

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

Agenda/Agenda

Friday, June 17, 2016/viernes, 17 de junio del 2016

5:30 p.m. in Café Bernardo 2726 Capitol Avenue, Sacramento, CA 95816 Phone: 916-443-1180

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. | Michelle Ramos | Parent/Madre (15-18) | | |
| 2. | Fernando Aceves | Parent/Padre (14-17) | | |
| 3. | Erika Ruíz | Parent/Madre (13-16) Vice President/Vice Presidente | | |
| 4. | Antonio González | Teacher/Maestro (15-18) | | |
| 5. | Angelita Sepúlveda | Staff/Personal (14-17) | | |
| 6. | Adriana Gutiérrez | Teacher/Maestra (13-16) Secretary/Secretaria | | |
| 7. | Gustavo González | Community Member/Miembro Comunitario (14-17) Treasurer/Tesorero | | |
| 8. | MaryAnn Mellor | Community Member/Miembro Comunitario (13-16) President/Presidente | | |
| 9. | Samantha Castro | Student Council President/Presidente del Concilio Estudiantil | | |
| 10. | Jack Kraemer | SCUSD Representative/Representante del Distrito | | |
| 11. | Eduardo de León | Academic Director/Director Académico | | |
| 12. | Teejay Bersola | Academic Accountability Specialist/Especialista de Responsabilidad Académica | | |

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

a. May 22, 2015/22 de mayo del 2015

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

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

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

Motion: _____ Second: _____ Vote: _____

B. Bylaws/Policy Committee: 1) Board Vacancy Proposal, 2) Medical Marijuana Policy Update, 3) Harassment, Discrimination and Retaliation Prevention Policy Update/Comité de estatutos y pólizas: 1) Propuesta sobre la vacancia en la Mesa Directiva, 2) Actualización de la póliza de marihuana médica, 3) Actualización de la póliza para la prevención del acoso, discriminación y represalia – Aceves (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 IIIB/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIB.*

Motion: _____ Second: _____ Vote: _____

C. LAS FY2017 Budget/Presupuesto de LAS para el año fiscal 2017 - Finance Committee/ EdTec (20 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. May Check Register/Registro de la cuenta bancaria de mayo – LAS Leadership (3 min.)

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

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

Motion: _____ Second: _____ Vote: _____

E. Board Development/Desarrollo de la Mesa Directiva- Bersola (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

F. EPA Resolution/Resolución EPA - EdTec (5 min.)

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

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

Motion: _____ Second: _____ Vote: _____

G. Insurance Renewal/Renovación de póliza de seguro - EdTec (5 min.)

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

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

Motion: _____ Second: _____ Vote: _____

H. Title 1 Application/Aplicación de Title 1 – EdTec (5 min.)

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

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

Motion: _____ Second: _____ Vote: _____

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

Motion: _____ Second: _____ Vote: _____

J. Protected Prayer Certification/Certificación de protección de oración – EdTec (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 IIIJ/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIJ.*

Motion: _____ Second: _____ Vote: _____

K. Homeless Education Policy/Póliza de educación para estudiantes sin vivienda - EdTec (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 IIIK/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIK.*

Motion: _____ Second: _____ Vote: _____

L. Director's Evaluation: Update/Evaluación del director: Noticias recientes – Mellor (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 IIIL/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIL.*

Motion: _____ Second: _____ Vote: _____

IV. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN

A. Monthly Financials/Estados Financieros Mensuales - EdTec (5 min.)

V. CLOSED SESSION/Sesión cerrada:

Personnel Contract/Contratos del personal- Director's Evaluation/Evaluación del director- Mellor (10 min.)

VI. OPEN SESSION/Sesión abierta:

M. Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada - Mellor (5 min.)

VII. FUTURE MEETINGS/Próxima Junta - TBA for 2016-17 School Year

VIII. FUTURE AGENDA ITEMS/Temas para agendas futuras

VIX. ADJOURNMENT/Clausura

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

Motion: _____

Second: _____

Vote: _____

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



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



Regular Board Meeting - Minutes
 Friday, May 20, 2016
 5:30 p.m. in Room 7

I. Preliminary

| | | | | |
|------------|--|---|----------------|---------------|
| I.A | Meeting was called to order by MaryAnn at 5:35p.m. | | | |
| I.B | Name | Role | Present | Absent |
| | Erica Ruíz | Parent (13-16) Vice-president | X | |
| | Fernando Aceves | Parent (14-17) (<i>Arrived at 5:43</i>) | X | |
| | Michelle Ramos | Parent (15-18) (<i>Arrived at 5:48</i>) | X | |
| | Adriana Gutiérrez | Staff (13-16) Secretary | X | |
| | Angel Sepúlveda-Parnell | Teacher (14-17) | X | |
| | Antonio González | Teacher (15-18) | X | |
| | MaryAnn Mellor | Community Member (13-16) President | X | |
| | Gustavo González | Community Member (14-17) Treasurer | X | |
| | Jack Kraemer | SCUSD Representative | | X |
| | Eduardo de León | Academic Director | X | |
| | Teejay Bersola | Academic Accountability Specialist | X | |

