-	-	25,194	26,000	26,000	26,000	-	806	97%
5804	Parent Trainings	827	-	-	827	1,020	1,020	1,020	-	193	81%
5805	Administrative Fees	-	-	125	12,730	10,000	10,000	10,000	-	(2,730)	127%
5806	Assemblies	-	-	-	500	3,000	3,000	3,000	-	2,500	17%
5809	Banking Fees	-	-	-	42	500	500	500	-	458	8%
5812	Business Services	7,650	7,650	15,300	74,600	84,420	89,900	89,900	-	15,300	83%
5813	Board Development	-	-	-	-	5,600	5,600	5,600	-	5,600	0%
5816	Data Director	-	-	-	308	-	-	-	-	(308)	-
5818	SPED Legal Fees	-	-	-	-	5,600	5,600	5,600	-	5,600	0%
5824	District Oversight Fees	-	-	-	-	77,480	81,924	81,924	-	81,924	0%
5827	ELO-P Expenses	2,804	27,656	3,234	59,707	864,901	938,942	938,942	-	879,235	6%
5830	Field Trips Expenses	7,085	10,217	11,856	47,468	56,000	56,000	56,000	-	8,532	85%
5833	Fines and Penalties	16	-	-	52	-	50	50	-	(2)	104%
5836	Fingerprinting	143	323	89	1,921	3,000	3,000	3,000	-	1,079	64%
5839	Fundraising Expenses	2,093	4,506	6,811	35,581	36,700	36,700	36,700	-	1,119	97%
5845	Legal Fees	-	63	-	700	10,200	10,200	10,200	-	9,501	7%
5851	Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	1,224	0%
5857	Payroll Fees	2,054	1,584	1,998	17,671	15,300	15,300	15,300	-	(2,371)	115%
5860	Printing and Reproduction	4,213	3,368	2,824	23,130	25,000	35,000	35,000	-	11,870	66%
5861	Prior Yr Exp (not accrued)	-	-	32,146	17,773	-	-	-	-	(17,773)	-
5863	Professional Development	-	4,011	1,835	28,749	50,000	55,000	55,000	-	26,251	52%
5869	Special Education Contract Instructors	2,334	34,691	24,601	165,962	163,914	203,000	203,000	-	37,038	82%

**Language Academy**  
**Income Statement**  
**As of Apr FY2023**

		Actual			YTD	Budget					
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5872	Special Education SELPA Fee	-	-	-	-	-	19,887	19,887	0	19,887	0%
5874	Sports	4,993	2,046	4,680	14,891	16,000	16,000	16,000	-	1,109	93%
5875	Staff Recruiting	-	-	-	1,200	1,300	1,300	1,300	-	100	92%
5878	Student Assessment	53	3,594	15,996	33,103	12,485	13,460	13,460	-	(19,643)	246%
5881	Student Information System	-	-	-	12,098	11,000	12,098	12,098	-	-	100%
5887	Technology Services	5,130	4,665	7,110	50,539	35,000	45,000	45,000	-	(5,539)	112%
5899	Miscellaneous Operating Expenses	-	-	-	320	-	320	320	-	-	100%
5910	Communications - Internet / Website Fees	8	10	10	6,327	7,000	7,000	7,000	-	673	90%
5915	Postage and Delivery	257	159	5	1,523	4,000	4,000	4,000	-	2,477	38%
5920	Communications - Telephone & Fax	878	3,700	1,054	13,879	18,000	18,000	18,000	-	4,121	77%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>54,754</b>	<b>148,799</b>	<b>170,711</b>	<b>1,037,463</b>	<b>2,119,834</b>	<b>2,400,264</b>	<b>2,400,264</b>	<b>0</b>	<b>1,362,801</b>	<b>43%</b>
<b>Capital Outlay &amp; Depreciation</b>											
6900	Depreciation	42,348	42,348	42,348	423,477	555,000	508,172	508,172	-	84,695	83%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>42,348</b>	<b>42,348</b>	<b>42,348</b>	<b>423,477</b>	<b>555,000</b>	<b>508,172</b>	<b>508,172</b>	<b>-</b>	<b>84,695</b>	<b>83%</b>
<b>Other Outflows</b>											
7438	Long term debt - Interest	-	-	-	36,330	112,578	76,000	76,000	-	39,670	48%
<b>SUBTOTAL - Other Outflows</b>		<b>775</b>	<b>(1,116)</b>	<b>-</b>	<b>36,330</b>	<b>112,578</b>	<b>76,000</b>	<b>76,000</b>	<b>-</b>	<b>39,670</b>	<b>48%</b>
<b>TOTAL EXPENSES</b>		<b>662,448</b>	<b>875,618</b>	<b>823,013</b>	<b>6,672,042</b>	<b>9,173,363</b>	<b>9,595,876</b>	<b>9,595,875</b>	<b>0</b>	<b>2,923,834</b>	<b>70%</b>



## Solution Overview

*Prepared for*  
**Language Academy of Sacramento**  
**May 4, 2023**

*Prepared by*  
**Anthony Bastian**

**Product Sales Specialist**  
abastian@ams.net

## AMS.NET Project Approach

### AMS.NET Project Methodology and Approach

AMS.NET's project approach is based on the Project Management Institute's PMBOK and its foundational standards. Your AMS.NET project team will collaborate with your technical team to:

- Identify project requirements
- Define project roles and expectations
- Proactively plan, document and coordinate project activities
- Execute the agreed upon deliverables in line with the scope of work
- Verify appropriate acceptance testing is performed and documented
- Provide relevant status updates via regular meetings and meeting minutes
- Deliver thorough final documentation of your equipment and its configuration (as applicable)

The project phases and activities listed below provide an outline for your implementation; these phases will be planned in greater detail by your project manager as a part of the design and planning phase. Adherence to the defined project plan will ensure timely completion.

Project Phases and Life Cycle				
Discovery & Preparation	Design & Planning	Implementation	Project Closeout	Support & Maintenance
Kick-Off Meeting Identify Project Goals and Requirements  Perform Physical and Virtual Information Gathering Activities	Technical Planning and Design Approval Meetings  Project Plan and Timeline Presentation  Prep, Configuration, Pre-Installation Testing of Equipment  Pre-Installation Meeting	Project Installation as Defined in Project Plan  Post-Installation Acceptance Testing  Enhanced* or Standard Post-Cutover Support  System Administrator Training* End User Training  *If purchased	Physical/Virtual Site Walk  Punch List Completion  Final Documentation Submission  Project Completion Statement Sign Off  *If purchased	30-Day Workmanship Warranty  Flex and Premium Flex Contract Support*  Managed Services* *If purchased

## General Customer Responsibilities and Project Assumptions

Outlined below are general customer responsibilities and project assumptions to ensure the project runs smoothly and efficiently.

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Delivery of services and the project success is dependent on collaboration between project team members. Accurate and complete information from the customer project team will directly affect the success and quality of the project cycle. In addition to any activities identified in the Statement of Work, customer's responsibilities include:

- Customer will assign a primary contact that will be responsible for helping AMS.NET to identify information owners and will assist with obtaining timely responses to requests for data and information.
- Provide AMS.NET with necessary facilities access which may include building keys, passes, alarm codes and parking access.
- Customer will provide an adequate workspace and Internet access while the AMS.NET team is onsite.
- If facilities are unavailable during the day, reasonable access to perform work after hours and on weekends must be provided. In all events a minimum 9 hours of access must be provided each day.
- If project scope includes additional vendors, customer must make introductions and access must be available to vendor primary contacts.
- An Equipment Delivery Letter for stored goods and materials must be signed and return at the start of the project.
- Customer is responsible for the removal and disposal of E-Waste, trash, etc.
- Customer must notify AMS.NET to any hazardous materials which may be present in the work area

### UPS Environmental and Physical Logistics Customer Requirements

UPS Design was based on assumptions that adequate Rack specifications and power requirements where available, during project planning the following will be assessed, if any of these variables are not met by the customer, a change order will be provided to rectify any deficiencies and/or lost labor. UPS ordering will be held until this inspection can be performed.

There are several areas which will need to be verified and addressed pre-installation including:

- **Rack Depth**  
In the event UPS depth exceeds rack depth, the customer will be provided with options to swap the UPS or rack.
- **Rack Space Requirements**  
In the event rack space is not available in identified location, the customer will be provided with options to swap the UPS or rack.

- **UPS Weight**

AMS.NET is not responsible for customer provided rack locations, if AMS.NET deems the installation or quality of the rack will not support the weight of the UPS customer will be notified. AMS.NET is not responsible for any damage in the event the rack was improperly anchored.

- **Power Requirements**

Customer is responsible for providing adequate power at the installation location. AMS.NET will provide power requirements based on UPS purchased.

## **Project Assumptions**

With more than 25 years of expertise and a proven project methodology, we've outline project assumptions that allow AMS.NET to complete this engagement in an efficient and timely manner. The assumptions listed below set forth the expectations of the working relationship between Language Academy of Sacramento and AMS.NET. Project Assumptions include:

- In line with green practices and efficiency, AMS.NET project managers will conduct meetings via web conferencing tools and engineers will remote into networks when possible. Customer must provide VPN access to networks.
- Based on our experience, best practices and project scope, AMS.NET will determine and assign the proper engineering resources.
- A mutually agreed upon meeting cadence will be set to ensure that the expectations of the engagement are met.
- We rely on the accuracy of instructions, authorizations, approvals and other information provided by key stakeholders.
- Language Academy of Sacramento project stakeholders will provide necessary documentation and support for any legacy system integrations required during the installation and implementation of the project. AMS.NET resources will do their best to gather as much of this information during the discovery phase in order to ensure successful legacy integration where possible.
- There will be an agreed upon time period after final documentation signoff and prior to installation when changes will not be accepted. Adequate time for programming and cutover preparation is needed to ensure the accuracy of project implementation.

## **Premium Flex Time Guidelines and Limitations**

If Language Academy of Sacramento was quoted Premium Flex Time plans, please see below for the applicable guidelines and limitations. Premium Flex Time hours are indicated by the prefix AMS-MS-FLEX-PRE on your Quotation and are quoted in pre-paid blocks of hours. Premium Flex Guidelines and Limitations include:

- Flex Time plans do not expire and are available until the hours and funds are fully utilized. New or additional purchases of Flex Time plans will be subjected to the new discount rates, guidelines and limitations.
- Flex Time Plans are for technical services and professional consultation only and cannot be used for materials.
- Flex Time Plans are required to be paid upfront before the service is performed. Flex Time Plans are a retainer-based engagement.

- Technical services hours are deducted as the technical service is performed. On-site technical support consists of travel time both ways and a minimum of one-hour on-site then deducted in 30-minute increments. Remote technical support is deducted in 30-minute increments. Please note that any scheduled engagement cancellations not arising from AMS.NET will incur a 1-hour minimum charge as well as any travel time expended.
- Business hours are Monday through Friday 8am to 5pm excluding company reserved holidays. Pre-scheduled after-business hour technical support is available Monday through Friday and Saturday from 5pm to 12am and requires a 24x7 Flex Time plan. Emergency after hours support requires a 24x7 Flex Time plan.

## Standard AMS.NET Invoicing Procedures

### Materials, Equipment, Hardware

All cabling and engineering material, equipment, and hardware are invoiced and billed upon receipt at any one of our AMS.NET warehouses. Per our standard EDL; "We will have the equipment delivered directly to AMS.NET and stored in our warehouse for your convenience until you are ready for installation. Per request, AMS will provide a report of proof of delivery to AMS.NET and serial number documentation. AMS.NET will at time of delivery to our warehouse, submit invoices reflecting the hardware portion of the project and you can at that time release payment for the full amount of the hardware within 30 days of receipt"

### Premium Flex Time (pFlex)

pFlex is invoiced in full upon the start of the project. pFlex hours are utilized on progress/time and materials bases as we move through the project deliverables or as Service Requests are opened through our TAC department. Utilization reports can be requested at any time and may be shared with the customer within 48 hours of the request. All remaining pFlex time left at the end of an installation project is converted to TAC support hours upon project close out.

### Standard Progress Labor Billing Definitions

AMS.NET executes progress billing for all non-pFlex engagements. AMS.NET will at time of completion of each progress phase, submit invoices reflecting the current phase of the project and you can at that time release payment for the full amount of the invoice within 30 days of receipt.

### Switching, Wireless, UPS, Firewalls, Paging, Phones, IPVS

- 10% for Mobilization
- 25% for Technical Planning and Start of Design
- 50% for equipment prep/configuration
- 75% for Installation of equipment
- 95% for equipment cutover
- 100% upon completion of punch list and delivery of final documentation

**Data Center (Non pFLEX) Upgrades, Migrations, ISE, AMP, Umbrella, 365, Etc...**

- 10% Mobilization
- 25% Discovery – 25%
- 50% Base Deployment, Activation, Start Migration of Servers
- Up to 95% Policy Configuration, Migration of Servers
- 100% upon completion of punch list and delivery of final documentation

**Structured Cabling – Fiber, Copper, and Racks**

- 10% mobilization
- 11-95% according to completion level of the line item
- 100% upon completion of punch list and delivery of final documentation/test results

## Verkada IP Video Surveillance Statement of Work Overview

AMS.NET, through its Professional Services (PS) division is pleased to provide the Language Academy of Sacramento our Statement of Work (SOW) to assist in defining the solution design for Language Academy of Sacramento - Main - Verkada Camera Project - 99499. AMS.NET's project management team looks forward to working with Language Academy of Sacramento on this important engagement.

AMS.NET will conduct discovery sessions with Language Academy of Sacramento subject matter experts (SMEs) to gather and review the current infrastructure and systems management strategy. Agendas will be determined in advance working with Language Academy of Sacramento's project manager to minimize the disturbance to Language Academy of Sacramento's SMEs.

This Statement of Work (SOW) and any exhibits, appendices, schedules, and attachments to it is made pursuant to the Project No. 99499, the terms of which are incorporated herein by reference, by and between Language Academy of Sacramento ("Customer," "you," "your", "Language Academy of Sacramento") and AMS.NET, ("AMS," "us," "we," "our"), or our affiliate, and sets forth the services to be performed by us related to Language Academy of Sacramento - Main - Verkada Camera Project - 99499 ("project").

This SOW, together with the quote, represents the complete baseline for scope, services, service deliverables and acceptance applicable to this project. Any terms not otherwise defined herein will assume the meanings set forth in the work order.

This SOW and the associated Work Order expire 3 months after the date they were delivered to the customer for signature, unless they have been formally extended in writing by AMS.NET.

## Verkada IP Video Surveillance Statement of Work

AMS.NET is pleased to provide Language Academy of Sacramento with the following statement of work for IP Video Surveillance services. An IPVS solution delivers leading surveillance technologies to protect people, and property with more intelligence, security and efficiency. Providing a robust and stable surveillance solution is essential in today's working and learning environment. AMS.NET will design your solution based on the following key areas of importance in the deployment and configuration of the IPVS solution.

This project involves the installation of four Verkada cameras (10 Single imagers) into an existing surveillance system at Language Academy of Sacramento. Our company, AMS.NET, will be responsible for camera preparation, placement, testing, and setup, as well as adding the cameras to the existing Verkada Command dashboard.

### Technical Scope of Work:

- **Verkada Command:** Create a new Organization in Verkada Command for Language Academy of Sacramento. Add all new Verkada devices into this Organization.
- **Camera preparation and addition:** Unbox, label, and prepare the four Verkada cameras (3 Single imagers and 1 multi-sensor) for installation. Labeling should include a unique identifier for each camera and the location it will be installed in. Add the newly installed cameras to the existing Verkada Command dashboard, ensuring that each camera is properly identified and associated with its respective location.
- **In-house testing:** Conduct in-house testing to verify the functionality of each camera before installation. This includes testing each camera's video stream, audio quality, and network connectivity.
- **Camera placement:** Install and mount four Verkada cameras in locations based on the results of the site survey that was previously conducted.
- **Network configuration:** Configure the cameras to work with the existing network infrastructure, including setting static IP addresses, configuring VLANs, and opening firewall ports as necessary.
- **Camera setup:** Configure the cameras for optimal performance, including setting resolution, frame rate, analytics, and other camera settings as necessary.
- **Testing:** Perform a thorough test of the camera system to ensure that all cameras are working properly, are properly configured, and are streaming video to the Command dashboard.



- **Documentation:** Provide the customer with a comprehensive documentation package, including camera locations, IP addresses, login credentials, and other relevant information.

## **Post Deployment Review**

During the project kickoff, Martinez Unified School District and AMS.NET will identify a post deployment review date.

On this date, AMS.NET engineers will reevaluate the configurations of all components to ensure that the Martinez Unified School District is achieving the optimal results. If any issues are identified AMS.NET will prepare a remediation plan and present to the Martinez Unified School District.

AMS.NET will adjust the configuration of devices as required in this remediation plan to address all issues. This will serve as the final acceptance by the Martinez Unified School District of proper system operation.

## **Standard Exclusions:**

- Any work not explicitly stated in this scope of work.
- Any work outside the scope of the surveillance industry standards.
- Any additional network infrastructure work outside of camera configuration.
- Any modification to the existing network infrastructure.
- Any installation of additional software or hardware not necessary for the camera installation.
- Any vandalism or damage that occurs to the cameras after installation. The customer will be responsible for the cost of replacing any damaged or vandalized cameras.
- Any focusing changes or camera positioning adjustments requested after sign-off is complete. Any such changes will be considered billable work and will be invoiced separately.

## Verkada Environmental Sensor of Work Overview

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## Verkada Environmental Sensor Statement of Work

AMS.NET is pleased to provide Language Academy of Sacramento with the following statement of work for Environmental Sensor configuration and deployment. An Environmental Sensor solution delivers leading detection abilities to notify staff of vaping events and other environmental hazards that could impact the safety of the students and staff. AMS.NET will design your solution based on the following key areas of importance in the deployment and configuration of the Environmental Sensor solution.

AMS.NET will work with the Language Academy of Sacramento team to complete the scope of work as follows:

### Environmental Sensor

AMS.NET will perform the following configurations per Environmental Sensor in accordance with the Language Academy of Sacramento requirements.

- **Verkada Environmental Sensor** - AMS.NET will prep the sensors in house and start documentation. AMS.NET will connect the Environmental Sensor to the network and power them up to verify functionality and to ensure proper registration of the Environmental Sensor to the Dashboard. Devices will be asset tagged and labeled prior to be re-boxed at the organization's request if asset tags are provided. The balance of the configuration below will be completed post installation at the site so that functionality and location can be verified.