| | Agenda | Action |
|------------|---------------------|---|
| I.C | Approval of Agenda | <i>A motion was made to approve the May 20th, 2016 agenda.</i> 1 st Motion: Adriana Gutiérrez 2 nd Motion: Angel Sepúlveda-Parnell Absences: Jack Kraemer Abstentions: None The motion passed by Six votes: Erica Ruiz, Adriana Gutiérrez, Angel Sepulveda-Parnell, Antonio González, MaryAnn Mellor, and Gustavo González. |
| I.D | Approval of Minutes | <i>A motion was made to approve the board meeting minutes for April 15, 2016.</i> 1 st Motion: Michelle Ramos 2 nd Motion: Antonio González Absences: Jack Kraemer Abstentions: None The motion passed unanimously. |
| I.E | Mission | The mission was read aloud. |

II. Communications Norms

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|--------------|---|--|
| II.A. | Public Comments | Antonio González shared that the Kinesiology Team offered a professional development for staff in regards to work they are doing on social and emotional health. |
| II.B1 | Student Council - de León | Eduardo de León provided updates provided from student council. Updates noted in summary. |
| | Parent Council & Association/ELAC - de León | Board members reviewed updates provided by parent council. Updates noted in summary. |
| | Public Comments | Eduardo de León shared that LAS is currently working with UC Davis on building a relationship that would include pediatric interns working with LAS. |

III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION

| | | |
|--------------|----------------------|--|
| III.A | April Check Register | <i>A motion was made to approve the April check register.</i> 1 st Motion: Gustavo González 2 nd Motion: Michelle Ramos Absences: Jack Kraemer Abstentions: Antonio González The motion passed by Seven votes: Érica Ruiz, Fernando Aceves, Michelle Ramos, Adriana Gutiérrez, Angel Sepúlveda-Parnell, MaryAnn Mellor, and Gustavo González. |
| | Public Comments | None |
| III.B | Board Development | Item 1: Teejay Bersola announced the new Parent Board Member Representative, Jennifer Bacsafra. Item 2: Both Peter Moulton and Erandi Zamora were present to interview for |

| | | |
|--------------|--|--|
| | | Community Board Member Representative. Board members followed interview protocol. Item 3: Board discussed the possibility of filling vacancy with one of the current potential candidates. Board requested that by-laws review and give direction. |
| | Public Comments | Adriana Gutiérrez shared a survey that was distributed to teachers in terms of their interest in participating in the Board. Currently there are no teachers who have declared candidacy. |
| III.C | Director's Evaluation Update | MaryAnn Mellor shared that all focus groups have been completed. All participants were focused and engaged. Eduardo de León has completed his self-evaluation as well. MaryAnn Mellor, Érica Ruiz, and Eduardo de León will meet next to compare information and report to the Board. |
| | Public Comments | None. |
| III.D | LCAP Annual Update | Teejay Bersola provided the most recent draft of the LCAP. This version will be used for public hearing. Updates included new stakeholder feedback, benchmark data, and analysis of goals. |
| | Public Comments | None. |
| III.E | Facilities Committee Update | Angel Sepúlveda-Parnell shared that LAS is awaiting a response from SCUSD in regards to work orders that have been submitted. The Board also reviewed the parking lot Bid Summary. Eduardo de León shared that per our MOU with SCUSD we are obligated to select the lowest bidding contractor. Olympic Land Construction was the lowest bidding contractor, RGA researched Olympic Land Construction and determined that they were responsible and responsive. <i>A motion was made to approve the bid for Olympic Land Construction in the amount of \$488, 071.00.</i> 1 st Motion: Fernando Aceves 2 nd Motion: Gustavo González Absences: Jack Kraemer Abstentions: None The motion passed unanimously. |
| | Public Comments | None. |
| III.F | Monthly Financials and Preliminary FY2017 Budget | Gasper Magallanes from EdTec presented an update of the monthly financials and the preliminary FY 2017 budget. Mr. Magallanes also lead the discussion in the "implementation relief" to offset the STRS employee contribution for FY2016 and 2017. <i>A motion was made to approve the "implementation relief" to offset the STRS employee contribution for FY2016 and 2017.</i> 1 st Motion: Gustavo González 2 nd Motion: Michelle Ramos Absences: Jack Kraemer Abstentions: Antonio González, Adriana Gutiérrez The motion passed by six votes: Michelle Ramos, Fernando Aceves, Erica Ruiz, Gustavo González, MaryAnn Mellor, Angel Sepúlveda Parnell. |
| | Public Comments | None |
| III.G | 8 th Grade Overnight Fieldtrip | The 8 th grade class, in conjunction with teachers and parents, is planning an overnight trip to Los Angeles. Students will be visiting the Museum of Natural History and Universal Studios. Parent meeting will be held on May 24 th not June 24 th . <i>A motion was made to approve the 8th grade overnight fieldtrip to Los Angeles with the correction of the parent meeting date to May 24th.</i> 1 st Motion: Angel Sepúlveda-Parnell 2 nd Motion: Michelle Ramos Absences: Jack Kraemer Abstentions: None The motion passed unanimously. |

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|--|------------------------|--|
| IV. INFORMATIONAL ITEMS | | |
| IV. A | Curriculum Design Team | Adriana Gutiérrez provided an update of CDT projects. Current projects are noted in summary. |
| V. Future Meetings June 17 th , 2016 Board Meeting | | |
| VI. Future Agenda Items- None | | |
| VIII. Adjournment <i>A motion was made to adjourn the board meeting.</i> 1 st Motion: Angel Sepúlveda-Parnell 2 nd Motion: Michelle Ramos Absences: Jack Kraemer Abstentions: none The motion passed unanimously. The board meeting was adjourned by MaryAnn Mellor at 7:56 p.m. | | |



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



Reunión de la Mesa Directiva - Minutos
 viernes, 20 de mayo del 2016
 5:30 p.m. en el salón 7

I. Preliminar

| | | | | |
|------------|---|--|-----------------|----------------|
| I.A | La reunión se empezó por Mary Ann a las 5:35 p.m. | | | |
| I.B | Nombre | Papel | Presente | Ausente |
| | Erica Ruíz | Madre (13-16) Vicepresidente | X | |
| | Fernando Aceves | Padre (14-17) <i>(llegó a las 5:43 p.m.)</i> | X | |
| | Michelle Ramos | Madre (15-18) <i>(llegó a las 5:48 p.m.)</i> | X | |
| | Adriana Gutiérrez | Maestra (13-16) Secretaria | X | |
| | Angelita Sepúlveda | Personal (14-17) | X | |
| | Antonio González | Maestro (15-18) | X | |
| | MaryAnn Mellor | Miembro Comunitario (13-16) Presidente | X | |
| | Gustavo González | Miembro Comunitario (14-17) Tesorero | X | |
| | Jack Kraemer | Representante de SCUSD | | X |
| | Eduardo de León | Director Académico | X | |
| | Teejay Bersola | Especialista de Responsabilidad Académica | X | |

| | Agenda | Acción |
|------------|---------------------------|--|
| I.C | Aprobación de la Agenda | <p><i>Se hizo una moción para aprobar la agenda del 20 de mayo del 2016.</i></p> <p>1ª Moción: Adriana Gutiérrez 2ª Moción: Angel Sepúlveda-Parnell Ausencias: Jack Kraemer Abstenciones: ninguna</p> <p>La moción fue aprobada con seis votos: Erica Ruiz, Adriana Gutiérrez, Angel Sepulveda-Parnell, Antonio González, MaryAnn Mellor, and Gustavo González.</p> |
| I.D | Aprobación de los Minutos | <p><i>Se hizo una moción para aprobar los minutos de la reunión de la Mesa Directiva que se llevó a cabo el 15 de abril del 2016.</i></p> <p>1ª Moción: Michelle Ramos 2ª Moción: Antonio González Ausencias: Jack Kraemer Abstenciones: ninguna</p> <p>La moción fue aprobada con unanimidad.</p> |
| I.E | Misión | Se leyó la misión en voz alta. |

II. Comunicaciones – Normas y procedimientos

| | | |
|--------------|--|---|
| II.A. | Comentarios Públicos | Antonio González mencionó que el equipo de kinesiología ofreció un taller sobre el trabajo que están llevando a cabo en relación a la salud social y emocional. |
| II.B1 | Concilio Estudiantil – de León | Eduardo de León entregó noticias recientes provistas por el concilio estudiantil. Las noticias recientes fueron anotadas en el paquete. |
| | Concilio de Padres & Asociación de Padres/ELAC - de León | Miembros de la mesa directiva revisaron noticias recientes presentas por el concilio de padres y el concilio estudiantil. Las noticias recientes fueron anotadas en el paquete. |
| | Comentarios Públicos | Eduardo de León compartió que LAS está actualmente trabajando en crear una relación con UC Davis que incluiría un residente médico pediatra que trabajaría con LAS. |