### Verkada Dashboard Configuration

AMS.NET certified engineers in collaboration with Language Academy of Sacramento will configure the Verkada Dashboard on industry leading practices and Language Academy of Sacramento requirements. This includes configuration of:

- Sensor naming
- Activate/deactivate sensors based on organization requirements
- Motion/analytic detection for ES devices
- Sensor thresholds for notification alerting purposes
- Notification configuration based on sensor data
- Pairing cameras to sensors based on location for video reporting based on triggered sensor events
- Security configuration for Environmental Sensors
- Interactive camera maps if customer provided will be uploaded. Google Earth will be used if no maps are provided by customer.
- Site creation/naming

Documentation will be provided to Language Academy of Sacramento. Documentation includes:

- Location

- Name of device
- IP address
- Username
- Password
- Asset tag (If provided and/or requested)
- Switch information

*Knowledge transfer will be provided on access system not to exceed 2 hours. If additional time is needed a quote can be provided.*

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## **Exclusions**

- **Vandalism** - In the event any cameras are vandalized the Language Academy of Sacramento will be responsible for the cost of camera repairs and labor to replace the unit physically and in the system. Which includes but not limited to security, views, motion detection and naming of the replacement unit.
- **Disclaimer on Investigations** - The SV23 Vape Index measures air quality events indicative of vaping and smoking but cannot provide proof of a vaping incident. Administrators should use the SV23 Vape Index and Verkada camera integration to help with investigations and monitor vaping activity and patterns but use searches for physical evidence as to the basis for further disciplinary/legal actions.

## Solution Overview

### Verkada Guest

*Prepared for*  
**Language Academy of Sacramento**  
**May 4, 2023**

*Prepared by*  
**Anthony Bastian**

**Product Sales Specialist**  
abastian@ams.net

## AMS.NET Project Approach

### AMS.NET Project Methodology and Approach

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**AMS.NET**  
Technology Solution Provider

**AMS.NET, Inc.**

502 Commerce Way, Livermore, CA 94551

925-245-6100 • 925-245-6150 Fax

[www.ams.net](http://www.ams.net)

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- 10% for Mobilization
- 25% for Technical Planning and Start of Design
- 50% for equipment prep/configuration
- 75% for Installation of equipment
- 95% for equipment cutover
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- Up to 95% Policy Configuration, Migration of Servers
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This Statement of Work (SOW) and any exhibits, appendices, schedules, and attachments to it is made pursuant to the Project No. 99499, the terms of which are incorporated herein by reference, by and between Language Academy of Sacramento ("Customer," "you," "your", "Language Academy of Sacramento") and AMS.NET, ("AMS," "us," "we," "our"), or our affiliate, and sets forth the services to be performed by us related to Language Academy of Sacramento - Main - Verkada Camera Project - 99499 ("project").

This SOW, together with the quote, represents the complete baseline for scope, services, service deliverables and acceptance applicable to this project. Any terms not otherwise defined herein will assume the meanings set forth in the work order.

This SOW and the associated Work Order expire 3 months after the date they were delivered to the customer for signature, unless they have been formally extended in writing by AMS.NET.

## Verkada Guest Statement of Work

AMS.NET is pleased to provide Language Academy of Sacramento with the following statement of work for Guest services. Verkada Guest is a comprehensive visitor management system that offers several benefits for schools, including improved security, enhanced efficiency, greater control over the visitor management process, better data management, and increased compliance with regulatory requirements. The system streamlines the visitor registration process, tracks and monitors visitors, and provides administrators with greater flexibility and control over the management of visitors. It also allows schools to store visitor data securely in the cloud and provides a comprehensive set of features and tools that can help schools meet their regulatory obligations. Overall, Verkada Guest is a powerful tool that can help schools improve security, enhance efficiency, and ensure compliance with regulations.

AMS.NET will work with the Language Academy of Sacramento team to:

- **Preparation:**
  - Confirm that the iPad and Brother printer meet the minimum requirements for running Verkada Guest.
  - Download and install the Verkada Guest app on the iPad from the App Store.
  - Install the Brother printer driver on the iPad if necessary.
- **Configuration:**
  - Open the Verkada Guest app on the iPad.
  - Log in to your Verkada Guest account or create a new one if you don't have an account.
  - Configure the settings in the Verkada Guest app, such as the guest registration form, notification settings, and printer settings.
  - Connect the Brother printer to the iPad via Wi-Fi or Bluetooth.
  - Test the printer by printing a sample guest badge.
- **Installation:**
  - Install the Verkada Guest app and configure the settings on any additional iPads that will be used for guest registration.
  - Train staff members on how to use the Verkada Guest app and Brother printer for guest registration.
  - Provide ongoing support and troubleshooting for any issues that arise with the Verkada Guest app or Brother printer.
- **Training:**
  - Training to be completed by the manufacturer. The training can be remote conference or on-premises at the discretion of the manufacture based on the needs of the district.

## **Post Deployment Review**

During the project kickoff, Language Academy of Sacramento and AMS.NET will identify a post deployment review date.

On this date, AMS.NET engineers will reevaluate the configurations of all components to ensure that the Language Academy of Sacramento is achieving the optimal results. If any issues are identified AMS.NET will prepare a remediation plan and present to the Language Academy of Sacramento.

AMS.NET will adjust the configuration of devices as required in this remediation plan to address all issues. This will serve as the final acceptance by the Language Academy of Sacramento of proper system operation.

## **Exclusions:**

**Apple iCloud account:** Customer must have an apple iCloud account that can be shared with AMS.NET to setup the iPad. If the customer uses MDM for apple devices, it must be enrolled and Verkada Guest deployed to it by the district.



**AMS.NET**  
Technology Solution Provider

## Technology Solution Proposal



## Executive Summary

### Introduction

The AMS.NET team is pleased to have the opportunity to present the following proposal to Language Academy of Sacramento. Our proposal details the products, technologies, and services offered by our organization. The solutions proposed are based on our discussions with Language Academy of Sacramento and our extensive experience delivering business outcomes to similar organizations for more than 25 years. Our industry expertise, technology vision and people enable us to deliver a unique customer experience and successful implementation.

AMS.NET, Inc. is able to provide a full line of products, services and support for the following technologies:

- Collaboration/Video
- Paging/Messaging
- Wireless/Mobility
- Network Infrastructure/Storage
- Data Center/Virtualization
- Network Security/Content Security/Cyber Threat
- Physical Security/Video Surveillance
- Structured Wiring
- Maintenance/Managed Services

Please refer to our customer price quote that is included in this proposal for specific manufacturers, parts, pricing and professional services proposed as a part of this solution.

Thank you for the opportunity to be of service.

Best Regards,



Jared Bayless  
AMS.NET, Inc.



## Project Cost Summary - LAS - Verkada Project

### Project Information

Language Academy of Sacramento - Main -  
Verkada Camera Project - 99499  
Project # 99499  
May 2, 2023

### Account Manager

Jared Bayless  
jbayless@ams.net  
(925) 245-6186

AMS Quote #	Description	Subtotal	Taxes	Total
Q-00070854	Main - Verkada Camera Project - 99499	\$46,567.33	\$2,184.59	\$48,751.92
Q-00070921	Main - Verkada Visitor Mgr/Kiosk Setup - 99499	\$11,685.88	\$64.06	\$11,749.94
Q-00070458	Verkada Camera Project - Cabling	\$19,643.56	\$346.89	\$19,990.45

### Project Summary

Project Total	\$77,896.77
Estimated Total Taxes	\$2,595.54
<b>Grand Total</b>	<b>\$80,492.31</b>

Vendor: AMS.NET  
Address: 502 Commerce Way, Livermore, CA 94551  
Phone: 925-245-6100  
SPIN: 143005880

## Customer Quotations

### Customer

Language Academy of Sacramento  
 2850 49th Street Sacramento, CA 95817  
 ATTN: Judy Morales-Sue

<b>Project Name</b>	Language Academy of Sacramento - Main - Verkada Camera Project - 99499
<b>Project #</b>	99499
<b>Expiration Date</b>	
<b>Account Mgr.</b>	Jared Bayless
<b>AM Phone</b>	(925) 245-6186
<b>AM Email</b>	jbayless@ams.net
<b>Inside Account Mgr.</b>	Teri Edwards
<b>IAM Phone</b>	(925) 245-6149
<b>IAM Email</b>	tedwards@ams.net

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00070854, Main - Verkada Camera Project - 99499					
1	<b>LIC-5Y</b> Verkada 5-Year Command Cloud License For Verkada Cameras	Verkada	10.00	\$683.24	\$6,832.40
2	<b>CD62-30E-HW</b> CD62-E Outdoor Dome Camera, 30 Days	Verkada	3.00	\$1,291.24	\$3,873.72
3	<b>CD42-256E-HW</b> CD42-E Outdoor Dome Camera, 256GB, 30 Days Max	Verkada	2.00	\$911.24	\$1,822.48
4	<b>CF81-30E-HW</b> CF81-E Fisheye Camera, 30 Days	Verkada	5.00	\$1,519.24	\$7,596.20
5	<b>CH52-1TBE-HW</b> CH52 Outdoor Multi-sensor dome Camera, 1TB, 30 Days Max	Verkada	2.00	\$2,735.24	\$5,470.48
6	<b>LIC-CH52-5Y</b> 5-Year CH52 Multisensor Camera License	Verkada	2.00	\$2,051.24	\$4,102.48
7	<b>ACC-POE-60W</b> Verkada PoE++ 60W Injector, GigE	Verkada	2.00	\$113.24	\$226.48
8	<b>SV23-HW</b> Verkada SV23 Environmental Sensor	Verkada	6.00	\$759.24	\$4,555.44
9	<b>LIC-SV-5Y</b> 5 Year SV License	Verkada	6.00	\$759.24	\$4,555.44

10	<b>ACC-CAM-SHIELD-1</b> Camera Weather Shield	Verkada	2.00	\$60.04	\$120.08
11	<b>ACC-MNT-8</b> Verkada ACC-MNT-8 - camera pendant cap	Verkada	2.00	\$52.44	\$104.88
12	<b>ACC-MNT-7</b> Angle Mount fisheye and dome cameras 30 degrees from wall for improved field of view	Verkada	4.00	\$113.24	\$452.96
13	<b>ACC-MNT-10</b> Corner Mount	Verkada	1.00	\$151.24	\$151.24
14	<b>ACC-MNT-9</b> Pole Mount, 2nd Generation	Verkada	1.00	\$158.84	\$158.84
15	<b>ACC-MNT-2</b> Verkada Pendant Arm Mount Kit (Camera Model Agnostic)	Verkada	1.00	\$67.64	\$67.64
16	<b>CMA270W</b> Threaded Pipe Coupler - White	Chief MFG	1.00	\$25.20	\$25.20
17	<b>AV-PMJB-W</b> Pendant Mt Bracket,Junction Box (No Cap) - White	Arecont Vision	1.00	\$58.45	\$58.45
18	<b>AV-JBA-W</b> Junction Box for Contera Large Bullet - White	Arecont Vision	1.00	\$40.92	\$40.92
19	<b>AMS-NI-VS-CLOUD-CAMERA</b> Configuration and installation of Verkada single Imager Cameras	AMS.NET	10.00	\$250.00	\$2,500.00
20	<b>AMS-NI-VS-CLOUD-CAMERA</b> Configuration and installation of Verkada Multi-Sensor Cameras	AMS.NET	2.00	\$400.00	\$800.00
21	<b>AMS-NI-VS-FOC</b> Labor: Configuration and Installation for Environmental Sensors	AMS.NET	6.00	\$300.00	\$1,800.00
22	<b>AMS-NI-PM-FOC</b> Labor: Project Manager	AMS.NET	4.00	\$200.00	\$800.00
23	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$452.00	\$452.00
				Subtotal:	\$46,567.33
				Estimated Tax:	\$2,184.59
				Quote Total:	\$48,751.92

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00070921, Main - Verkada Visitor Mgr/Kiosk Setup - 99499</b>					
1	<b>LIC-VG-5Y</b> Verkada 5-Year Guest License	Verkada	1.00	\$8,460.00	\$8,460.00
2	<b>ACCX-TBL-1</b> 10.2 inch iPad 64GB	Verkada	1.00	\$387.06	\$387.06

3	<b>ACCX-PRT-1</b> Brother QL-820NWB label printer	Verkada	1.00	\$292.94	\$292.94
4	<b>ACCX-TBL-STD-1</b> iPad stand	Verkada	1.00	\$45.88	\$45.88
5	<b>AMS-NI-VS-FOC</b> Labor: Set Up iPad for visitor Kiosk	AMS.NET	1.00	\$2,000.00	\$2,000.00
6	<b>AMS-NI-PM-FOC</b> Labor: Project Manager	AMS.NET	2.00	\$200.00	\$400.00
7	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$100.00	\$100.00
				Subtotal:	\$11,685.88
				Estimated Tax:	\$ 64.06
				Quote Total:	\$11,749.94

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>Quote # Q-00070458, Verkada Camera Project - Cabling</b>					
1	<b>7133800</b> UTP 23/4PR CAT6 GS6 PVC Blue	General Cable	4.00	\$231.43	\$925.72
2	<b>NK688MVL</b> NK CAT 6 PUNCHDOWN JACK MODULE-VIOLET	Panduit	16.00	\$5.98	\$95.68
3	<b>FC-ICCP3MWH</b> INDOOR CONNECTOR CORD WHT W/LOOSE CAT6A UTP PLENUM RJ45 CORD 3 METER	Panduit	16.00	\$35.04	\$560.64
4	<b>10139885 - 100</b> 84-6EA4-0 - General Cable Outdoor CAT6 Cable General Cable Copper Cabling Cables - 100ft	Berk-Tek	3.00	\$50.05	\$150.15
5	<b>NKPP24FMY</b> NETKEY 24PT FLUSH MT PTCH PANEL	Panduit	1.00	\$34.29	\$34.29
6	<b>86B6SL-3-7</b> CAT6 SLIM LINE PATCH CORD 3 FT PURPLE	Arrow Wire & Cable	16.00	\$2.16	\$34.56
7	<b>PN10F17FV</b> Wiremold PN10 Internal Elbow Ivory	Wiremold	2.00	\$1.84	\$3.68
8	<b>PN10F11V</b> Wiremold PN10 Flat 90 Ivory	Wiremold	2.00	\$1.96	\$3.92
9	<b>PN10F21V</b> Entrance End Fitting	Wiremold	2.00	\$4.69	\$9.38
10	<b>PN10F18V</b> NM OUTSIDE ELBOW PN10 IVORY	Wiremold	2.00	\$1.84	\$3.68
11	<b>PN10F86FV</b> Wiremold PN10 Drop Ceiling Connector Ivory	Wiremold	16.00	\$2.91	\$46.56

12	<b>PN10L08V</b> Wiremold PN10 Surface Raceway Ivory 8'	Wiremold	15.00	\$25.14	\$377.10
13	<b>PSB1V</b> Wiremold Junction Box Ivory	Wiremold	16.00	\$6.93	\$110.88
14	<b>65970</b> 3/4" EMT 10' Pipe (Per 10ft Pricing)	Platt Electric	4.00	\$14.27	\$57.08
15	<b>641064</b> 3/4" EMT Connector	Platt Electric	4.00	\$2.91	\$11.64
16	<b>641068</b> 3/4" EMT Coupler	Platt Electric	2.00	\$3.09	\$6.18
17	<b>65992</b> 3/4" Liquid Tight (Per ft Pricing)	Platt Electric	9.00	\$3.09	\$27.81
18	<b>66773</b> 3/4" Liquid Tight Connector	Platt Electric	6.00	\$4.51	\$27.06
19	<b>297855</b> 3/4" Single Gang RACO box	Platt Electric	3.00	\$7.86	\$23.58
20	<b>65975</b> 3/4" Rigid Coupler	Platt Electric	3.00	\$4.81	\$14.43
21	<b>125172</b> 3/4" Conduit Body - Type LB	Platt Electric	1.00	\$18.56	\$18.56
22	<b>295589</b> Single Gang RACO Cover	Platt Electric	3.00	\$1.70	\$5.10
23	<b>66498</b> 2 hole strap	Generic-Conduit	14.00	\$0.37	\$5.18
24	<b>016413</b> 3/4" Rigid 8" Nipple	Generic-Conduit	12.00	\$14.07	\$168.84
25	<b>AMS-CP-HARDWARE</b> Conduit Mounting Hardware	Cabling	3.00	\$50.00	\$150.00
26	<b>65906</b> 2" EMT 10' Pipe (Per 10ft Pricing)	Platt Electric	1.00	\$55.71	\$55.71
27	<b>480294</b> 2" Conduit Hub	Generic-Conduit	1.00	\$24.97	\$24.97
28	<b>158457</b> 2" Universal Strut Strap	Platt Electric	2.00	\$2.56	\$5.12
29	<b>16335</b> 2" Rigid 8" Nipple	Platt Electric	1.00	\$34.24	\$34.24
30	<b>556539</b> Hoffman A10R106NK Enclosure, NEMA 3R, Screw Cover, 10" x 10" x 6", Painted, No	Platt Electric	1.00	\$94.80	\$94.80

31	<b>157435</b> Strut 1-5/8" (10' length)	Platt Electric	1.00	\$65.14	\$65.14
32	<b>16276</b> 2" Service Entrance Cap	Platt Electric	1.00	\$20.04	\$20.04
33	<b>SSP28</b> STI READY PUDDY PUTTY 24CU IN STICK Specified Technologies, INC. Fire Stopping Conduit	Specified Technologies, INC.	1.00	\$34.29	\$34.29
34	<b>CAT16HP4Z34</b> 1IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	60.00	\$6.93	\$415.80
35	<b>31-388</b> IDEAL Pulling Lubercant 1 Quart	Erico	1.00	\$13.11	\$13.11
36	<b>AMS-CP-CONSUMABLES</b> Cabling Consumables: Tape,String, Labels, Lube	Cabling	2.00	\$50.00	\$100.00
37	<b>AMS-CP-HARDWARE</b> Cabling: Mounting Hardware new camera/vape sensors	Cabling	16.00	\$14.29	\$228.64
38	<b>AMS-FREIGHT</b> Freight and Handling	None	1.00	\$0.00	\$0.00
39	<b>AMS-CI-CT-PW</b> Labor: Cabling - Prevailing Wage AMS.NET will install CAT6 Cabling to (12) new camera locations, and (4) new Vape Sensor locations. Installation includes CAT6 cabling and certification, wiremold and or conduit pathway creation. camera mount and camera install, POV and Focus, Vape sensor device installation.	AMS.NET	88.00	\$160.00	\$14,080.00
40	<b>AMS-CI-PM-FOC</b> Labor: Project Manager - Cabling	AMS.NET	8.00	\$200.00	\$1,600.00
				Subtotal:	\$19,643.56
				Estimated Tax:	\$ 346.89
				Quote Total:	\$19,990.45

## Order Summary

Project Total	\$77,896.77
Estimated Total Taxes	\$2,595.54
<b>Grand Total</b>	<b>\$80,492.31</b>

## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.
2. Payment terms are Net 30. Payment made beyond 30 days are subject to a finance charge of 1.5% per month. Customer agrees to pay all collections costs and attorney fees for late payments if applicable. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.
3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.
4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.
5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.
6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.
7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net). A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/).
8. The laws of the State of California will apply to this sale.
9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.
10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.  
  
Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.
11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



**AMS.NET, Inc.**

502 Commerce Way, Livermore, CA 94551

925-245-6100 • 925-245-6150 Fax

[www.ams.net](http://www.ams.net)

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

AMS.NET Tax ID: 94-3291626

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Print Title: \_\_\_\_\_



## Standard Invoicing Procedures

### Materials, Equipment, Hardware

All cabling and engineering material, equipment, and hardware are invoiced and billed upon receipt at any one of our AMS.NET warehouses. Per our standard EDL; "We will have the equipment delivered directly to AMS.NET and stored in our warehouse for your convenience until you are ready for installation. Per request, AMS.NET will provide a report of proof of delivery to AMS.NET and serial number documentation. AMS.NET will at time of delivery to our warehouse, submit invoices reflecting the hardware portion of the project and you can at that time release payment for the full amount of the hardware within 30 days of receipt"

### Premium Flex Time (pFLEX)

pFLEX is invoiced in full upon the start of the project. pFLEX hours are utilized on progress/time and materials bases as we move through the project deliverables or as Service Requests are opened through our TAC department. Utilization reports can be requested at any time and may be shared with the customer within 48 hours of the request. All remaining pFLEX time left at the end of an installation project is converted to TAC support hours upon project close out.

### Standard Progress Labor Billing Definitions

AMS.NET executes progress billing for all non-pFLEX engagements. AMS.NET will at time of completion of each progress phase, submit invoices reflecting the current phase of the project and you can at that time release payment for the full amount of the invoice within 30 days of receipt.

#### **Switching, Wireless, UPS, Firewalls, Paging, Phones, IPVS**

- 10% for mobilization
- 25% for technical planning and start of design
- 50% for equipment prep/configuration
- 75% for Installation of equipment
- 90% for equipment cutover
- 100% upon completion of punch list and sign off on the line item

#### **Data Center (Non-pFLEX) Upgrades, Migrations, ISE, AMP, Umbrella, 365, Etc...**

- 10% mobilization
- 25% discovery – 25%
- 50% base deployment, activation, start migration of servers
- Up to 90% policy configuration, migration of servers
- 100% punchlist

#### **Structured Cabling – Fiber, Copper, and Racks**

- 10% mobilization
- 11-90% according to completion level of the line item
- 100% upon delivery of test results

## Company Facts

### General Info

Legal Name: AMS.NET Inc.  
Type: Delaware Corporation  
Tax ID: 94-3291626  
Principal Owner: Robert Tocci  
Years in Business: 33 Years  
Number of Employees: 115  
Website: [www.ams.net](http://www.ams.net)  
Email: [sales@ams.net](mailto:sales@ams.net)  
Phone: 800-893-3660/925-245-6100  
Fax: 925-245-6150

### Locations:

Headquarters: 502 Commerce Way, Livermore, CA 94551-7812  
Sacramento Regional Office: 5008 Donovan Drive  
Carmichael, CA 95608, Phone 800-893-3660  
Central Valley Regional Office: 1155 East North Avenue, Suite 106  
Fresno, CA 93725, Phone 559-733-1641  
Southern California Regional Offices: 12405 East Slauson Ave., Unit K  
Whittier, CA 90606, Phone 800-893-3660

### License and Procurement

**DIR#:** 1000001046 *Expires 6/30/25*

**FCC RN:** 0012300554

**Contractor License C-7:** 763508  
*Expires 4/30/2024*

**DUNS#:** 556116234

**Microsoft MCSE's:** 1673446, 2056976

**Procurement:** E-Rate SPIN: 143005880

Merced County FOCUS Contract: #2021092

SPURR Master Contract/PEPPM Contract

SLP Agreement- Zoom, Rubrik

**NASPO Contracts-** Cisco, HPE, Ruckus,  
Pure Storage, Palo Alto Networks

**Cisco GSA Contract:** GS-35F-0349S, *Expires 4/4/26*

#### CMAS Contracts-

APC

Arecont Vision

Aruba/HPE

Avigilon

Bosch

Samsung

Hanwha Techwin

Cisco

Cohesity

Eaton

EMC

Extron

Fortinet

HP

Nimble Storage

Palo Alto Networks

Rubrik

Ruckus Wireless

TrippLite

Veeam

Verkada

VMware

Berk-Tek

Chatsworth

Corning

General Cable

Hitachi

Leviton

Ortronics

Panduit

Superior Essex

Labor

### Certifications and Specializations

#### Partial Manufacturer List:

Cisco Gold Certified Partner/Cisco Meraki Partner

#### Cisco Specializations:

- Advanced Data Center Architecture
- Advanced Collaboration Architecture
- Advanced Security Architecture
- Advanced Enterprise Network Architecture
- Collaboration SaaS Authorization
- Customer Satisfaction Excellence
- Customer Experience Specialized

Aruba HPE Platinum Partner, HPE Partner, Ruckus Elite Partner,

Palo Alto Networks, Fortinet, Barracuda, Aerohive, Pure Storage,

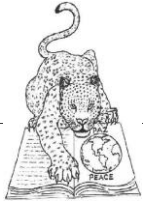
Nimble Storage, Cohesity, DDN, Rubrik, Veeam Silver Pro Partner,  
Datrium, VMware Partner, Singlewire, FrontRow, Class Connection,

AtlasIED, Extron, Advanced Network Devices, Avigilon, Verkada,

OnSSI, Milestone, Arecont Vision, Hikvision, exacqVision, Milestone,

Tripplite, APC, Panduit, General Cable, Damac, Leviton, Berk-Tek,

Ortronics, Hoffman, Cooper B-Line, Chatsworth, & Superior Essex



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

A California Public School

Agenda Item# IVB

**Board Meeting Date:** May 26, 2023

**Subject:** April 2023 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 2023 check registers.

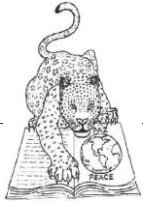
**Documents Attached:**

1. April 2023 Check Register

Members	April 2023			
	Aye	Nay	Abstain	Absent
Fernando Aceves				
Nailah Kokayi				
Jose Luis Rodríguez				
Laura Lomelí				
Brenda Luna				
Alex Hayes				
Nina Sylvains				
Vacant/vacante				
Ray Dizon				
Totals:				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 5.23.2023

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Artículo# IVB

**Fecha de la Reunión:** 26 de mayo del 2023

**Tema:** Registro de la cuenta bancaria abril

- ☐ 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 el registro de la cuenta bancaria de abril 2023.

**Documento adjunto:**

1. Registro de la cuenta bancaria del mes de abril 2023

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 5.23.23

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_

**Language Academy of Sacramento**  
**Check Register**  
**April 2023**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
4/12/2023	10298	Pedro Aguilera	Reimb: ASES Instructional Materials	39.80
4/12/2023	10299	Elevator Industries	Elevator maintenance: April 2023	105.00
4/12/2023	10300	Adriana Gutierrez	Reimb: Kindergarten graduation cap and gowns	1,273.14
4/12/2023	10301	Alex Hayes	Reimb: Classroom libraries	997.60
4/12/2023	10302	Rebecca Heredia	Reimb: Instructional materials	128.66
4/12/2023	10303	Ann C Hubbell	Reimb: Instructional materials	1,631.35
4/12/2023	10304	K12 Health	SPED Health Services	1,264.00
4/12/2023	10305	Maria de Luna	Reimb: Instructional materials	2,686.78
4/12/2023	10306	Susana Mercado	Reimb: Club Colibri Materials	277.24
4/12/2023	10307	Michael's Transportation Service	Fieldtrip travel fees: 4th Grade: Marshall Gold State Park	2,632.00
4/12/2023	10308	NCS Pearson, Inc.	SPED Testing Materials	468.02
4/12/2023	10309	Scholastic Inc	Classroom libraries: Macias	801.81
4/12/2023	10310	The Home Depot Pro	Custodial materials	50.94
4/12/2023	10311	Nancy Tinajero	Reimb: SPED Instruction	937.30
4/12/2023	10312	Veronica Kovats Art	Enrichment: Art classes	787.50
4/14/2023	10313	Amazon Capital Services	iPad cases, Instructional materials, classroom materials	11,214.57
4/14/2023	10314	Teadora-Jean A. Bersola-Isaguirre	Reimb: Conference travel expenses	21.00
4/14/2023	10315	Department of Industrial Relations	Elevator inspection	225.00
4/14/2023	10316	Department of Justice	Fingerprinting fees	64.00
4/14/2023	10317	Gemma Jauregui	Reimb: Classroom libraries	1,799.37
4/14/2023	10318	JCL Electronics, LLC	Technical support	7,110.00
4/14/2023	10319	Learning Solutions	SPED Services	1,606.27
4/14/2023	10320	LIFT Aftermath Basketball	Enrichment: Basketball Program	937.50
4/14/2023	10321	Susana Mercado	Reimb: Basketball celebration	1,624.62
4/14/2023	10322	NCS Pearson, Inc.	SPED Testing Materials	130.23
4/14/2023	10323	Ana Novoa	Reimb: Instructional materials	127.30
4/14/2023	10324	Office Depot	Instructional materials, office materials	2,374.11
4/14/2023	10325	Really Good Stuff, LLC	Instructional materials/ Classroom libraries: Gutierrez	2,460.03
4/14/2023	10326	Irene Rodriguez	Reimb: Classroom libraries	558.93
4/14/2023	10327	Dehisy Valencia	Reimb: Classroom libraries	326.78
4/14/2023	10328	Karina Vargas	Reimb: Classroom libraries	207.26
4/14/2023	10329	Rosario Adriana Yanez-Gutierrez	Reimb: Soccer materials	113.41
4/26/2023	10330	Maria Anguiano	Reimb: Student Assessment Instructional Supplies	283.95
4/26/2023	10331	Graciela Castaneda	Reimb: Student Assessment Materials	187.32
4/26/2023	10332	Rebecca Heredia	Reimb: Instructional materials	417.56
4/26/2023	10333	Ann C Hubbell	Reimb: Classroom libraries	419.80
4/26/2023	10334	Maria de Luna	Reimb: Instructional materials	87.96
4/26/2023	10335	Navitas Credit Corp.	Communication services	917.82
4/26/2023	10336	Neumann LTD	Fieldtrip transportation: Middle School: Santa Cruz	4,132.52
4/26/2023	10337	Rosio Perez	Reimb: Instructional materials	79.46
4/26/2023	10338	Sacramento City Unified School District/Account	Utilities: Nov '22, Dec '22, Jan '23	33,957.19
4/26/2023	10339	Scholastic Inc	Classroom libraries: Garcia, F.	839.72
4/26/2023	10340	Scholastic Inc	Classroom libraries: 5th Grade	2,138.03
4/26/2023	10341	Total Education Solutions	SPED Services	20,793.75
4/28/2023	10342	Perla Campos	Reimb: Student incentives	51.44
4/28/2023	10343	Graciela Castaneda	Reimb: Student incentives	125.08
4/28/2023	10344	Cynthia Alfaro	Reimb: Instructional materials	74.22
4/28/2023	10345	Data Recognition Corporation	Assessment Services	125.00
4/28/2023	10346	EdTec Inc.	Back office services: September 2022, April 2022	15,300.00
4/28/2023	10347	Laura Lomeli	Reimb: PAP Incentives	14.08
4/28/2023	10348	Louis Heinzer	Reimb: Fingerprinting fees	25.00
4/28/2023	10349	Xana C Macias	Reimb: Instructional materials	82.88
4/28/2023	10350	Marian Alvarez	ReimL ASES Instructional materials	23.33
4/28/2023	10351	Memory Book Company	Yearbooks	3,799.73
4/28/2023	10352	Michael's Transportation Service	Fieldtrip Transportation: Kinder: Sacramento Zoo	2,000.00
4/28/2023	10353	Network Office Systems	Copier lease: March/April 2023	521.90
4/28/2023	10354	NWEA	MAP Student Assessment Fees	15,400.00
4/28/2023	10355	Office Depot	Office supplies, Instructional materials	764.93
4/28/2023	10356	Ariana Pantoja	Teacher Appreciation Materials	94.11
4/28/2023	10357	Paul Torres	Soccer Coaching Services	1,500.00
4/28/2023	10358	Pedro Miranda	Landscape service fees	2,900.00

4/28/2023	10359	Irene Rodriguez	Reimb: Fieldtrip Admission Fees	590.00
4/28/2023	10360	SacJumps	Parent Council: Dia de los Niño's Event	572.55
4/28/2023	10361	The Home Depot Pro	Custodial Materials	973.28
4/28/2023	10362(VOID)	Tristan Bare	Soccer Coach Services	0.00
4/28/2023	10363	Veronica Kovats Art	Art teaching services	800.00
4/28/2023	10364	Bill Devon Hutcheon	Parent Council: Dia de los niños: Magician	500.00
4/26/2023	ACH	Mutual of Omaha	Health Benefits	4,958.53
4/26/2023	ACH	Kaiser Foundation Health Plan Inc	Health Benefits	34,043.30
4/26/2023	ACH	Vision Service Plan - CA	Health Benefits	1,091.97
4/26/2023	ACH	Western Health Advantage	Health Benefits	7,743.04
4/26/2023	ACH	Sutter Health Plus	Health Benefits	15,539.17
4/12/2023	ACH	California Credit Union	various	2,236.12
4/12/2023	ACH	California Credit Union	various	8,360.15
4/20/2023	ACH	California Credit Union	various	4,282.24
<b>Total</b>				<b>233,728.65</b>



A California Public School

Agenda Item# IVC

**Board Meeting Date:** May 26, 2023

**Subject:** LCAP Annual Update

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☒ Conference/First Reading (Action Anticipated: June, 2023)
- ☐ Conference/Action
- ☐ Action

**Committee:** School Leadership

**Information:**

*Part 1: LCFF and LCAP*

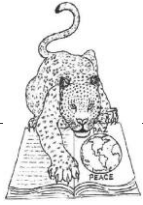
*California adopted a formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF).*

*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 current 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, continue to learn about, share feedback, and improve on the LAS LCAP.*



# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

### **Attachments:**

- 1) LAS LCAP Budget Overview
- 2) LAS LCAP Stakeholders KNOW Data
- 3) LAS LCAP Stakeholder WANT TO KNOW DATA
- 4) LAS LCAP Part1: Draft v052323
- 4) LAS LCAP Part2: Local Indicators

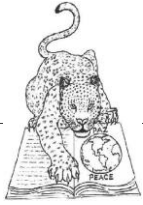
### **Recommendations:**

It is recommended that the LAS Board review and approve the LAS LCAP Parts 1 and 2 before the required submission date of July 1, 2023.

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola  
**Date:** 052323

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_





**Fecha de la Reunión:** 26 de mayo de 2023

**Tema:** Actualizaciones anuales de LCAP

- ☐ Artículo de información
- ☐ Aprobación en la Agenda de Consentimiento
- ☐ Conferencia (solo para discutir)
- ☒ Conferencia/Primera lectura (Acción Anticipado: junio 2023)
- ☐ Conferencia/Acción
- ☐ Acción

**Comité:** Liderazgo Escolar

**Información:**

*Parte 1: LCFF y LCAP*

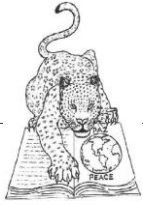
*California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).*

*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 Chárter de LAS fue aprobada por unanimidad por el SCUSD. El reciente trabajo de renovación del chárter de LAS, que comenzó en la primavera de 2017, implicó la reflexión de la comunidad escolar y la participación en el desarrollo de la Misión del chárter, las Prioridades del Estado y ha sido fundamental en el establecimiento de las bases para el LCAP. A lo largo del año escolar actual, los grupos interesados a través de la Asociación de Padres, el Concilio de Padres, el Concilio Asesor de Aprendices de Inglés, las reuniones del personal, el desarrollo profesional, las reuniones del Concilio Escolar, las reuniones del Comité de la Mesa y las reuniones de la Mesa Directiva, continúan aprendiendo, compartiendo comentarios y mejorando el LCAP de LAS.*



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**Adjunto:**

- 1) Resumen del presupuesto del LCAP de LAS
- 2) Datos LO QUE SE de las partes interesadas del LCAP de LAS
- 3) Datos LO QUE QUIERO SABER de las partes interesadas del LCAP de LAS
- 4) LAS LCAP Parte1: Borrador v052323
- 4) LAS LCAP Parte2: Indicadores Locales

**Recomendaciones:**

Se recomienda que la Mesa de LAS revise y apruebe las Partes 1 y 2 del LCAP de LAS antes de la fecha de presentación requerida del 1 de julio de 2023.