III. ARTÍCULOS PROGRAMADOS PARA ACCIÓN/DISCUSIÓN

| | | |
|--------------|---|---|
| III.A | Registro de la cuenta bancaria de abril | <p><i>Se hizo una moción para aprobar el registro de la cuenta bancaria de abril del 2016.</i></p> <p>1ª Moción: Gustavo González 2ª Moción: Michelle Ramos Ausencias: Jack Kraemer Abstenciones: Antonio González</p> <p>La moción fue aprobada con siete votos: Érica Ruiz, Fernando Aceves, Michelle Ramos, Adriana Gutiérrez, Angel Sepúlveda-Parnell, MaryAnn Mellor, and Gustavo González.</p> |
| | Comentarios Públicos | Ninguno |
| III.B | Desarrollo de la Mesa Directiva | Artículo 1: Teejay Bersola anuncio la nueva representante de padres a la Mesa Directiva, Jennifer Bacsafra. |

| | | |
|---------------|--|---|
| | | <p>Artículo 2: Peter Moultron y Erandi Zamora estuvieron presentes para ser entrevistados para la posición de representante comunitario de la Mesa Directiva.</p> <p>Artículo 3: La Mesa Directiva discutió la posibilidad de llenar la vacancia con uno de los candidatos. La Mesa Directiva solicitó que el comité de estatutos y pólizas ofreciera asesoría.</p> |
| | Comentarios Públicos | Adriana Gutiérrez compartió la encuesta que fue distribuida a los/as maestro/as sobre su interés en participar en la Mesa Directiva. Actualmente ningún maestro/a ha declarado su candidatura. |
| III. C | Evaluación del director: Noticias recientes. | MaryAnn Mellor compartió que todas las discusiones de grupos se han llevado a cabo. Todos los participantes estaban enfocados e involucrados. Eduardo de León ha completado su autoevaluación. MaryAnn Mellor, Erica Ruiz, y Eduardo de León se reunirán para comparar información y después reportarse con la Mesa Directiva. |
| | Comentarios Públicos | Ninguno |
| III. D | Noticias anuales de LCAP | Teejay Bersola entregó el borrador más reciente para LCAP. Esta versión se usará para audiencias públicas. Nuevos desarrollos incluyen nueva retroalimentación de parte de los grupos interesados, información de puntos de referencia, y análisis de las metas. |
| | Comentarios Públicos | Ninguno |
| III. E | Comité del plantel | <p>Angel Sepúlveda-Parnell compartió que LAS está esperando la respuesta del distrito escolar para en referencia a las órdenes que se entregaron. La Mesa Directiva repuso el resumen de oferta para el proyecto del estacionamiento. Eduardo de León compartió que mediante nuestro MOU con el distrito escolar, estamos obligados a seleccionar la oferta más baja. Olympic Land Construction fue el contratista con la oferta más baja. RGA investigó a Olympic Land Construction y determinó que son responsables.</p> <p><i>Se hizo una moción para aprobar la oferta de Olympic Land Construction con el monto de \$488,071.00.</i></p> <p>1ª Moción: Fernando Aceves 2ª Moción: Gustavo González Ausencias: Jack Kraemer Abstenciones: Ninguna La moción fue aprobada con unanimidad.</p> |
| | Comentarios Públicos | Ninguno |
| III. F | Estados Financieros Mensuales y presupuesto preliminar del año fiscal 2017 | <p>Gasper Magallanes de EdTec presentó noticias recientes de los estados financieros mensuales y el presupuesto preliminar del año fiscal 2017. El señor Magallanes también habló sobre el "alivio de implementación" para compensar las contribuciones a STRS por parte del personal durante los años fiscales 2016 y 2017.</p> <p><i>Se hizo una moción para aprobar el "alivio de implementación" para compensar las contribuciones a STRS por parte del personal durante los años fiscales 2016 y 2017.</i></p> <p>1ª Moción: Gustavo González 2ª Moción: Michelle Ramos Ausencias: Jack Kraemer Abstenciones: Antonio González, Adriana Gutiérrez La moción fue aprobada seis votos: Michelle Ramos, Fernando Aceves, Erica Ruiz, Gustavo González, MaryAnn Mellor, Angel Sepúlveda Parnell.</p> |
| | Comentarios Públicos | Ninguno |
| III. G | Paseo del octavo grado | <p>La clase del octavo grado, en conjunción con los padres y maestros, está planeando un viaje a Los Angeles. Los estudiantes visitarán el Museo de Historia Natural y los Estudios Universal. La reunión de padres se llevará a cabo el 24 de mayo y no el 24 de junio.</p> <p><i>Se hizo una moción para aprobar el paseo de octavo grado a Los Angeles con la corrección de la fecha para la reunión de padres al 24 de mayo. .</i></p> <p>1ª Moción: Angel Sepúlveda-Parnell 2ª Moción: Michelle Ramos Ausencias: Jack Kraemer Abstenciones: Ninguna La moción fue aprobada con unanimidad.</p> |

IV. ARTÍCULOS DE INFORMACIÓN

| | | |
|-------------|-----------------------------|--|
| IV.A | Equipo de diseño curricular | Adriana Gutiérrez presentó noticias recientes sobre los proyectos del equipo de diseño curricular. |
|-------------|-----------------------------|--|

V. Reuniones Futuras

17 de junio del 2016 Reunión de la Mesa Directiva

VI. Temas para las Futuras Agendas- Ninguno**IX. Conclusión**

Se hizo una moción para concluir la reunión.

1ª Moción: Angel Sepúlveda-Parnell

2ª Moción: Michelle Ramos

Ausencias: Jack Kraemer

Abstenciones: Ninguna

La moción fue aprobada unánimemente.

La reunión de la Mesa Directiva se concluyó por MaryAnn Mellor a las 7:56 p.m.



A California Public School

Agenda Item# IIIA

Board Meeting Date: June 17, 2016

Subject: LCAP Annual Update

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

Committee: School Leadership

Information:

California recently adopted a new formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF). This new formula takes effect starting this school year and will be fully phased in over an eight-year period.

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

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

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

On March 20, 2014, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. LAS charter renewal work, which began in the Spring of 2013, involved school community reflection and involvement in the development of the Charter Mission, State Priorities and has been instrumental in the establishing the groundwork for the LCAP. Throughout the 2015-16 school year, stakeholder groups via Parent Association, Parent Council, Staff Meetings, Professional Development, Committee Meetings, and Governing Board Meetings, continue to learn about, share feedback, and improve on the LAS LCAP.

Attachment:

- 1) LAS LCAP Annual Update 2015-16 Draft v6.17.16

Recommendations:

It is recommended that the LAS Board approve the LAS LCAP Annual Update before the required submission date of July 1, 2016.

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| Estimated Time of Presentation: 30 min Submitted By: Bersola Date: 6.17.16 | Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____ |
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A California Public School

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

Artículo# IIIA

Fecha de la Reunión: 17 de junio, 2016

Tema: Información de LCAP

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

Comité: Liderazgo Escolar

Información:

Recientemente, California aprobó una nueva fórmula para determinar cuánto dinero recibe cada distrito escolar por el estado. Se llama la Fórmula de Financiación de Control Local (LCFF). Esta nueva fórmula toma efecto a partir de este año escolar y se introducirá completamente durante un período de ocho años.

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

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

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

El 20 de marzo de 2014, la petición para renovar la constitución de LAS fue aprobada con unanimidad por SCUSD. El trabajo de la renovación de la constitución de LAS empezó en la primavera del 2013, e incluyó las reflexiones e ideas de nuestra comunidad escolar, sobre todo en el desarrollo de nuestra misión, las 8 prioridades estatales y ha sido instrumental en establecer las bases para LCAP. Durante el año escolar 2015-16, los diversos grupos que forman parte de nuestra comunidad escolar han aprendido y compartido información sobre cómo mejorar el LCAP de LAS a través de juntas de comités escolares, Asociación de Padres, Concilio de Padres, y de la Mesa Directiva.

Documento adjunto:

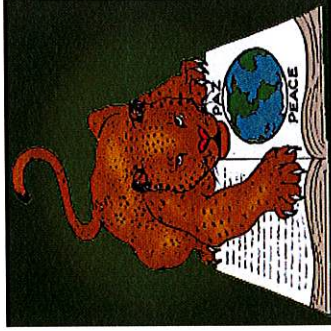
- 1) LAS LCAP Borrador v6.17.16: Nuevo bosquejo y actualización anual 2015-16

Recomendación:

Se recomienda que la Mesa Directiva apruebe el plan de LCAP de LAS antes de la fecha obligatoria de entrega- el 1 de julio del 2016.