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola  
**Date:** 5232023

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_

**Language Academy**  
**LCAP Data**  
**Apr Forecast 2023**

<b>Budget Overview for Parents</b>		<b>2023-24</b>
<b>Revenue</b>		
Total LCFF Funds		7,604,884
<i>LCFF Supplemental &amp; Concentration Grants</i>		<i>1,560,760</i>
All Other State Funds		2,194,901
All Local Funds		83,300
All Federal Funds		954,225
<b>Total Projected Revenue</b>		<b>10,837,310</b>
<b>Expenses</b>		
<b>Total General Fund Expenses</b>		<b>9,986,700</b>

<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students</b>		
<b>2022-23</b>	Unduplicated Pupil % (Optional - LCAP General Information)	80%
<b>2023-24</b>	Projected LCFF Supplemental and/or Concentration Grants	1,560,760
<b>2023-24</b>	Projected Additional LCFF Concentration Grant (15 percent)	138,342
<b>2023-24</b>	Projected Percentage to Increase or Improve Services for the Coming School Year	26%

<b>LCAP Action Tables</b>		
<b>2022-23</b>	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,453,577
<b>2022-23</b>	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	5,622,469
<b>2023-24</b>	Projected LCFF Base Grant (Data Entry Table)	5,996,695
<b>2023-24</b>	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,560,760

KNOW FY21	1	401	LAS is determined to educate and introduce bilingualism to students at an early age which includes both English and Spanish.
	2	402	Todavía no se sabe si el año que viene los niños van a poder ir a la escuela físicamente!
	3	403	Even with DiLe, students, families and staff like our school and would recommend LAS to other families.
	4	404	Parents and kids continue to love LAS!
	5	405	Only about 18 students have had serious problems signing on to Zoom!
	6	406	I know that 92% of students like their school. I know that we have some families with severe attendance problems.
	7	407	Most families completed the survey; students, staff and families overwhelmingly approve of/like/recommend LAS
	8	408	I'm not a fan of looping in the lower grades. I'd live it if my children could experience new teachers and educational styles each year and get the opportunity to make new friends from other classes.
	9	409	Are students In hybrid doing a good job keeping their masks on and keeping six feet apart?
	10	410	How would you address diminished Spanish speaking skills that occurred with EO students during DL
	11	411	96% of families recommend LAS
	12	412	We need to follow SB 98 as it is the law and we need to inform parents and families about this.
	13	413	I know that we're going to start the school year with distance-learning. I know that eventually when it's safe to start blended learning that it Will be made up of two groups A and B alternating coming to school one week on and one week off Monday through Thursday . I also know the siblings will be put in the same group to accommodate parents with multiple children
	14	414	LAS will begin the school with distance learning.
	15	415	5 Learning Points *SB98 - CA legislation regarding school requirements during pandemic *LCAP 2.0 - Needs to be submitted by Sept (required by SB98) *LAS stakeholder surveys - gratitude and health and safety were top remarks by all *LAS educational Program Continuum: 5 stages (stage 1 100% DiLe to Stage 5 100% inperson learning with levels of DiLe + person learning in between) *LAS process: study-think-share
	16	416	I know the 5 learning points. 1 SB-98 It's the new law that all schools in CA must folow. We must know that some things are different for different counties. Ask if it specifics apply to charter schools or only school districts. 2. Learning Continuity and attendance plan (LCP or LCAP 2.0) It is due in Spetember. We must complete a learning plan. A template will be provided, but will not receive it until Aug. 1. We have 4 buckets to address. 1. Academics 2. Social Emocional wellness 3. Professional Development 4. Nutrition / Operational as well. 3. Surveys very important from students, families and staff. 4. LAS Educational Program Continuum 2020-21 Stages for Dile and in person learning from red-green. 5. LAS process: Study Think -Share (collaborate together)
	17	417	LAS has five learning points: Senate Bill 98 Educational Program Continuum Stakeholder Surveys LCP Plan Process Time

	18	418	-Guidelines to follow are delineated in Senate Bill 98 -Learning Continuity and Attendance Plan (LCP) is the proposal of how we plan to roll out each component that is required for us to meet during this COVID-19 situation. -It is important to consider all of the last Stakeholder Surveys as we complete the LCP. -Bersola created a the LAS Educational Program Continuum for 2020-2021; color-coded; states the phases of the delivery of instruction and student presence on campus.
	19	419	I know that there is a law SB 98 that holds all Californians to the same standard. Now all Californians know that Third Graders must have daily interaction with a certificated teacher, must have 3 hours of instruction a day and that if they are not participating 60% of the time there will be a process to help them get back to full participation. I know that we are on 100% Dile at least through September. I know that every student at LAS will have a device. I know that some students will have Long Term Dile if they are medically fragile and others might be short term if they are quarantined. I am glad that there are parameters that we can all use to speak the same language.
	20	420	SB 98 is a law that will help guide us in planning our distance learning. LCAP, surveys, LAS Educational Program and the LAS Process are the 5 learning points
	21	421	Big Picture of Sb98, Change from LCAP to LCP, use of stakeholder surveys, Educational Program Continuum, Study-Think-Share.
	22	422	I'm not a fan of looping in the lower grades. I'd live it if my children could experience new teachers and educational styles each year and get the opportunity to make new friends from other classes.
	23	423	Are students In hybrid doing a good job keeping their masks on and keeping six feet apart?
	24	424	How would you address diminished Spanish speaking skills that occurred with EO students during DL
	25	425	96% of families recommend LAS
	26	426	It is not yet known whether the children will be able to physically go to school next year.
	27	427	Even with DiLe, students, families and staff like our school and would recommend LAS to other families.
	28	428	Parents and kids continue to love LAS!
	29	429	Only about 18 students have had serious problems signing on to Zoom!
	30	430	I know that 92% of students like their school. I know that we have some families with severe attendance problems.
	31	431	Most families completed the survey; students, staff and families overwhelmingly approve of/like/recommend LAS
	32	432	I learned that our survey participation dropped.

	33	433	I learned most kids are happy at LAS. I learned that most families would recommend LAS to families. I learned that really uses surveys we take when planning . I meant: I learned LAS really uses all surveys we fill out . . .
	34	434	Thank you all very much for all the help you have given me in the education of my children, you do an excellent job.
	35	435	Thank you LAS staff! You rock! Stay amazing!
	36	436	Thank you so much for everything!
	37	437	DeLeon- Thank you for being a great leader!
	38	438	Thank you for trying to align the spring break/SCUSD's
<b>FY22</b>	1	439	AB130 requires LEA's to show an update on the annual LCAP, mid year. Needs to be turned in before Feb. 28, 2022 The MOY needs to explain how it was implemented and how it was spend. (Plan and how much)?
	2	440	Absences means decreases in budget Lower the 95% to 92% as a revenue.
	3	441	Students in 5th grade seem like they are lower academically, but they increase their scores in 6-8th. In 5th grade, 50/50 language instruction
	4	442	The green line is the trajectory of how the 5th grade students have been on a gr(??) trajectory. We need 6 students to be reclassified in Middle School.
	5	443	Need 6 SS to RFEP. 5th Grade Math instruction in Eng (Math). Gr 8 SS performed comparatively higher than neighboring SS.
	6	444	5th grade math scores are lower than ELA
	7	445	Data subtracts 3 stages
	8	446	Attendance
	9	447	Upward trajectory after grade 6
	10	448	ELA scores reflect our research
	11	449	Only need to reclassify 6 students
	12	450	Attendance 87%-92%
	13	451	Upward trajectory in % of students that met
	14	452	End of 5th grade is baseline
	15	453	Quisp has impacted attendance
	16	454	Our new goal for funding is 92% for attendance
	17	455	Our goal is full biliteracy by 7th/8th grade
	18	456	Map testing
	19	457	Attendance is getting better with QISP

	20	458	The one for haven't completed for parent mtg's is not negative because meetings are now on zoom
	21	459	We need to present MOY update by 2/28 - supplement doc - metrics update - implementation & expenditure
	22	460	88% QISP attendance -> 92% w/ Red folders
	23	461	8th grade griyo us high stakes!!! Best to RFEP by 7th
	24	462	Voter participation <b>way</b> up 20some to 80% :)
	25	463	2020 = 0 because of covid students didnt take CAASPP (ELA or Math)
	26	464	# at end of graph is % of students who met standard in CAASP ELA
	27	465	Look for an upward trajectory from 5th -> 8th grade
	28	466	92% is new attendance goal this year
	29	467	AB130 requires the school to share budget with parents
	30	468	The red is absences - Aug/Sept 88% goal is now 92%
	31	469	We need to be able to provide data related to this ??? for charter renewal - budget, absenses, ELA, Math
	32	470	NOt meeting our goals in chronic absenteeism
	33	471	5th grade slump due to math in english
	34	472	5th grade slump -> language curriculum
	35	473	Need a narrative for Pandemic irregularities
	36	474	The Pandemic has wreaked havoc on us
	37	475	3rd grade is the end of the emerging biliteracy stage & our state testing baseline data
	38	476	Overall there is a growth of almost doubled from 5th to 8th
	39	477	We need to have a good narrative to explain Pandemic yrs
	40	478	Att. @ 92% w/ QISP help
	41	479	Based on testing - reaching cohort goal in (CAASPP) ELA, Math and EL reclass
	42	480	sts doing better than state
	43	481	QISP has impacted scores/attendance
	44	482	We need a MOY LCAP
	45	483	Although we meet voter participation, participation increased from 29-80%
	46	484	Attendance has declined from Dile. Even with QISP its below 97%
	47	485	Baseline data, Attendance w/ Red Folder
	48	486	Red in funding not in red because of QISP
	49	487	Cohort trends by grade + graduation year, 2020 0% standard met LAS MATH CAASPP
	50	488	Goal: Student growth Students go down during 5th when math is in english
	51	489	w/ QISP numbers have changed (positive) voting/participation gone up

	52	490	suspension went up but @ the first few months of school (TikTok)
	53	491	Annual LCAP
	54	492	The variances #'s are not including Jan
	55	493	w/ QISP #'s have changed in regards to absences which is good because it went up
	56	494	The #'s in red are not as big because our absences went up
	57	495	Attendance has declined from FY21 -> FY22
	58	496	from 5th - 6th, there is a huge gain
	59	497	end of 5th is benchmark
	60	498	math dip in 5th (what can we do? how can we support.)
	61	499	our new % is [92%] for attendance (for funding)
	62	500	Upward pattern for 8th grade ELA performance 5th still has spanish as primary language we look as baseline data for comparison. Baseline 5th
	63	501	End of 5th grade is baseline
	64	502	Baseline Date/Improvement w/ QISP
	65	503	88% -> 92% attendance
	66	504	Goals and actions being taken to be responsive to students SE perception and data drive academic improvement
	67	505	Contributing is the distribution/application of funding
	68	506	State wide dip in data. 5 has most significant dip.
	69	507	Original budget has been impacted by COVID, QISP has helped
	70	508	Grant funding needs to be spent on service for students
	71	509	the red -> \$ variance is kid absences - QISP lowered to 92% from 95%
	72	510	ELA follows trajectory, 5th grade is benchmark
	73	511	QISP work is helping!
	74	512	8th grade cohorts finished letter on ELA compared to Math
	75	513	ELA data does reflect LAS 3-stage biliteracy progression
	76	514	Baseline data starts at 5th, red folder/QISP attendance improvement
	77	515	Pg 1: Funding/budget Pg 2 Pg 4 Pg 5 Huge Growth from 5th - 8th Pg 6: Red folder/QISP has helped meet goal.
	78	516	2019 - good (all through out). ELA & Math state testing trends for 3rd - 8th from 2015 - now
	79	517	ELA data is reflective of our 3 stages of progression.
	80	518	with QISP #'s have changed (positive) voter (parent) participation up
	81	519	Green is awesome! QISP #'s are important b/c it revolves around \$, Attendance, progress.
	82	520	downward in 2020 b/c of covid
	83	521	There's a 5th grade slump



	84	522	Baseline data/improvement in attendance
	85	523	QISP red folders worth it!!
	86	524	Attendance was affected by discipline at the beginning of the year
	87	525	Attendance decline 88% before QIS. Even with QISP still - 90% (our goal)
	88	526	Need to put a pandemic narrative for charter renewal
	89	527	Plan and goals for the year
	90	528	I understood what the LCAP is
	91	529	Have a better understanding on how to overall plan works
	92	530	QUPS has helped improved budget
	93	531	Pandemic impacted some goals, QISP helped w/ attendance
	94	532	Attendance decline
	95	533	Attendance % same for all subgroups
	96	534	Baseline data starts in 5th grade
	97	535	MAP growth in a new goal, yet to be announced. we met all metrics (SPED not represented due to CII) - Math exceeded state in all by at least 17 points, better in subgroups - ELA exceeded state in all by 1-26% EL by 26%
	98	536	Overall, a greater # of the same cohort of students performed higher on ELA + MATH SBAC in 8th grade compared to when they were in 5th
	99	537	Overall growth
	100	538	Dip in 5th gr MATH; improved attendance
	101	539	Not meeting goal of <3% chronic absenteeism
	102	540	that there are numerous acronyms and it would be helpful to have a page of academic meanings
	103	541	About progress shown in graphs (discussed in staff meeting)
	104	542	5th grade tends to score low in math
	105	543	ELA data is reflective of our 3 stages of progression
	106	544	We need a good narrative with data
	107	545	Huge growth from 5th - 8th grade
	108	546	Testing since 2015
	109	547	Baseline end of 5th
	110	548	5th grade is the transition
	111	549	During quarantine at home many scores went down
	112	550	LAS met attendance goal for FY21

	113	551	Attendance has decreased for FY22
	114	552	We need 6 students reclassified
	115	553	Tracking begins in 5th grade
	116	554	Students at about 40-50% of grade level by end of 8th grade. Growth after 5th grade
	117	555	Different curriculum
	118	556	COVID has impacted many things
	119	557	Suspension rates are not too high. Pandemic sucks
	120	558	Quiero aprender ingles
	121	559	After reading what was shared via attachments (THX Ms Teejay)...my role and responsibilities are 'to serve as an advisory body on the development of EL's curriculum/progress/training of teachers'...etc
	122	560	Se que es una academia de lenguaje
FY23	1	561	My focus is in Math and the students
	2	562	We should focus on Math mastery
	3	563	Teachers need more math instruction strategies
	4	564	We need more time to articulate v/h/+1?
	5	565	I know that I work with teachers (5th-8th)...coaching them (literacy coach)
	6	566	I know that I support intervention (3rd-8th). TCRWP
	7	567	I support teachers with literacy instruction
	8	568	Refresher on CPM pillars and what I can do to support the team
	9	569	Take notes of all steps/actions
	10	570	Use data to drive decisions
	11	571	Support 2 & 3 w/ after school.
	12	572	Academic Intervention Lead Core/After
	13	573	Literacy standing of academic performance of 4th-8th grade
	14	574	How to establish Littera/TCRWP
	15	575	Hiring process
	16	576	Analyze subgroup performance
	17	577	We are supporting Ss growth school wide
	18	578	Data analysis to support the work that is happening
	19	579	Work w/ teachers to support Ss.
	20	580	Tier 1 and some Tier 2 support
	21	581	We can set goals and make them into reality! MAP schoolwide
	22	582	Pre/Post work is key!

	23	583	Holding hand when things get tough is important
	24	584	Action Board help set our BOY (Beginning of the Year) goals/actions
	25	585	We now have the same data to look at schoowide
	26	586	Bridges Piloting is happening in 4-5
	27	587	MAP Math is happening K-8
	28	588	We will have comparable data EOY
	29	589	4th really likes piloting Brides
	30	590	MAP Accelerator is being used in some type of capacity in 3-8
	31	591	Attendance challenges schoolwide
	32	592	Increased reporting of social emotional challenges
	33	593	Increase in intervention support
	34	594	All grade levels had difficulty achieving the 80% benchmark
	35	595	32% of the 1st grade reached EDL benchmark in math
	36	596	70% of the 1st grade reached benchmark in math
	37	597	In TK 72% of students showed improvement on EDL
	38	598	50% of TK students reached banchmark on CORE
	39	599	66% of TK students are able to identify numbers.
	40	600	Portion incoming TK students are going to be younger
	41	601	Many students showed improvement schoolwide.
	42	602	Intense interventions were effective for many studnets.
	43	603	Many students did not meet grade-level benchmarks.
	44	604	Many students made improvement but did not reach grade level.
	45	605	Demographics appear to be balanced but actually are not
	46	606	Improvement across all grades
	47	607	Interventions were so improtant and made a difference
	48	608	COVID impacted small groups (started later than usual)
	49	609	2nd: only 39% met EDL reading benchmark
	50	610	80% met grade level benchmark MATH
	51	611	Math intervention was helpful
	52	612	Rising 2nd graders will need support with STAMINA and INDEPENDENCE
	53	613	Focus on READING support (32% met EDL benchmark)
	54	614	TK-K CORE
	55	615	1st-4th EDL
	56	616	5-8th MAP

	57	617	80-100% of Sts. made progress
	58	618	% of Sts. making benchmark up each year ranging from 32%-56%.
	59	619	SLA 92% of Sts. showed progress
	60	620	39% met benchmark
	61	621	ELA 50%between 20-28 DRA Span
	62	622	5% 16-18 DRA Span
	63	623	45% below 14 DRA Span
	64	624	45% below 14 DRA (half of these Sts. reading 4 or below
	65	625	Grades K-8 use different datat to analyze Ss performance in ELA/SLA/Math
	66	626	Intervention programs were helpful in supporting students that were below grade level
	67	627	Fourthgrade used DRA/EDL progress monitoring to report datat for their students
	68	628	More than 50% fo students are at grade level in DRA/EDL
	69	629	Not all grade levels used the same data to report
	70	630	In Math MAP, there was minimal growth from winter spring
	71	631	95% of studetns showed EDL growth
	72	632	Different levels used different methods of assessments times/colors
	73	633	Trends showed many students performing below grade level
	74	634	Growth was measured across most grades.
	75	635	Assesmsnt (initials) Rates were high along with "testing burn out" among students (& staff)
	76	636	Needs will vary. Must look at all cases individually.
	77	637	Overall percentages for improvement are higher than grade level benchmarks.
	78	638	EL percentage is high
	79	639	Early intervention = highest growth Ex. 2nd grade
	80	640	Drop in Math percentages 3rd-5th (meeting standards)
	81	641	Want to keep school-wide (TK-8th) data analysis consistent practice (accountability and self-reflection)
	82	642	6th grade:ELA=highest MS improvement
	83	643	6th grade:MATH= highest MS improvement
	84	644	6th grade:58% improvement SLA
	85	645	7th Grade: 39% fo students are EL
	86	646	7th Grade: Highest EL percentage in MS
	87	647	7th Grade: Lowest percentage of improvment in ELA
	88	648	7th Grade: 89% growth/improvement in MATH
	89	649	8th Grade: 27% EL students (lowest in MS)

	90	650	8th Grade: 56% average improvement in SLA, ELA and Math
	91	651	(Rising Grade Level) 6th Grade:42% EL students
	92	652	(Rising Grade Level) 6th Grade:First grade level to report MAP, SLA, ELA and Math
	93	653	(Rising Grade Level) 6th Grade:Early intensive intervention for the 22-23 school year.
	94	654	Rising 7th Grade:1/3 students are EL
	95	655	Rising 7th Grade:greatest area of opportunity=SLA
	96	656	Rising 8th Grade: 89% of studnets are EL
	97	657	Rising 8th Grade: Greatest area of opportunity=ELA
	98	658	Generally speaking, stuednts made greater improvement in reading vs math
	99	659	28.7% of MS students met their IEP goals
	100	660	IEP goals were met with a higher %age in TK-5
	101	661	32% pf 3rd grade students met greade level standards
	102	662	In Kinder, 86% are meeting grade level benchamarks in math.
	103	663	Studetn demographics were balanced throughout each class (KINDER)
	104	664	The field conditions are hazardous and affect students overall performace and skill practice
	105	665	All overarching PE standards will be taught for students K-8th
	106	666	I know more about map testing
	107	667	I know more about map testing