Tiempo estimado para la presentación: 30 min.
Entregado por: Bersola
Fecha: 6.17.16

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



The Language Academy of Sacramento (LAS) A Two -way Spanish Immersion Charter School

Local Control and Accountability Plan (LCAP) ANNUAL UPDATE 2015-16 DRAFT v.6.16.16

TABLE OF CONTENTS

| | |
|--|----|
| SECTION 1: Stakeholder Engagement | 09 |
| SECTION 2: Goals, Actions, Expenditures and Progress Indicators | 15 |
| LAS Mission #1: Biliteracy | |
| Year 1 | 19 |
| Year 2 | 23 |
| Year 3 | 27 |
| LAS Mission #2: Confidence & Life Skills | |
| Year 1 | 31 |
| Year 2 | 35 |
| Year 3 | 38 |

| | | |
|--|-----------------------------------|----------------|
| LAS Mission #3: Leadership & Critical Thinking Skills | Year 1 Year 2 Year 3 | 41 44 47 |
| LAS Mission #4: Schoolwide Goals | Year 1 Year 2 Year 3 | 50 53 57 |
| ANNUAL UPDATE | | |
| LAS Mission #1: Biliteracy | Year 2 | 62 |
| LAS Mission #2: Confidence & Life Skills | Year 2 | 68 |
| LAS Mission #3: Leadership & Critical Thinking Skills | Year 2 | 72 |
| LAS Mission #4: Schoolwide Goals | Year 2 | 78 |
| SECTION 3: Supplemental and Concentration Grant Funds and Proportionality | | |
| | | 84 |
| | | 90 |

Contact (Name, Title, Email, Phone Number): Teejay Bersola, Academic Accountability Specialist, tbersola@lasac.info, 916.277.7137

Introduction:

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

LAS MISSION

To create a learning community where students:

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

(LM#1: BILITERACY)

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

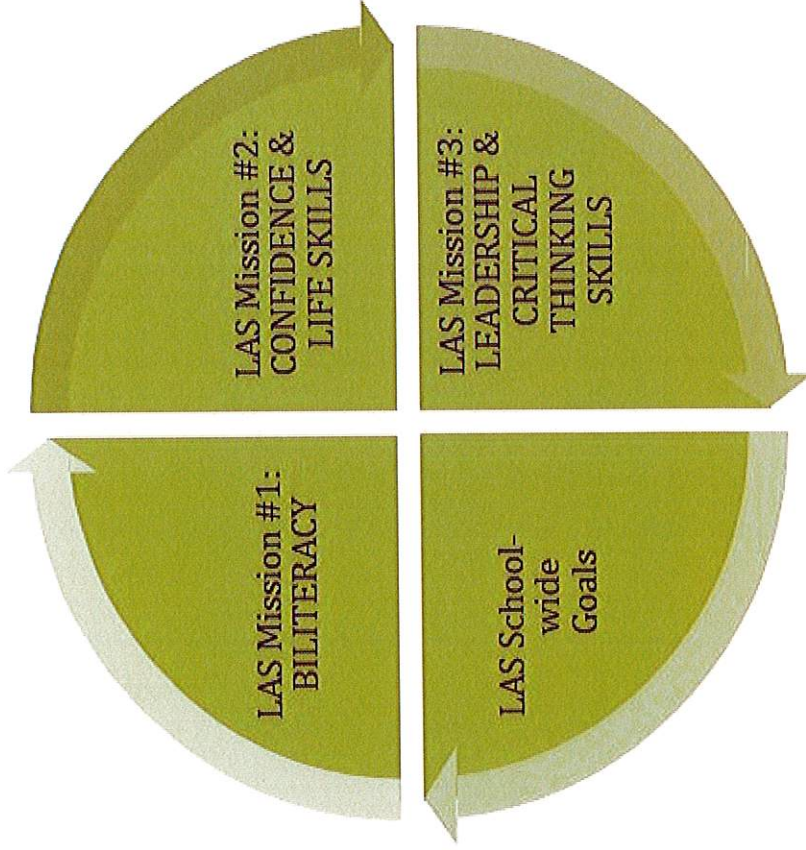
(LM#2: CONFIDENCE AND LIFE SKILLS)

-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.

(LM#3: LEADERSHIP AND CRITICAL THINKING)

LAS school-wide goals provide the infrastructural framework that integrates all three mission statements above.