WANT TO KNOW FY21	1	368	I would like to know will more support be provided to English speaking only households during these virtual lessons? During the first zoom meeting sept 8th, 2020, there was no English translation for the parents nor students. As parents, how can we assist our children without being able to follow along and understand what is being ask of the students ourselves? Although seesaw provides an English translation ( which is helpful), the live virtual lesson does not leaving both parents and students frustrated, antsy, and lost unable to follow along. As students and parents, it is quite difficult to sit still, look, and listen to lessons solely in Spanish with no guidance for that amount of time.
	2	369	What flexibility do we have with synchronous teaching as it relates to SB 98 and our DiLe schedules across all grade levels.
	3	370	I would like to know how socialization among students is going to look like during school hours once blended learning starts. Ex: while eating, in the playground etc. also how about having an after school program? Like the YMCA? Right now the YMCA is having a summer program with small groups (under 10) of students. Seems to be working well, & they eat lunch outdoors. If and when blended blended learning starts perhaps the YMCA can also so be available to fulfill the after school needs of families like mine.
	4	371	How will students be graded? How many lessons/zoom meetings are teachers expected to have per week? What are my expectations as a teacher? How will teachers with children at home be supported? How will students be assessed? How will families with working parents be supported? In MS, we teach 6 different classes. Are we expected to teach all classes in DL? Will we transition into blended learning? How?
	5	372	I'd like to know what areas to focus our efforts on during DiLe, as the instructional minutes, though more than last trimester, are not enough to cover all subjects/standards. What should we prioritize? Should it vary from student to student based on strengths/weaknesses? Maybe our PD this August can include time to discuss this with our grade level and looping cohorts...
	6	373	When in person learning was taking place, in TK students were at school for 3 1/2 hrs. That included 15 minute recess. I think that 3 hrs of work daily for DiLe in TK is too much. In the spring parents were requesting that I send less work when I was sending 5 assignments daily on seesaw. These assignments inlcuded reading for 10 min, math, phonemic awareness, writing and phonics practice. I decreased assignments to 3 daily and no writing on Friday. Art was done on Friday in lieu of writing. I believe that if administration provided webinars or zoom meetings with parents so parents would understand what the State requirements are in terms of attendance, instructional minutes and grading, families would understand the reponsibility that each stakeholder has. Families would be more receptive to understanding why assignmnets need to be completed and participation in zoom meetings are required. When it only comes from the teacher, it may be seen as this teacher is very demanding rather than these are the school and state requiremets because they heard it from LAS administration. I feel that in the Spring families did not have much communication with Administration and it was mainly communication with teachers. Administration sent surveys, emails and robo calls but live meetings were not held. Webinars would be a good choice because if families are not able to attend and ask their questions they woukd have access to webinar later and prepare their questions

	7	374	I had a question about the LAS Process: Study-Think-Share (Sorry- I missed this part of the meeting as I had to check on my youngest daughter) Does this mean that the LCP will be shared with staff and we will need to make sure we understand it fully in order to share the same information to other staff members, students, and parents? Or does it refer to each of the previous 4 learning points? I just need clarification on this. I am sure you will go over it at the staff meeting on Friday, so I will pay attention to your explanation then.
	8	375	I want to know if students can be in break-out rooms of Zoom alone, with someone who is not certificated or if it must be certificated. I want to know if LAS will come up with a document that shows what each grade level is expected to do so we can have a age appropriate plan for the parents to understand. I want to know if we are going to continue to plan the hybrid model so that we can be ready when that time comes. I want to know if we can have a distribution/collection time weekly so that we can hand out materials for work at home and collect materials already used (work, books, etc.)
	9	376	What or how we will begin working on August 10th. Will we have the option of on campus or off campus - will we be preparing classrooms at all, only planning to begin distance learning or will we also have PD meetings? How many minutes will we be zooming in with kindergarteners (my opinion is 30 minutes max due to their attention span). Will we be expected to zoom daily with our students or can we also do small groups throughout the day? Will we be able to schedule a day for pick up materials or can they be included with the devices they will be checking out?
	10	377	With new standards being taught are we resuming to regular grading or different categories of grading?
	11	378	Does LAS do GATE testing? If not, why not?
	12	379	How will you give EO students more opportunities to practice conversational Spanish (they don't really get to practice speaking Spanish during DL)?
	13	380	How can you encourage more Spanish speaking opportunities for students to engage in during DL
	14	381	Will there be after school programs? Will the tutoring continue for las students?
	15	382	What was the best thing that happened during DiLe? What was the biggest challenge during DiLe for families?
	16	383	I would like to know what responses my students gave during the survey for my class!
	17	384	I guess I want to know if my student is one of those students.
	18	385	Why did more families not complete the survey?
	19	386	When are parent council meetings?
	20	387	Will ASES resume as it was in the past years in 2021/2022. How will students be selected for ASES?
	21	388	Can you remind us how the LCAP money is used?
	22	389	No se todavía que pregunta me gustaría hacer.
	23	390	What was the best thing that happened during DiLe? What was the biggest challenge during DiLe for families?
	24	391	I would like to know what responses my students gave during the survey for my class!

	25	392	I guess I want to know if my student is one of those students.
	26	393	Why did more families not complete the survey?
	27	394	Does LAS do GATE testing? If not, why not?
	28	395	How will you give EO students more opportunities to practice conversational Spanish (they don't really get to practice speaking Spanish during DL)?
	29	396	How can you encourage more Spanish speaking opportunities for students to engage in during DL
	30	397	Will there be after school programs? Will the tutoring continue for las students?
FY22	1	398	What is ARPA & ESSER 3
	2	399	Where is it spent? How will it be presented to parents
	3	400	Do we know the rate/average of students RFEP'd per year?
	4	401	What's our average of RFEP's in middle school per year?
	5	402	What happens from 5th-8th for growth?
	6	403	Is it the transition of language?
	7	404	What is the rate of reclassification per year? What is average?
	8	405	Why is math lower?



	9	406	How will distance learning affects scores?
	10	407	How can we create an intervention program for math?
	11	408	Final attendance?
	12	409	How will COVID (2023) affect this pattern
	13	410	What is the rate of reclassification per year?
	14	411	Who is the red dotted line (small)?
	15	412	Can 2015, 2016 into cleared?
	16	413	Why is math so low compared to language arts
	17	414	What will the new summer programs include?
	18	415	If we are going to continue w/ testing this school year -> Spanish <-
	19	416	Kinder camp?
	20	417	How the money improves after we turn in all our qisp paperwork
	21	418	Will after school enrichment begin again for next school year?
	22	419	How is our forecast? Not looking good?

	23	420	How to help 5th grade in math - Big drop on tests (though other schools drop to our drop is greater) Maybe language of instruction is a factor
	24	421	Not sure how to interpret graph on pg 2? Attendance by subgroup?
	25	422	Were all/most grades on an upward trajectory? What are the #'s w/ the year at right of graph? # grads?
	26	423	Is 5th or 6th grade baseline for data?
	27	424	Will the tech. literacy with Covid help with improvement in CAASP?
	28	425	What can we do to support 5th grade math "slump" -> resources, span -> Eng. switch, etc.
	29	426	When is this shared? How is it shared?
	30	427	Is this what is paying for interventions? How is it spent?

	31	428	How did EL's do in 21' How many FREP still needed?
	32	429	How is that being addressed?
	33	430	What would 2020 cohorts have looked like in 8th grade? What supports can we put in to support grade students in 6th-8th math
	34	431	How can we support through the change and stick to the model
	35	432	How are other districts writing their narratives?
	36	433	Where do go from here?
	37	434	How are 3rd graders doing w/ assessments in math spanish?
	38	435	What happened between 5th - 8th that they grow so much?
	39	436	Why, what happens from 5-8

	40	437	why is math alway low compared to language art
	41	438	How are increasing student absence
	42	439	Chronis absentee increase from 3% - 4%
	43	440	How do we fix absences
	44	441	What does this mean for LAS?/LAS teachers?/LAS <b>students</b> ?
	45	442	Support language and curriculum 4 students?
	46	443	Why is math lower than ELA?
	47	444	Summer school?
	48	445	Are LCAP's budget + overview for parents just a LAS thing because we are small in comparison? LEA vs LCAP?
	49	446	How is this presented to parents? Are we spending our money wisely?

	50	447	Why is math lower than ELA?
	51	448	What can we do in 5th grade as a team/school to have #'s go up in math?
	52	449	How does this affect our FY22 money wise?
	53	450	what would have happened if sts had tested in 2020!?
	54	451	Can the 2015,16 #'s be clearer
	55	452	How can we get math intervention going?
	56	453	What will summer school programs include?
	57	454	Can 2015/2016 be clearer?
	58	455	Can reclassification be addressed before 8th grade
	59	456	Subgroup Chronic absenteeism
	60	457	Is this document a year of creation?
	61	458	How will covid further impact funding/allocations?
	62	459	Factors? Language? COVID? Support for Math intervention
	63	460	For one year only actions what is the conditions to continue those goals.
	64	461	Implementation of the services (page 7)

	65	462	How much more will the absences drop from January?
	66	463	How will the pandemic learning affect the scores? How to give more support in math?
	67	464	How can we bridge the gap 5th to 6th? our grammar work together is a start!
	68	465	What happened to 2019 cohort 8th data?
	69	466	How will the 2019-2020 lack of data be represented?
	70	467	How to address absenteeism?
	71	468	Why is math the lowest!
	72	469	How will we represent yr of testing
	73	470	Why is math lower than ELA

	74	471	How do we plan to support sts. From the transition of 5 - MS for math.
	75	472	Why did 2017 start in 6th?
	76	473	how can we support + change curriculum w/ our standards
	77	474	Will charter be held harmless for covid attendance?
	78	475	Next Steps!
	79	476	How is this data comparable with surrounded schools
	80	477	92%?
	81	478	How do we compare to other schools?
	82	479	How do we fix absentees?
	83	480	How to read it
	84	481	Why theres a 1 in childcare for parent meeting
	85	482	SARB process
	86	483	Do all subgroups have the same attendance?
	87	484	IS the attendance % same for all subgroups in '22
	88	485	What is SED? What is MOY?
	89	486	What leads to such a big difference?
	90	487	Variance? 5th in statewind trand? Is the 92% attendance really uniform among subgroups?

	91	488	Why is that? In 5th Math is taught in ENg
	92	489	How do we get 6 more kids RFEP
	93	490	Curriculum that aligns with MS better
	94	491	How do we do that?
	95	492	What does contributing refer to?
	96	493	We questioned the summer school plans and if we were offering Kinder Camp?
	97	494	Why is math progress lower than language arts?
	98	495	What happened in 2019 that led to us scoring well
	99	496	What will Dile reflect this trajectory?
	100	497	How will this affect renewal?
	101	498	What is CAASPP?
	102	499	When will the test be taken this year?
	103	500	How to improve 5-8th grade rate?
	104	501	How does SPED get affected for absence?
	105	502	What happens if we dont meet goal?
	106	503	What is being done other than calls?
	107	504	How many do we average?



	108	505	How do we fix attendance?
	109	506	No CASSPP in 2020?
	110	507	How to support change in language and curriculum in 5th and 6th
	111	508	Why do struggle with math more
	112	509	When will this info be discussed further?
	113	510	Quiero aprender a hablar inglés
	114	511	At what point do teachers have a say in how the funds are spent? Do they have say? Are all teachers trained to provide ELD instruction and/or reading intervention support? Why are all parent committees/clubs ran/directed by a school staff? (ie PC, PA, Parents as Partners) Is there an ELAC member part of the finance committee?
	115	512	I understand that our time is limited and our academic school year is coming to an end, sooner than later yet, I'd like to support in this work, I'd love to help in this process...where can we begin?
	116	513	Que edad es requerida para ser estudiante ahy? Y que otro idioma o lengua ensenan?
<b>FY23</b>	1	514	How can we get teachers to look at more at data?
	2	515	How can we give teachers more time?
	3	516	What else should I be doing?
	4	517	I would like to know what data we are <u>all</u> working w/ to determine bleeding hearts. (eg. DRA vs MAP)
	5	518	I would like to know why 2nd DRA (winter) is optional, if that's the one we use for intervention purposes. If we, literacy coaches, are expected to have a pulse at all times, I would like data for DRA/EDL K-3rd.
	6	519	How to support teachers who are less willing to work with me
	7	520	What to do next
	8	521	Collaborate more with other leads
	9	522	What are we calling/using for pre & post? Does it match?
	10	523	4th-8th grade NWEA Math MAP performance

	11	524	Areas of Opp. >>> Next Steps >>> Intervention >>> Summer School suggestions- not stop intervention/summer school --- continue no interruption
	12	525	Should winter DRA/EDL be mandatory?
	13	526	How can I be more supportive of our Academic Team?
	14	527	How can I be better at celebrating our academic team's work?
	15	528	What should the June PD look like to have EOY feedback about the Academic Team's work this year?
	16	529	Timeline for Bridges Piloting
	17	530	Can 4th adopt Bridges?
	18	531	Looping 4-5 teams, is it happening?
	19	532	Is math lead happening next year?
	20	533	What does Caro do while I'm piloting?
	21	534	Will we have the same level of interventions as last year.
	22	535	Should benchmarks be re-visited?
	23	536	How are we going to address social emotions needs of students?
	24	537	How much did our students re-gress over the summer?
	25	538	What will our students scores be at the beginning of the school year?
	26	539	Do incoming students have more school experiences? i.e. preschool
	27	540	Will curriculum be revisited to adjust to younger students.
	28	541	Identify students with difficulty in identifying sounds to begin interventions right away.
	29	542	Moving forward, how can we use data to structure an effective intervention program?
	30	543	How can we utilize MTSS to provide meaningful support?
	31	544	How can we ensure that we consistently analyze student data and best practices as a grade level team? Rising 1st Team
	32	545	How can we meet the needs of all students at every level of achievement?
	33	546	Will we be using the full DRA/EDL assessments progress monitoring?
	34	547	Do we have schoolwide MAP/Math benchmarks?
	35	548	Will interventions continue for reading and math?
	36	549	Are parent volunteers allowed on campus this year?
	37	550	This grade level will need lots of reading support. Do we have an intervention plan in place?
	38	551	MAP data usage: to make it comparable across grade levels
	39	552	EDL/DRA: Will we only use DRA/EDL this year?
	40	553	How do we get comparable data for math withing a grade level?
	41	554	What if a math topic is only taught once how do you get progress data if its only tested once?
	42	555	What systems will be set in place schoolwide to narrow the reading gap in bot math and reading?

	43	556	What assesmsnt data will be used to report to show student growth?
	44	557	What are the benchmarks for this data?
	45	558	How can DRA/EDL progress monitoring be more aligned with MAP testing to better support students?
	46	559	How can we support studnets in Math to reach grade level?
	47	560	Will the interventionist continue to support?
	48	561	What benchmarks should be use for all data analysis?
	49	562	Should we be including students who maintained grade level benchmark?
	50	563	What strategies did 3rd grade use to support student growth?
	51	564	Why was the methodologies of assesment varied across grades?
	52	565	Is there a universal assessment all grades can take for more cohesive results?
	53	566	Can whole school use DRA & show demographics of grade level? Maybe see growth in a chart?
	54	567	How can we, as a team and as educators to improve on the percentages of scholars meeting goals/standards.
	55	568	What are all methodologies of measuring growth & goals met by color scale.
	56	569	How to stagger testing more to avoid "testing burn out" across campus.
	57	570	Will we see as high rates of assessment (initial) as in 21'-22'?
	58	571	What data should be reported and when? (reflect on last year and make changes?)
	59	572	Are we using DRA/EDL (full version) or progress monitoring?
	60	573	Using all data and our reflections on Y21-22, what will we agree to use as benchmark?
	61	574	Is there an upward trajectory for EL students?
	62	575	Update all staff on (SPED;speech) significant disproportionality.
	63	576	Need to look at the correlation between DRA/EDL and Math + MAP
	64	577	Separate RFEPs and EO on EOY grade level data slides in the future.
	65	578	% of report card grade/#s for students should be reported (TK-8)
	66	579	How can we incorporate MAP projected to meet in data analysis @the end of the year?
	67	580	We need clarification on benchmarks for 6th-8th for ELA, SLA & MATH.
	68	581	We need to discuss the frequency of testing.
	69	582	What is considered improvement? We need a clear definition.
	70	583	What are agreements for MAP reporting for families? (Print and distribute reports?)
	71	584	MAP=Look at projection (SBAC)
	72	585	What strategies did 6th math implement to show improvement
	73	586	Analyze studetn % meeting/exceeding vs. class grades
	74	587	How can we support students to increase math levels especially at the higher grades.
	75	588	How to change the way we work with MS students to increase % of goals met.

	76	589	How do we increase the number of students in that meet their IEP goals? are goals attainable?
	77	590	How do we continue to support the students working at grade level in math as they move up in grade level?
	78	591	Only 32% of students in 3rds grade are meeting benchmarks for math, do we need to look at our curriculum and instruction? Is there a need for more targeted intervention?
	79	592	Why did student in 1st-4th show lower math improvement
	80	593	Will we use the 21/22 fitness data and 22/23 fitness data to compare studnets performance (21/22-mask-inactive-movement)
	81	594	What will the mile test improvement look like, knowing that students will be more active in class this year.
	82	595	Where are students change at for PE?
	83	596	With new standards being taught are we resuming to regular grading or different categories of grading?
	84	597	Que edad es requerida para ser estudiante ahy? Y que otro idioma o lengua ensenan?
	85	598	I understand that our time is limited and our academic school year is coming to an end, sooner than later yet, I'd like to support in this work, I'd love to help in this process...where can we begin?
	86	599	At what point do teachers have a say in how the funds are spent? Do they have say? Are all teachers trained to provide ELD instruction and/or reading intervention support? Why are all parent committees/clubs ran/directed by a school staff? (ie PC, PA, Parents as Partners) Is there an ELAC member part of the finance committee?
	87	600	Quiero aprender a hablar inglés

**Local Control and Accountability Plan: LAS Draft v052323 5PM**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916-277-7137

**Plan Summary [FY23]****General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original 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 614 students for the FY23. school year. As of April 2022, there are 792 children on the LAS waiting list.

**LAS Demographics**

For FY23, LAS demographic data constitutes x% Socioeconomically Disadvantaged, x% English Learners and x% qualifying for Special Education services. About 94% of the students are Latino, 2% Black/African Americans, 3% White, and 0.8% Asian.