(LM#4: SCHOOLWIDE GOALS)

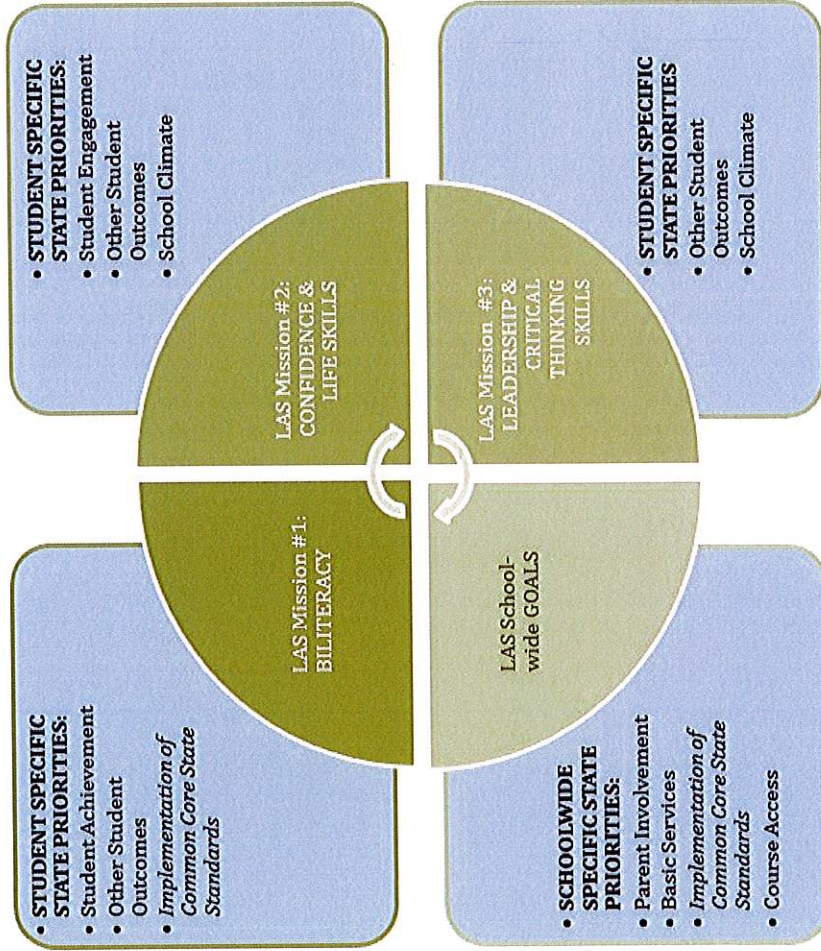


EIGHT STATE PRIORITIES

In July 2013, AB97 was signed into law and California identified eight state priorities for educational programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. LAS embraces these key components for success and for the purpose of discussion, has categorized the state priorities in two ways:

| | | | |
|------------|------------------------|------------|--|
| SP# 1 = #4 | Student Achievement | SP #5 = #3 | Parent Involvement |
| SP #2 = #5 | Student Engagement | SP #6 = #1 | Basic Services |
| SP #3 = #8 | Other Student Outcomes | SP #7 = #2 | Implementation of Common Core State Standards (CCSS) |
| SP #4 = #6 | Student Climate | SP #8 = #7 | Course Access |

Student Specific Priorities = Focus on student action and performance
 School-wide Specific Priorities = Focus on school-wide decisions and priorities
 State Priority on the Implementation of Common Core State Standards (ICCSS7) belongs in both categories.



LAS MISSION ALIGNMENT WITH EIGHT STATE PRIORITIES

In its near decade of existence, LAS has embodied the elements of the eight state priorities and hence, has provided not only a high quality, but also unique dual language immersion educational program for its learning community. LAS mission aligned with the state of California’s eight areas of priorities for effective schools will continue to be the driving force for continuous improvement in teaching and learning at the Language Academy of Sacramento.

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes,

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

| Involvement Process 2013-14 | Impact on LCAP |
|---|---|
| <p><u>Main Communication Venues:</u></p> <ol style="list-style-type: none"> 1. LAS Professional Development Meetings 2. LAS Staff Meetings 3. LAS Parent Council Meetings 4. LAS Parent Association Meetings 5. LAS Student Council Meetings 6. LAS Board Committee Meetings 7. LAS Governing Board Meetings | <p><u>Spring/Summer 2013</u></p> <ul style="list-style-type: none"> • Opportunity to reflect on past and current school culture, practices, and overall performance • Increased stakeholder awareness of the emerging changes in the educational system landscape at the statewide and district level <p><u>Fall 2013</u></p> <ul style="list-style-type: none"> • Opportunity to conduct an evaluation of the LAS charter |