**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 19<sup>th</sup> year, LAS has become Sacramento’s premier 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 <sup>st</sup>	90%	10%
2 <sup>nd</sup>	80%	20%
3 <sup>rd</sup>	70%	30%
4 <sup>th</sup>	60%	40%
5 <sup>th</sup>	50%	50%
6 <sup>th</sup> -8 <sup>th</sup>	LAS middle school language of instruction varies per subject	

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

LAS External Accountability:

CA Dashboard Data for FY20 and FY21 are not available due to COVID-19 school closure. Below is the FY22 CA Dashboard LAS data. Success Highlight: English Learner Progress Indicator at High Level

Draft

Explore the performance of The Language Academy of Sacramento under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

#### Chronic Absenteeism



#### Suspension Rate



#### English Learner Progress



#### English Language Arts



#### Mathematics



#### Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

#### Implementation of Academic Standards

STANDARD MET

#### Parent and Family Engagement

STANDARD MET

#### Local Climate Survey

STANDARD MET

#### Access to a Broad Course of Study

STANDARD MET



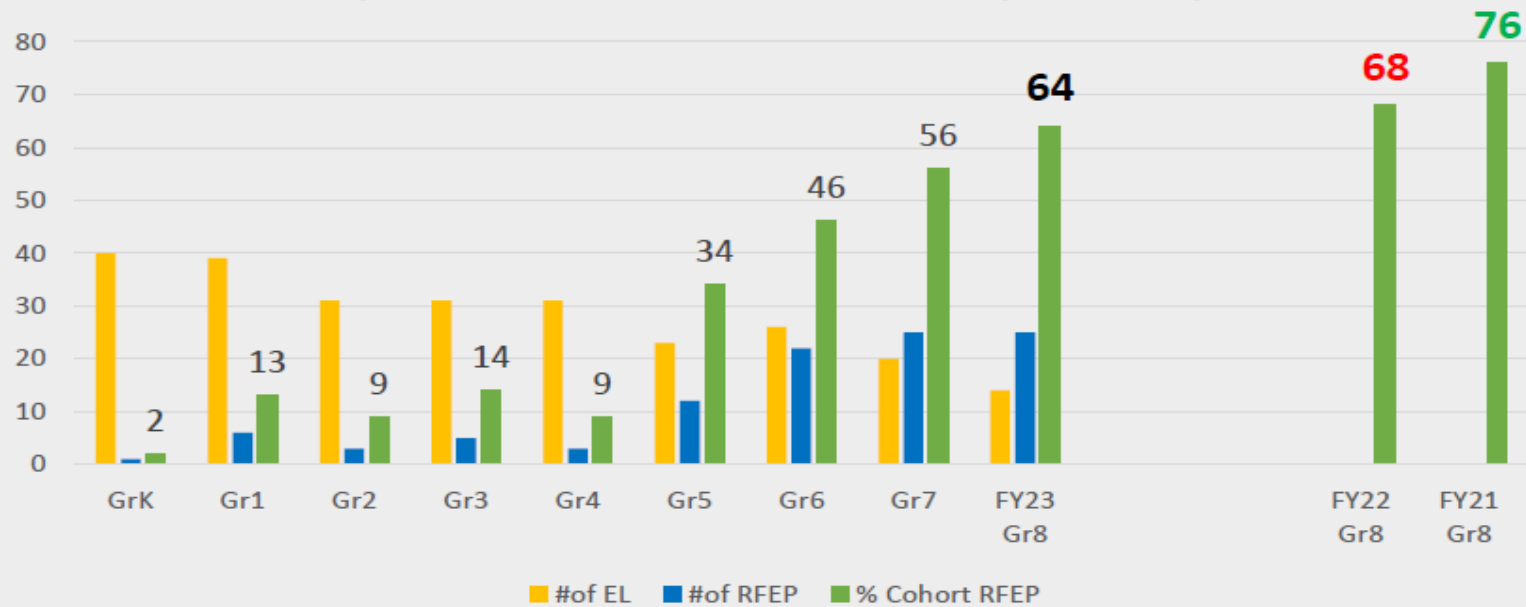
## School Details

### Optional Narrative Summary

Completed By The Language Academy of Sacramento

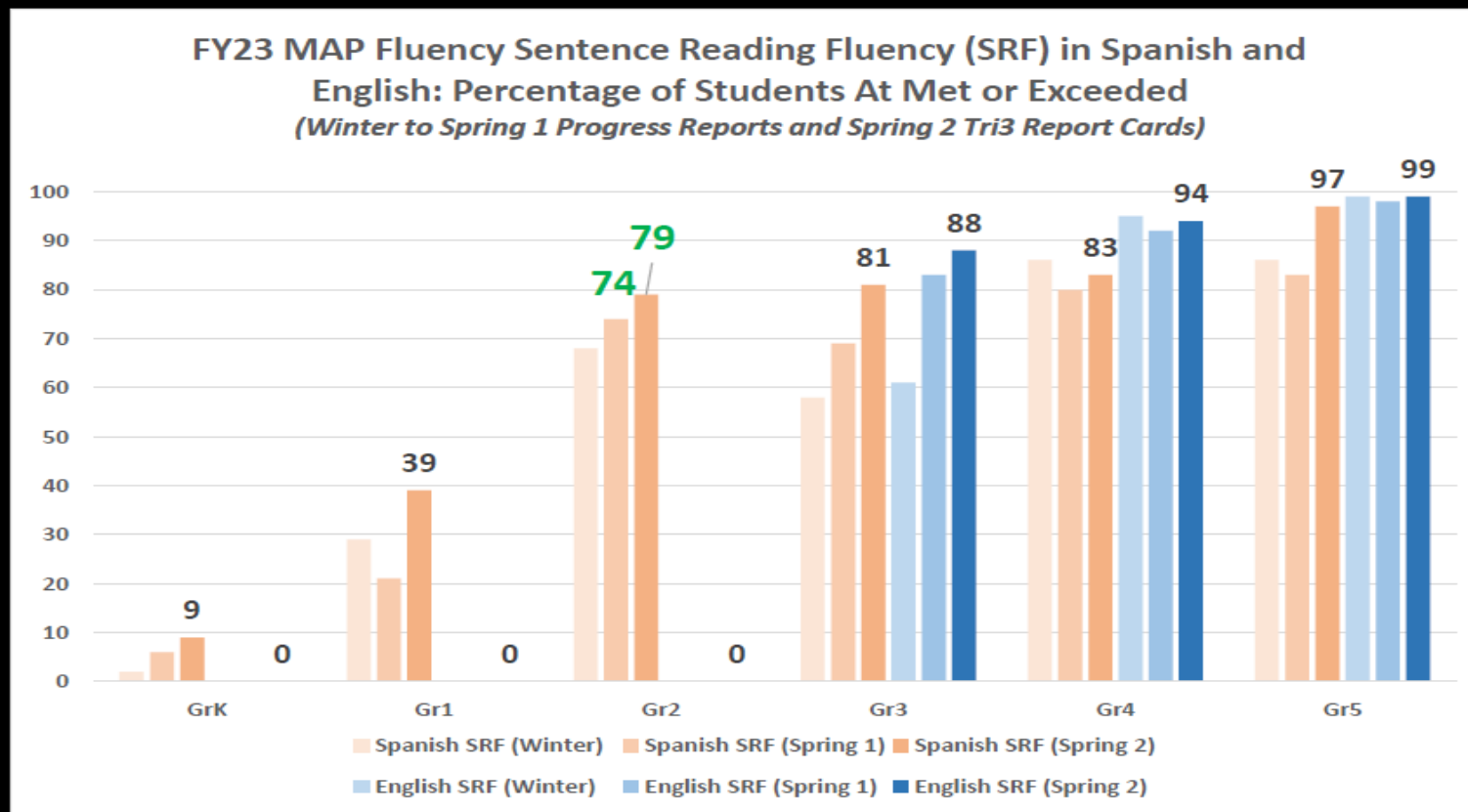
LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard results for ELA, Math, and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-of-Stage 3 (Grade 8). For more information on Gr8 LAS performance, please check CDE's Data Quest or contact LAS.

**FY23 LAS English Learner (EL) Progress to Reclassification:  
#of EL, #of RFEP, and %of Cohort RFEP  
(LAS Goal: 70% of Cohort RFEP by EOY Gr8)**



#### LAS Internal Accountability: NWEA MAP Growth and MAP Fluency

In FY23, LAS implemented NWEA MAP Growth, a SBE Approved AB1505 Verifiable Data for Charter School Renewal, along with MAP Fluency, school-wide. This milestone has created an efficient and aligned way for LAS to monitor student achievement growth in Foundational Literacy Skills in Spanish and English, Spanish Language Arts, English Language Arts, and Mathematics from primary to middle school years. LAS has yet to fully decipher the magnitude of this internal accountability system and its capacity to streamline student support and intervention; the preliminary results for MAP Fluency assessing foundational literacy skill of Sentence Reading Fluency (SRF) seem promising as indicated on the picture below.



The MAP Growth data for core subject areas will be available after the school year ends. FY23 TDB.

#### FY23 School-wide Intervention Data:

Of the total of 239 intervention services rendered in literacy, 237 showed post assessment growth indicating 99% success rate. Moreover, out of 49 students provided math interventions afterschool, 47 indicated post assessment growth indicating 96% success rate. These results are consistent with the previous year's intervention program data with an overall average achievement growth of 93%.

#### Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although final end-of-year data is not yet available, LAS has had an on-going conversation as a community as to the emerging learning recovery needs of students academically and socio-emotionally. LAS staff needs continued professional development time to learn about the efficacy of state and MAP, and other local assessments as well as its analysis and reporting elements. Starting in FY22, LAS has expanded its teacher leadership and identified core staff members for short-term special assignment positions with the intent to build leadership capacity for various components of the charter school such as learning recovery program development and opportunities. LAS' school wide expanded learning programs need to continue to be innovative and all-encompassing in nature, in order to holistically address the needs of students. In FY23, LAS continued its implementation of intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

In addition, per the FY22 LAS CA Dashboard data, there are three main categories where targeted focus for improvement needs to be addressed Students with Disabilities (SWD): 1) Chronic Absenteeism (Very High with 22.5% of 71 SWD approximately 16 students), 2) English Language Arts Achievement (Average Distance from Standard (DFS) SWD: -107 vs All Students: -32.7), and Mathematics Achievement (DFS of SWD: -129.5 vs All Students -46.9). Because of this, the SWD subgroup has become the qualifier that places LAS as an Additional Targeted Support and Improvement (ATSI) school under the federal Every Student Succeeds Act (ESSA) and the CA Accountability System.

#### LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

LAS is laser focus on strategically addressing the teaching and learning gaps exacerbated by the global pandemic. LAS’s three-year LCAP design is rooted in the LAS Charter and is also purposefully aligned with the ELO and ESSER 3 expenditure plans. All plans utilize the three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate, as the backbone in organizing the collective galvanized effort to meet the gargantuan task of educating school children in the midst of unprecedented health crisis. With diligence and accountability, LAS plans to continue its momentum of expanded teaching and learning support in the upcoming two school years- as it will take at least that much to see implemented program fruition.

**Comprehensive Support and Improvement (Not Applicable to LAS; LAS ATSI plan will be addressed in the Goals and Actions Section)**

**Engaging Educational Partners**

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

LAS has a governance structure strategically designed to keep its educational partners informed about the ever-changing landscape of health and safety mandates, legislations, flexible infrastructure demands and of course, funding. As practiced throughout the school year, school leadership meets weekly/monthly with educational partners via board, board committees, staff meeting, professional development Friday meetings, charter/compliance meetings, parent council and association meetings. In these settings, one-time federal funds are presented, student achievement data are analyzed, strategic plans are shared and more importantly, educational partners share their Know and Want to Know understandings of the topic discussed via online survey. School leadership reviews all survey feedback providing statement validation, correction, and/or answers to inquiries. The Know and Want to Know survey results and documents are posted on the school’s website and also included in board meeting packets.

**WHAT – WHEN - WHERE:**

**ITEM 1: LAS Community Survey Distribution**

April 11 – May 12, 2023

LAS

**ITEM 2: LCAP available on LAS Website for Feedback**

By June 12, 2023

Online at: [www.lasac.info](http://www.lasac.info)

#### LCAP Educational Partner Outreach and Consultation Dates 2022-2023:

##### Educational Partner Group and Meeting Dates

###### Governing Board Meeting and Retreat

2022: 8/26, 9/23, 10/21, 11/18, 12/16

2023: 1/27, 2/24, 3/24, 4/28, 5/26, 6/23

###### Parent Council Meeting/ELAC/SSC

2022: 9/7, 10/5, 11/9

2023: 1/11, 2/8, 3/8, 4/12, 5/11, 6/TBD

###### Parent Association Meeting

2022: 9/14, 10/12, 12/7

2023: 1/18, 2/1, 3/22, 4/19, 5/16

###### Staff Meeting and PD Meetings

2022: 8/25, 8/26, 9/22, 9/23, 10/14, 10/20, 11/17, 12/9, 12/15

2023: 1/20, 1/26, 2/17, 2/23, 2/24, 3/10, 3/23, 4/21, 4/27, 5/5, 5/12, 5/25, 6/1-6/9

###### CDT Committee Meeting

2022: 9/1, 10/6, 11/3, 12/1

2023: 2/2, 3/2, 5/4, 5/24

### ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 26, 2023 and June 23, 2023 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or

provide feedback online via the LAS Educational Partners Survey: Know/Want to Know

[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

A summary of the feedback provided by specific educational partners.

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 FY21,FY22, and FY23:

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's 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 May 2023, LAS has collected 667 (FY16: 182, FY17: 88, FY18: 51, FY19: 50, FY20: 29, FY21: 38, FY22: 122, FY23: 107) “What I Know” and 600 (FY16: 183, FY17: 36, FY18: 45, FY19: 71, FY20: 32, FY21: 30, FY22: 116, FY23: 87) “What I Want to Know” statements. Thus far, 1267 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.
- 4) An emerging theme from the stakeholder comments is the area of Academic Performance (AP), particularly in mathematics and Academic Engagement (AE), specifically, attendance as it relates to being on campus full time. Moreover, families are continuing to share glimpses of socio-emotional and academic concerns such as lack of practice for the target language in a more authentic way and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners. Meanwhile, staff concerns are specific to advancing the conversations about curriculum and assessments, particularly having them aligned with ELD instruction, science of reading research and school-wide implementation and alignment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

FY23 TDB. LAS’s collective work towards meeting its LAS Charter and LCAP goals continues with diligence and focus on three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate. Recent educational partners input that informed priorities for the Expanded Learning Opportunities (ELO) and the Elementary and Secondary School Emergency Relief (ESSER) plans serve as the backbone of LAS’s strategic planning in to address the learning gaps and opportunities resulting in the massive schooling interruptions due to the COVID-19 pandemic. The following are examples of mid-year successes and challenges experience by the LAS learning community thus far:

Successes: Goals- AP, AE and CC	Challenges: Goals- AP, AE, and CC
<p>AP Goals:</p> <p>Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning</p> <p>Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus</p> <p>Expanded supplemental curricular materials and supplies for both core day and after-school programs</p> <p>AE Goals:</p> <p>More cohesive MTSS and IPT process to identify reengagement support for at-risk students with low attendance</p> <p>CC Goals:</p> <p>Maintenance of expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.</p> <p>Expanded on more recess and lunchtime structured activities for students to participate in.</p> <p>Survey participation goals are above 90% for all stakeholder groups.</p>	<p>AP, AE, and CC Goals:</p> <p>Continued effort of balancing of curriculum (science, math, and ELD) and assessment (MAP Growth and MAP Fluency) adoption needs to ensure instructional quality and time management efficiency between planning, instruction, and reflection</p> <p>Continued staffing shortages has greatly impacted support program implementation: substitute teachers, intervention staff, ground supervision staff</p> <p>Pandemic induced anxiety for all educational partner groups have made it more complex to meet and problem solve together</p> <p>Attendance continues to be problematic and the consequent anticipated revenue and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year</p> <p>Expanded on more recess and lunchtime structured activities for students to participate in and full implementation of PlayWorks.</p> <p>Governing board new member recruitment continues to be a challenge</p> <p>Student survey new area of improvement is student's lower perception that "All rules are fair" which dropped from 85% to 67% along with "All students are treated the same when they break the rules" - a change from 59% to 53% in agreement.</p>

FY23 TDB. Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Academic Engagement related concerns dominate the FY23 educational partners' feedback. There is a consensus that even before the pandemic, many students need support to bridge performance gaps, particularly in reading and mathematics, and this is even much more so after the COVID-19 schooling interruptions. From the teachers' perspective, there is a huge emerging concern in the subject of writing. Not only has distance learning created an enormous challenge to teach writing but also to provide feedback and conduct evaluation, particularly with the primary grade students. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios. These recent years, teachers have been "pilots trying to fly their planes while building them." Furthermore, the socio-emotional ramifications of experiencing a collective trauma – global pandemic, have exacerbated the recovery needs of students and their families.

## Goals and Actions

### Goal: Academic Performance Goal 1 (AP.G1)

Goal 1	Description
AP.G1	<p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) - 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)</p>

### An explanation of why the LEA has developed this goal.

This goal is at the core of our work at LAS. As a community, we are eager to know the ramifications of the school closure due to the pandemic as well as the learning recovery needs of our students in relation to their academic performance. By doing so, we can align our resources accordingly and ensure expert implementation of strategic programs to address these identified needs.

Metric	Baseline (FY21)
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Draft

AP.G1.3

ELA: State  
SBAC and  
Verifiable  
Data MAP  
Growth

**External Accountability: (FY23 Data TBD- August, 2023)**

**By the End of Stage 3 Gr8 achievement goals:**

(FY21) G3.0 SBAC 48% of students who met/exceeded ELA standards

G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from \*Gr5 SBAC ELA baseline

	<b>FY22 Gr8 Cohort: Gr7 SBAC ELA Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</b>	<b>FY22 Gr8 Cohort: Gr8 SBAC ELA Data</b>
<i>All FY21 Gr8 Cohort Students</i>	38%	55%
<i>Latinx</i>	35%	52%
<i>English Learner (EL)</i>	10%	18%
<i>RFEP</i>	56%	57%
<i>SPED</i>	*	*
<i>SED</i>	33%	51%

G3.0BSubgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

FY21 Gr8 Cohort Comparative ELA Data: Gr5 vs Gr8

	<b>FY21 Gr8 Cohort: Gr5 SBAC ELA Data</b>	<b>FY21 Gr8 Cohort: Gr8 SBAC ELA Data</b>
<i>All FY21 Gr8 Cohort Students</i>	24%	48%
<i>Latinx</i>	25%	46%

<i>English Learner (EL)</i>	<i>0%</i>	<i>33%</i>
<i>RFEP</i>	<i>55%</i>	<i>55%</i>
<i>SPED</i>	<i>*</i>	<i>*</i>
<i>SED</i>	<i>21%</i>	<i>46%</i>

G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

	<b>LAS FY21: Gr8</b>	<b>State FY21: Gr8</b>	<b>District FY21: Gr8</b>	<b>Neighbor Schools FY21: Gr8</b>
<i>All FY21 Gr8 Cohort Students</i>	<b>48%</b>	<i>47%</i>	<i>No Data C- 19</i>	<i>No Data C-19</i>
<i>Latinx</i>	<b>46%</b>	<i>36%</i>	<i>No Data C- 19</i>	<i>No Data C-19</i>
<i>English Learner (EL)</i>	<b>33%</b>	<i>7%</i>	<i>No Data C- 19</i>	<i>No Data C-19</i>
<i>RFEP</i>	<b>55%</b>	<i>53%</i>	<i>No Data C- 19</i>	<i>No Data C-19</i>
<i>SPED</i>	<b>*</b>	<b>*</b>	<i>No Data C- 19</i>	<i>No Data C-19</i>
<i>SED</i>	<b>46%</b>	<i>35%</i>	<i>No Data C- 19</i>	<i>No Data C-19</i>

**Internal Accountability:**

**MAP Growth English Reading based on Student Growth Summary Report – *Percent Met Projection* (PMP) Column**

*\* (PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)*

G3.21 LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 29% (FY22: PMP=35%)

G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP English Reading

Gr5= First year implementation; no comparable data (FY22: Gr6=63%)

Gr6= 35% (FY22: Gr7=59%)

Gr7= 43% (FY22: Gr8=35%)

G3.21B Subgroups: LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40% (FY22: PMP=31%)

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP English Reading for ELLs

Gr5= First year implementation; no comparable data (FY22: Gr6=57%)

Gr6= 31% (FY22: Gr7=52%)

Gr7= 53% (FY22: Gr8=31%)

Subgroups:

- Latino
- SED
- SWD

	<i><b>FY22 Gr8 Cohort: Gr7 MAP English Data</b></i>	<i><b>FY22 Gr8 Cohort: Gr8 MAP English Data</b></i>
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Metric	Baseline (FY21)		
		(* <i>Changed baseline grade from Gr5 to Gr7 due to Covid-19</i> )	
	<i>All Gr8 Cohort Students</i>	43%	35%
	<i>Latinx</i>	44%	32%
	<i>English Learner (EL)</i>	53%	31%
	<i>RFEP</i>	47%	33%
	SPED	69%	14%
	SED	43%	33%
	<u>TBD G3.31 SWD Subgroup LAS IEP</u>		
AP.G1.3 SLA: MAP Growth Spanish Reading	FY22 Data TBD: New Assessment (Need to establish baseline and NWEA National Norm for FY22 is not yet available):  <b>MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</b>  <u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= TBD  <u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.  <u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TBD  By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.  <u>TBD G3.31 SWD Subgroup LAS IEP</u>		

AP.G1.4

MATH: State  
SBAC and  
Verifiable  
Data MAP  
Growth Math

**External Accountability: (FY22 Data TBD- August, 2022)**

**By the End of Stage 3 Gr8 achievement goals:**

G4.0 SBAC 48% of students who met/exceeded Math standards-

G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from \*Gr5 SBAC Math baseline

	<b>FY22 Gr8 Cohort: Gr7 SBAC Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</b>	<b>FY22 Gr8 Cohort: Gr8 SBAC Math Data (TBD)</b>
<i>All FY21 Gr8 Cohort Students</i>	33%	41%
<i>Latinx</i>	31%	38%
<i>English Learner (EL)</i>	5%	6%
<i>RFEP</i>	44%	52
<i>SPED</i>	*	*
<i>SED</i>	33%	35%

G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline

FY21 Gr8 Cohort Comparative Math Data: Gr5 vs Gr8

	FY21 Gr8 Cohort: Gr5 SBAC Math Data	FY21 Gr8 Cohort: Gr8 SBAC Math Data
<i>All FY21 Gr8 Cohort Students</i>	17%	48%
<i>Latinx</i>	13%	44%
<i>English Learner (EL)</i>	4%	33%
<i>RFEP</i>	18%	50%
SPED	*	*
SED	4%	40%

G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

	LAS FY21: Gr8	State FY21: Gr8	District FY21: Gr8	Neighbor Schools FY21: Gr8
<i>All FY21 Gr8 Cohort Students</i>	48%	31%	No Data C-19	No Data C-19
<i>Latinx</i>	44%	18%	No Data C-19	No Data C-19
<i>English Learner (EL)</i>	33%	4%	No Data C-19	No Data C-19
<i>RFEP</i>	50%	31%	No Data C-19	No Data C-19
SPED	*	*	No Data C-19	No Data C-19
SED	40%	18%	No Data C-19	No Data C-19

**Internal Accountability:**

**MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column**

G4.0 LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43% (FY22: PMP=55%)

G4.1 By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP Mathematics

Gr5= 21% (FY22: Gr6=94%)

Gr6= 35% (FY22: Gr7=76%)

Gr7= 44% (FY22: Gr8=55%)

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53% (FY22: PMP=50%)

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP Mathematics for ELLs

Gr5= 24% (FY22: Gr6=81%)

Gr6= 8% (FY22: Gr7=80%)

Gr7= 33% (FY22: Gr8=50%)

Subgroups:

- Latino
- SED
- SWD

	<i><b>FY22 Gr8 Cohort: Gr7 MAP Math Data</b></i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>
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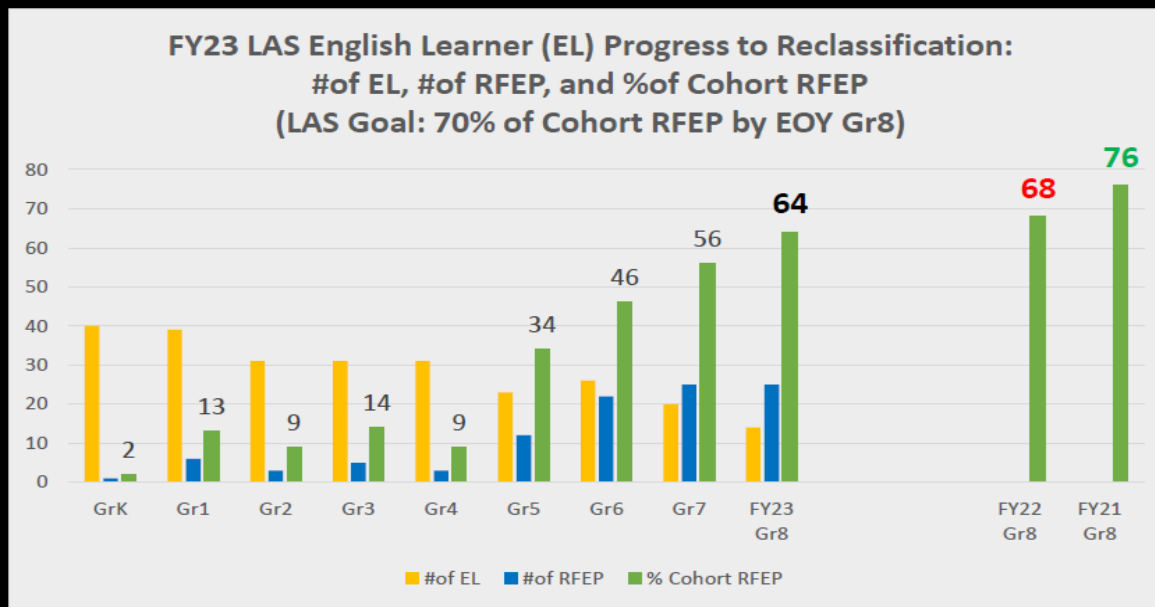
Metric	Baseline (FY21)		
		<i>(*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	
	<i>All FY21 Gr8 Cohort Students</i>	44%	55%
	<i>Latinx</i>	44%	53%
	<i>English Learner (EL)</i>	33%	50%
	<i>RFEP</i>	56%	65%
	<i>SPED</i>	23%	43%
	<i>SED</i>	43%	54%
	<u>TBD G4.3 SWD Subgroup LAS IEP</u>		



Metric	Baseline (FY21)		
	G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs		
	<b><i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid- 19 )</i></b>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>	
<i>All FY22 Gr8 Cohort Students</i>	44%	55%	
<i>English Learner (EL)</i>	33%	50%	
<i>RFEP</i>	56%	65%	

<p>AP.G1.5</p> <p>ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math</p>	<p><b>External Accountability:</b></p> <p>TBD based on FY21 Data 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> <table border="1"> <thead> <tr> <th data-bbox="247 363 615 464">FY21: Gr8</th><th data-bbox="615 363 1188 464">FY22 MOY: Gr8</th></tr> </thead> <tbody> <tr> <td data-bbox="247 464 615 764"> #per EL Proficiency  (9EL+28RFEP= 37/63  Cohort EL Total)  28RFEP/37Cohort ELs=  <b>76% RFEP Cohort Rate</b> </td><td data-bbox="615 464 1188 764"> #per EL Proficiency (17EL+20RFEP= 37/66  Cohort EL Total) 25RFEP/37Cohort ELs=  <b>68% RFEP Cohort Rate (Did not meet 70%  RFEP Goal; missed by 1 student)</b> </td></tr> </tbody> </table>	FY21: Gr8	FY22 MOY: Gr8	#per EL Proficiency (9EL+28RFEP= 37/63 Cohort EL Total) 28RFEP/37Cohort ELs= <b>76% RFEP Cohort Rate</b>	#per EL Proficiency (17EL+20RFEP= 37/66 Cohort EL Total) 25RFEP/37Cohort ELs= <b>68% RFEP Cohort Rate (Did not meet 70%  RFEP Goal; missed by 1 student)</b>
FY21: Gr8	FY22 MOY: Gr8				
#per EL Proficiency (9EL+28RFEP= 37/63 Cohort EL Total) 28RFEP/37Cohort ELs= <b>76% RFEP Cohort Rate</b>	#per EL Proficiency (17EL+20RFEP= 37/66 Cohort EL Total) 25RFEP/37Cohort ELs= <b>68% RFEP Cohort Rate (Did not meet 70%  RFEP Goal; missed by 1 student)</b>				





**Internal Accountability:**

G5.1 LAS MAP English Reading Benchmark- See above MAP Growth English Reading baseline and goal for ELLs

	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	<i>FY22 Gr8 Cohort: Gr8 MAP Math Data</i>
<i>All FY22 Gr8 Cohort Students</i>	<i>43%</i>	<i>35%</i>

Metric	Baseline (FY21)		
	<i>English Learner (EL)</i>	53%	31%
	<i>RFEP</i>	47%	33%
	G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs		
		<b><i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid- 19 )</i></b>	<b><i>FY22 Gr8 Cohort: Gr8 MAP Math Data</i></b>
	<i>All FY22 Gr8 Cohort Students</i>	44%	55%
	<i>English Learner (EL)</i>	33%	50%
	<i>RFEP</i>	56%	65%

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
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DRAFT

<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>					<p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></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><u>G3.0B</u> Subgroups: 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</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><b>Internal Accountability:</b></p> <p><b>MAP Growth English Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</b></p> <p><i>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</i></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP</p> <p><u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>
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Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
					<u>TBD G3.31 SWD Subgroup LAS IEP</u>
AP.G1.3 SLA: MAP Growth Spanish Reading					<p>New Assessment: MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= TBD</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TDB</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p>TBD for subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>

<p>AP.G1.4</p> <p>MATH:</p> <p>State SBAC</p> <p>and</p> <p>Verifiable</p> <p>Data MAP</p> <p>Growth</p> <p>Math</p>				<p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC 48% 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><b>Internal Accountability:</b></p> <p><b>MAP Growth Mathematics Summary Report – <i>Percent Met Projection (PMP)</i> Column</b></p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p><u>G4.2</u> Subgroups: <u>LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Mathematics for ELLs</p> <p>TBD for subgroups:</p>
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Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <u>TBD G4.3 SWD Subgroup LAS IEP</u>
AP.G1.5 ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math					<p><b>External Accountability:</b></p> <p>TBD based on FY21 Data 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><b>Internal Accountability:</b></p> <p>G5.1 <u>LAS MAP English Reading Benchmark</u>- See above MAP Growth English Reading baseline and goal for ELLs</p> <p>G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs</p>

## Actions

Note: FY21 MAP Growth Data is from *NWEA Assessment Summary* (from Illuminate Data) vs. FY22 MAP Growth Data if from NWEA Student Growth Summary Report (from NWEA Norms). Based on current data, there is clearly a learning loss/recovery opportunity in English Reading during the FY22.

AS per school protocol, LAS will prioritize the identification and selection of significant subgroups in intervention program participation.

Action #	Title	Description	Total Funds (FY24 TDB)	Contributing
AP.G1.3a	ELA	<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>OC 1000-3000, 5000 series) \$ 5,569,007;</p> <p>EPA, SPED, LCFF , Title 1</p>	Y
AP.G1.4a	SLA	<p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Analyze SLA achievement data by schoolwide, grade level and subgroups</p>	See above	N



Action #	Title	Description	Total Funds (FY24 TDB)	Contributing
AP G1.5a	MATHEMATICS	<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> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	See above	N

Action #	Title	Description	Total Funds (FY24 TDB)	Contributing
AP.G1.6a	English Language Learners	ELL Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	See above	N
AP G1.7a	Schoolwide	<p>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</p> <p>All core subjects instruction are based on Common Core State Standards</p> <p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</p> <p>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.</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p> <p>Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic fine-tuning using one-time funding for learning recovery due to school closure</p>	<i>See detailed budget below for items that increase and improve services to ELs and SED</i>	Y

Action #	Title	Description	Total Funds (FY24 TDB)	Contributing
		<i>Increased services: Literacy coach and interventions</i>	OC 1100, 3100-3600: \$121,539 LCFF, Title 1	Y
		<i>Increased services: (One Year Only) Part-time teacher on special assignment</i>	OC 1100: \$146,077 LCFF, ELOG	Y
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	OC 2100: \$114,114 LCFF, ELOG	Y
		<i>Increased services: Intervention Tutors (School year)</i>	OC 1102: \$188,500 LCFF, Title 4, ELOG	Y
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	OC 1920, 3300, 3500, 3600, 4355: \$267,634 LCFF, Title 1, ELOG, ESSER 2&3	Y
		<i>Improved services: Professional development (i.e. ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	OC 5210, 5215, 5220, 5305, 5863: \$91,133 LCFF, Title 1&2	Y

#### Goal Analysis [FY22 and FY23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Prior to COVID-19 schooling interruption, LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments, including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. Nonetheless, LAS is looking forward to analyzing the spring SBAC and MAP Growth results for the FY22 and FY23 and to planning consequent actions to address emerging needs. A highlight during both the FY22 and FY23, is the collective effort to mobilize support personnel in all aspects of teaching and learning – i.e. instructional support staff and additional tutoring.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

FY23 TDB Major differences between budgeted expenditures and estimated actual expenditures are evident in 1) increase in staffing -particularly in instructional support -i.e. learning hubs, intervention support, 2) professional development stipends for integration of distance learning teaching and assessment portfolios and remote administration and now, back in person teaching, 3) increase in digital platform needs for teaching and learning, including purchase of MAP Growth, MAP Fluency, and MAP Accelerator.

#### An explanation of how effective the specific actions were in making progress toward the goal.

MAP Growth Math’s initial implementation was insightful in terms of the efficacy of having a flexible setting (in-person or remote) for administration and expeditious results for analysis. Consequently, LAS is expanding the use of this type of assessment.

#### A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

FY23 TDB A milestone realization for LAS is that our assessments need to have the flexibility for remote administration in the case of school closures. Hence, LAS has expanded MAP Growth to include English and Spanish Reading in addition to Mathematics. This decision also aligns with the charter school’s required provision under AB1505 to have an additional verifiable, state approved data such as MAP Growth for charter renewal purposes.

Goal: Academic Engagement Goal 2 (AE.G2)

Goal 2	Description
AE.G2	<p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 2: ACADEMIC ENGAGEMENT (AE) – LAS G1. Low Chronic Absenteeism and High Attendance Rate</p>

An explanation of why the LEA has developed this goal.

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school had a slight drop in attendance in FY19. With distance learning redefining attendance protocols in FY21, FY22 adherence to independent study for quarantine protocols, and in FY23, adjustment to full time in-person learning without strict Covid-19 protocols such as masking and personal distance requirements. LAS is looking forward to continue to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

Metric	Baseline (FY21)
<p>AE.G2</p> <p>Illuminate and CALPADS Attendance Data</p>	<p>FY23 TDB</p> <p>FY22 EOY: (96% attendance rate per recent change in law)</p> <p>FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ol style="list-style-type: none"> <li>1) (FY22 MOY: 91%) Latino: 97.4% and 97.3%</li> <li>2) (FY22 MOY: 90%) EL: 97.2% and 97.2%</li> <li>3) (FY22 MOY: 90%) SED: 97.2% and 97.2%</li> <li>4) ATSI Subgroup Focus (FY22 MOY: 89%) SWD: 97% and 97.1%</li> </ol> <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>FY22 MOY: 7% Chronic Absenteeism</p> <p>Subgroups (FY22 MOY) and FY2018:</p> <ol style="list-style-type: none"> <li>1) (FY22 MOY: 7%) Latino: 3.3%</li> <li>2) (FY22 MOY: 11%) EL: 3.4%</li> <li>3) (FY22 MOY: 8%) SED: 3.6%</li> <li>4) ATSI Subgroup Focus (FY22 MOY: 4%) SWD: 2.7%</li> </ol> <p>Dropout for middle school at zero rate</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
AE.G2  Illuminate and CALPADS Attendance Data					<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%      <i>(Annual middle school dropout rate)</i></p>

## Actions

Action #	Title	Description	Total Funds (FY24 TDB)	Contributing
AE.G2.1a	Attendance and Reengagement Support	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Infinite Campus SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p> <p>Wrap around health and mental health supports provided to subgroups with identified need (Focus: ATSI SWD Subgroup)</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas (Focus: ATSI SWD Subgroup)</p>	<p>OC 2000 and 5000 series</p> <p>\$375,129</p> <p>SPED, LCFF</p>	Y
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	<p>OC 2905, 3000 series, 4354</p> <p>\$155,641</p> <p>LCFF, ASES</p>	Y
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	<p>OC 2905</p> <p>\$864,901</p> <p>LCFF</p>	Y



Action #	Title	Description	Total Funds (FY24 TDB)	Contributing
	<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	OC 5880 \$30,625 LCFF, ESSER 2	Y

### Goal Analysis [FY22 and FY23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

FY23 TDB The material difference between Budgeted Expenditures and Estimated Actual Expenditures is mostly reflected on shifting allocations for in-person professional development training, fieldtrips, after-school enrichment towards an emergency response to the need to build the infrastructure for a premier distance learning teaching and learning such as ensuring personnel focused on student/family reengagement and attendance monitoring as well as additional counseling support.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

FY23 TDB: In adherence to the law for FY22, LAS expanded its definition of independent study program (ISP) to: 1) TISP: Traditional, 2) LISP: Long-term, and 3) QISP: Quarantine, early in the school year. LAS awaits direction from the state legislature about the requirements for schooling in terms of in-person vs. distance learning attendance and the gathering of attendance data overall. FY19-20 and FY20-21 have been truly unique attendance gathering settings; neither can be used for parallel comparison since both years are very different scenarios.

Goal: Conditions and Climate Goal 3 (CC.G3)

Goal 3	Description
CC.G3	<p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 3: CONDITIONS AND CLIMATE – LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey</p>

An explanation of why the LEA has developed this goal.

The combination of the schooling interruptions due to COVID-19 and the 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, no matter what context they are in: in-person, hybrid or distance learning.

Metric	Baseline (FY21)																
CC.G3.2  Illuminate and CALPADS Data	FY23 TDB																
	FY22 MOY: 1.5% suspension within the first 4 months of school (FY22 EOY: 3%: Goal Not Met)																
	FY21 Data: 0% suspension rate (Distance Learning)																
	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.																
	FY22 EOY Suspension rate for subgroups:																
	<table><tr><td>Latinx</td><td>3%</td><td>Met</td></tr><tr><td>English Learners (EO: 1%)</td><td>4%</td><td>Met</td></tr><tr><td>RFEP</td><td>4%</td><td>Met</td></tr><tr><td>SPED</td><td>6%</td><td>Goal Not Met</td></tr><tr><td>SED (Non-SED: 9%)</td><td>1%</td><td>Met</td></tr></table>			Latinx	3%	Met	English Learners (EO: 1%)	4%	Met	RFEP	4%	Met	SPED	6%	Goal Not Met	SED (Non-SED: 9%)	1%
Latinx	3%	Met															
English Learners (EO: 1%)	4%	Met															
RFEP	4%	Met															
SPED	6%	Goal Not Met															
SED (Non-SED: 9%)	1%	Met															

Metric	Baseline (FY21)
<p>CC.G3.6</p> <p><i>LAS: Stakeholder Satisfaction</i></p> <p><i>(Annual stakeholder survey data)</i></p>	<p><b><u>High participation rate: 90% or higher</u></b></p> <p><i>FY21 data: 95% Gr3-8 student participation</i>  <i>(FY22: TK-Gr8 97% student participation)</i>  <i>(FY23: TK-Gr8 97% student participation)</i></p> <p><b><u>G6.0 Student Annual Survey Data:</u></b>  90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92% (FY22: 90%) (FY23: 93%)</p> <p><b><u>G6.1 Family Annual Survey Data:</u></b>  90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96% (FY22: 99%) (FY23: 98%)</p> <p><b><u>G6.2 Staff Annual Survey Data:</u></b>  90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100% (FY22: 98%) (FY23: 96%)</p>
<p>CC.G3.7</p> <p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p>FY23: TDB:</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>
<p>CC.G3.8a</p> <p><i>Local Indicator</i></p>	<p>FY21: Goal Met</p> <p>Maintain state expectation on Teacher Quality</p>

Metric	Baseline (FY21)
CC.G3.8b <i>Local Indicator</i>	FY21: Goal Met Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c <i>Local Indicator</i>	FY21: Goal Met Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.2 Illuminate and CALPADS Data					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.

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>CC.G3.6</p> <p><i>LAS: Stakeholder Satisfaction</i></p> <p><i>(Annual stakeholder survey data)</i></p>		Goals Met	Goals Met		<p><i>High participation rate: 90% or higher</i></p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.”</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.”</p> <p>G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”</p>
<p>CC.G3.7</p> <p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>		<p>FY22 Board Election (11/2021): 80% voter participation</p> <p>Goal Met</p>			<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.8a <i>Local Indicator</i>		Goal Met			Maintain state expectation on Teacher Quality
CC.G3.8b <i>Local Indicator</i>		Goal Met			Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c <i>Local Indicator</i>		Goal Met			Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

## Actions

Action #	Title	Description	Total Funds (FY24: TDB)	Contributing
CC.G3.2a	AE: Low Suspension	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p> <p>Focus: ATSI SWD Subgroup: Begin EOY FY23 administration of yearly SWD student satisfaction survey</p> <p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	SPED, LCFF (duplicate from Goal2- AE.G2.1a)	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N
CC.G3.7	<p>LAS: Volunteerism</p> <p>LAS: Voter participation</p>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	<p>OC 2925</p> <p>\$2,560</p> <p>LCFF, Title 1</p>	Y
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, Socio-Emotional Learning: SEL)	<p>OC 5804</p> <p>\$1,400</p> <p>LCFF, Title 1</p>	Y



Action #	Title	Description	Total Funds (FY24: TDB)	Contributing
CC.G3.8b  <i>Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements  <i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	OC 4200, 4201, 4320, 4325, 4420 \$687,739 LCFF, ELOG	Y
CC.G3.8c  <i>Local Indicator</i>	Facility Quality per new health and safety COVID-19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish)	OC 4315 \$793,464 LCFF, ASES	Y

#### Goal Analysis [FY22 and FY23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

FY23 TDB There is not a remarkable material difference between the Budgeted Expenditures and Estimated Actual Expenditures in this particular goal as the staff personnel stayed the same in number; however, their jobs have clearly shifted to accommodate the distance learning context that happened in FY21 and FY22.

An explanation of how effective the specific actions were in making progress toward the goal.

This statement continues to be true for FY23: Base on parent participation during ZOOM meetings and orientation workshops and stakeholder survey satisfaction data, the LAS community continues to do an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery and expanding community connections and relationships.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

LAS at this point, is positioned for a more expansive communication process and meeting settings to ensure continued high family engagement. Moreover, LAS will continue its established high standards on facility maintenance and care as inspired by the state health and safety mitigations for COVID-19 return to school mandates.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [FY24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,560,760	\$138,342

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26%	0%	0	26%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income/SED students were considered first, and (2) how these actions are effective in meeting the goals for these students.

FY23 TDB After evaluating the needs and circumstances of our ELs and SED students, it was evident that the achievement gap has increased for these groups during the pandemic in the core subjects. For example, based on FY22 MAP Growth NWEA Assessment Summary, there is clearly a learning loss/recovery opportunity in English reading. There is a significant discrepancy between the overall achievement of ELLs (Gr8=31%) vs. EOs (Gr8=42%) and SED (Gr8=33%) vs. Not SED students (Gr8=45%). As protocol, LAS has continued to prioritize the identification and selection of significant subgroups in intervention program participation. Over half of our students identified as needing learning recovery were in the ELs and/or SED subgroups. In order to address this matter, we have implemented support structures and actions as delineated in Goals 1, 2, and 3 such as hiring additional learning recovery staff and providing interventionists in all grade levels.

FY23 TDB

FY22 Core and After-School Intervention Programs: Ratio of Staff to Students who received direct intervention service

TK-Gr3: 13 Staff: 107 Students (EL: 62% and SED: 83%)

Gr4-Gr8: 11 Staff: 56 Students (EL: 80% and SED: 91%)

Results: 93% average achievement growth (Range: 73%-100% with 10/20 program cycles at 100% growth)

These actions are being provided on an LEA-wide basis with hope that other identified student with learning recovery needs will benefit. However, because ELs and SED students will be given priority for these support programs, we expect that the achievement of our English learners and SED students will increase significantly more than other students.

LAS continues to increase staff knowledge in utilizing Infinite Campus, the school's new 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.

FY23 TDB Moreover, LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as the MAP Growth and the Developmental Reading Assessment (DRA -English) and the Evaluación de lectura (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 FY22. Of the students served via MTSS, 64% are ELs and 84% are socio-economically disadvantaged. In the 2021-2022 school year, school counselor served about 62 students. (21) 34% of students regularly served by the school counselor have IEPs. Of the students serviced 8 were referred thru MTSS process. School counselor performed one suicide risk assessment. In addition to assessing 23 students for special education in the FY22, the school psychologist completed four suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 53 students referred by parents/teachers due to academic/behavior/social-emotional concerns in FY22. In addition, school psychologist along with two education specialists and school literacy coach met as the LASER (Language Academy of Sacramento Essentials of Reading) focus group to continue discussions regarding best practices for teaching reading at a tier 1 level as well as improving intervention support for students struggling with learning how to read at the tier 2/3 level. Literacy interventions are provided to students identified via the MTSS and Intervention Progress Team (IPT) process.

In summary, the FY22 focus is learning recovery via: extensive academic interventions, expanded access to learning materials/devices, support in socio-emotional wellness, particularly, closing the disproportionate learning loss gap of foster youth, ELs and low-income students as preliminarily indicated in MAP Growth end-of-year results. When additional guidance and support is necessary the teacher consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting, with deliberate focus on prioritizing foster youth, English Learners, and low-income students/socio-economic disadvantaged students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

LAS expects 27% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY23. Based on SBE formula calculator, LAS's LCFF Supplemental and Concentration Grant is projected to be \$1,560,760.

***Background:** The increase in Supplemental and Concentration funds will continue to be utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6) and new for FY20, under the CA Dashboard categories of: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC).*

*Research (C.1) and Professional Development (C.2) LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school.*

*Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, 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. Two years ago, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, and Foster Youth. FY22, LAS expanded MAP Growth implementation for Reading in both English and Spanish.*

*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 and certificated staff, Education Specialists, Intervention teachers, Intervention Coordinator, Teacher Leaders, Program Leaders, Counseling, Translation services, Technology (devices, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD.*

**FY24 TDB Increased/Improved Services Focus:** The increased percentage is met by actions and services included in the LCAP annual update. The following actions illustrate: 1A) Academic Performance (AP): Provide increase in the number (quantity) of services (staffing for summer school and interventionists) to support the learning recovery needs of ELs and SED students; 1B) (AP): Increase in quantity of services for EL and SED students by providing a team of classified and certificated educators to increase achievement in reading and writing; and, 2A) Academic Engagement (AE): Provide clear, focused communication to these families in multiple formats, translation and designated support person for attendance and discipline issues these students may experience; 2B) Provide access to parent education focused in issues affecting these student groups, provide access to learning experiences outside the classroom, and provide training for all staff focused on creating empathy and understanding for students in these student groups.

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**The Language Academy of Sacramento (LAS)**

**LCAP Part 3: CA Dashboard Local Indicators Data and Summary**

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**OVERVIEW: Local Performance Indicator Quick Guide**

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***(Not Applicable to LAS) Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***(Not Applicable to LAS) Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



## The Language Academy of Sacramento (LAS)

### LCAP Part 3: CA Dashboard Local Indicators Data and Summary

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#### Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

#### *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)*

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

#### **LAS Priority 1 Data:**

Indicator	Response
<ul style="list-style-type: none"><li>• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions</li></ul>	0
<ul style="list-style-type: none"><li>• Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home</li></ul>	0

<ul style="list-style-type: none"><li>• Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)</li></ul>	0
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Additional Comment:

To date, the access to technology for students’ school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. As of 2021, 100% of LAS teachers have two years or more classroom teaching experience and 87% have five or more years of teaching experience. FY23 TDB

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## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### LAS Priority 2 Data and Summary:

#### OPTION 2: Reflection Tool

##### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

#### Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

#### Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

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### *Parent and Family Engagement (LCFF Priority 3)*

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### **LAS Priority 3 Data and Summary:**

#### ***Building Relationships***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

#### **Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

During the mandated school closures and implementation of full distance learning and into FY22 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context.

Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

### ***Building Partnerships for Student Outcomes***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	



### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic.

There is always room for improvement in ensuring families and students have functioning understanding of the basic metrics of student learning and effective strategies to implement in school and at home.

Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22/23 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program (PAP) on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

### Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	

Seeking Input	1	2	3	4	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

#### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2023): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: 2014-2015: 8/2015: 69% 10/2015: 47% 2015-2016: Improved 5/2016: 70% 6/2016=74% 2016-2017: 6/2017 = 62% 2017-2018: 5/2018 = 57%, 2020-21: 10.2020 = \*29% (Lowest Record due to COVID-19 Closure) and 11.2021 = 80% (\*Highest record).*

### ***School Climate (LCFF Priority 6)***

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### **LAS Priority 6 Data Summary:**

*Excerpt from LAS LCAP Annual Update (Board, June 2022) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% or above (LAS QISP Actual: 93%) DATA 2 - 97% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 90% stated, "I like my school." Q2: 98% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 94% stated yes to the statement, "It's important for me to read and write in English." Q4: 84% stated yes to, "I feel safe at school."*

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2023): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.*

### ***Access to a Broad Course of Study (LCFF Priority 7)***

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

**LAS Priority 7 Summary:**

LAS uses Infinite Campus for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. In a given typical school year, (with some variation during the FY21 due to school closures), all LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle school students have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle school students.





A California Public School

Agenda Item IVD

**Board Meeting Date:** May 26, 2023

**Subject:** Board Development: Nomination & Elections Update

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

**I. Nomination & Elections Update**

- a. Staff (classified)
- b. Parent
- c. Community

**Attachment:** Governing Board Application

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Bylaws/Policy Committee  
**Date:** 05242023

**Pertinent Pages in**  
( ) Charter, pgs \_\_\_\_\_ ( ) Bylaws, pgs \_\_\_\_\_  
( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_



A California Public School

# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# IVD

**Fecha de la Reunión:** 26 de mayo de 2023

**Tema:** Desarrollo de la mesa directiva: Actualización de nominaciones y elecciones

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

**I. Actualización de nominaciones y elecciones**

- a. Personal (clasificado)
- b. Padres
- c. Comunidad

**Documento Adjunto:** Aplicación para la Mesa Directiva

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Comité de Estatutos/Pólizas  
**Fecha:** 05242023

**Pertinent Pages in**  
( ) Charter, pgs \_\_\_\_\_ ( ) Bylaws, pgs \_\_\_\_\_  
( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_

# Language Academy of Sacramento

## Governing Board of Directors

### Board Representative

The Governing Board of the Language Academy of Sacramento is seeking candidates for each of the Community and Parent Representative Positions. The term of the office will be from **July 1, 2023** until **June 30, 2026**. This important position serves to ensure the Language Academy of Sacramento's mission is fulfilled.

The LAS mission is to create a learning community 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)

In support of the school's mission, the Governing Board's responsibilities encompass the following: 1) prepare for and attending one monthly 2-3 hour evening meeting and 1-2 committee meetings a month estimated at one hour each, 2) during Governing Board and committee meetings: setting organizational policies, 3) designing long-range and strategic plans that fulfill the school's mission; and 4) monitoring the school's overall operational needs and overseeing proper allocations of the school's financial and human resources.

If you are interested in this challenging and vital position, please submit a current resume and your Declaration of Candidacy for Governing Board Representative (see below) to the Language Academy of Sacramento, 2850 49<sup>th</sup> Street, Sacramento, CA 95817. Note for Community and Parent Representatives positions only: Individuals employed by LAS within the last 60 months are not eligible for candidacy.

### APPLICATION CHECKLIST

- Declaration of Candidacy
- Current Resume

All documents must be received at the school no later than: DATE

### IMPORTANT DATES

#### Timeline for Community and Parent Candidates

- Interviews will be on: TBA (Community candidates only)
- Town Hall Meeting for all candidates will be held on: TBA
- All stakeholder votes will be received by: TBA
- New Governing Board members will be announced by: TBA

*Please direct your information or any questions regarding this application to Teejay Bersola via email at [tborsola@lasac.info](mailto:tborsola@lasac.info). or Eduardo de León via email at [edeleon@lasac.info](mailto:edeleon@lasac.info)*



## **Job Description, Member of the Board of Directors**

Board members are expected to serve the community of the Language Academy of Sacramento Charter School by ensuring that there is competent leadership and adequate resources available to accomplish the school's mission. Collectively, board members understand that they are responsible to ensure that the school's education program and operations are aligned with the school's charter and bylaws, as well as all applicable laws and regulations. In addition, the board is responsible for ensuring the school's fiscal health and ensuring that fiscal systems, procedures, and processes are in place. Members of the Board of Directors are expected to be available to participate in committees and at board meetings as fully informed members.

Specifically, board members must:

1. Attend and actively participate in all regularly scheduled board meetings, arriving on time and remaining until the meeting is ended. Members will be allowed two (2) absences due to emergencies per fiscal year. It is mandatory for all members to attend all special Board meetings. Board members will make every attempt to schedule special meetings at a time when all Board members can be present.
2. Prepare for meetings by reading the board packet and by being ready to discuss with an open mind the issues at hand. In addition, Board members will be responsible for the information shared during any Board meetings for which they have been absent.
3. Participate on two active board committees-attending committee meetings and contributing to the accomplishment of the committee goals. Teacher board representatives will participate in only one active board committee. Members will be allowed two (2) absences from committee meetings due to emergencies per fiscal year. It is mandatory for all directors to attend all special committee meetings. Board members will make every attempt to schedule special meetings at a time when all Board members can be present.
4. Advocate on behalf of Language Academy of Sacramento Charter School, to promote high academic achievement, the views of the school, and to secure funding and other support for the organization.
5. During Board votes, Directors shall subordinate individual agendas, and agendas of the member's constituency to the goals of the entity.
6. Share information from committee meetings and board meetings with member's constituencies. Board members will share said information from the point of view of the Board. If a Board member states her or his opinion about a Board matter, it will be clearly stated as such. In sharing information from committee meetings and board meetings, Board members will share the appropriate sections of the latest minutes, committee or board deliberations, resolution, and decisions taken by the Board.
7. Follow the board norms.
8. Keep closed session board discussions and reports confidential.
9. Provide input into the strategic plan and monitor the organization's progress towards achieving established goals.
10. Keep abreast of charter school issues through research, reading, and attendance at workshops.

## **Code of Ethics for Governing Board Members**

As a Governing Board member of the Language Academy of Sacramento, I shall promote the best interests of the School as a whole and, to that end, shall adhere to the following ethical standards:

### **Equity in Attitude**

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### **Trustworthiness in Stewardship**

- I will be accountable to the public by representing School policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in school affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of School resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

### **Honor in Conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

### **Integrity of Character**

- I will refuse to surrender judgment to any individual or group at the expense of the School as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

### **Commitment to Service**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Director.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

### **Student-Centered Focus**

- I will be continuously guided by what is best for all students of the School.

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

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

☐ Community Representative      ☐ Parent Representative

I, \_\_\_\_\_, am announcing my candidacy for the Governing Board Representative position.

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

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

Other comments: (maximum 50 words)

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) to learn the roles and responsibilities of Charter School Board members

Community Applicants Only: *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.*

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Print Name

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Signature

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Date