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| <p><u>Spring/Summer 2013</u> In preparation for charter renewal, LAS conducted several stakeholder meetings: staff, student, parent, and governing board meetings in the spring 2013 from which the groundwork for the LCAP content originated. Via live meetings, and electronic communications, LAS stakeholders reflected on the charter school's overall performance in the past years and studied recent trends in academic results in English and Spanish achievement. Stakeholders also learned more about the state-wide adoption of the Common Core State Standards and anticipated changes in statewide assessments, including SBAC.</p> <p><u>Fall 2013</u> LAS community reviewed stakeholder surveys and statewide assessment data and collectively, learned about the mandated elements of a charter renewal – including components that address 1) Conditions of Learning, 2) Pupil Outcomes, and 3) Engagement. LAS consulted with its local authorizing agency (SCUSD), and various statewide charter school organizations, California Charter Schools Association (CCSA) and Charter Schools Development Center (CSDC) regarding the emerging mandate to include the newly adopted LCAP requirements in drafting the charter renewal. With guidance from the SCUSD charter representative to the LAS Governing Board, CCSA, and CSDC, LAS stakeholders gathered community input, framed the collected content according to the Eight State Priorities, and wrote an initial LCAP draft. Afterwards, many stakeholder meetings ensued where goal settings, program clarifications, and action alignments were discussed and debated.</p> <p><u>Spring 2014</u> By late January, LAS Governing Board approved and presented SCUSD a charter renewal document which incorporated the mandated LCAP components. SCUSD staff and legal team provided feedback on the entire document and then LAS incorporated its local authorizing agency's revision requests. On March 20, 2014, SCUSD approved LAS charter renewal. On the same day, SCUSD validated the LAS' community work thus far on the newly required Local Control and Accountability Plan (LCAP). In June, the stakeholders above will convene for another review of the LAS LCAP,</p> | <p>and its programmatic, fiscal and governance components within the context of the State Priorities</p> <ul style="list-style-type: none"> • Increased collaboration with LAS local authorizing agency, (SCUSD), in defining the State Priorities • Increased stakeholder awareness of the eight state priorities, LCFF and LCAP requirements • Increased stakeholder participation in defining school goals and aligned actions <p><u>Spring 2014</u></p> <ul style="list-style-type: none"> • Increased clarity in the organization of charter school goals, actions and metrics • Development of the “LAS Educational Program Components” as a framework for LCAP goals and actions: <ol style="list-style-type: none"> 1. Research 2. Professional Development 3. Curriculum Design 4. Assessments and Accountability 5. Instruction 6. Support Structure • LAS Budget update and alignment with the goals of newly approved charter renewal petition and LCAP |
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| Executive Group | 2015: 1/14 |
| Parent Association Meeting and *ELAC Meeting | 2014: 9/10, 11/12, 12/10 2015: *2/11, *3/11, *4/8, *5/13, *5/19 |
| Student Council Meeting | 2014: 11/06 2015: 2/5 |
| Staff Meeting and PD Meetings | 2014: 10/16, 10/23, 10/30, 11/13, 12/18 2015: 2/6, 2/12, 4/9 |
| SPED Meeting | 2014: 10/17 2015: 1/23 |
| CDT Committee Meeting and *ELAC Staff Reps | 2014: 11/16, 12/16 2015: *1/28, *2/5, *2/11, *3/5, 4/16, *5/13, *5/19, *6/4 |
| Facilities Committee Meeting | 2014: 11/14 |

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly Governing Board Meetings Friday, May 22, 2015 and June 19, 2015 (LCAP Approval Meeting) @ 5:30PM

Charter Goal and LCAP Goal of Biliteracy. Based on LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening and Speaking), End of Stage 2 (Goal 2.1: Reading and Writing) and End of Stage 3 (Goal 3.1: Redesignation Rate). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading and Writing and End of Stage 2 (Goal 2.1a: Listening and Speaking).

- 6) In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 5%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.
- 7) During the spring 2015 semester, LAS Administrative Team shared the LCFF budget alignment with adopted LCAP in various stakeholder meetings
- 8) LAS LCAP study group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from parent and staff attendees during the monthly Parent Association, Parent Council, and Staff meetings during the spring semester
- 9) As of May 2015, LAS administration had collected 88 "What I Know" statements and 108 "What I Want to Know." The 198 total comments have been verified, responded to, and the document compiling the information has been shared to the public both in English and in Spanish.
- 10) Emerging themes from the stakeholder comments are:
 - a. TECHNOLOGY: Increased awareness in the necessity in professional development, workshops, and infrastructure expansion, including the feasibility of hiring of IT support personnel
 - b. SUPPORT STRUCTURE: Necessity for needs assessment to measure interests for expanded enrichment program; need

| | <p>for family workshops on how to help in student learning at home; need for ideas on how to reach more families to participate in workshops, meetings, and events.</p> <p>c. COMMON CORE: Increased awareness on the new rigorous CCSS in relation to professional development, assessment (SBAC online), and instruction.</p> | | | | | | |
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| <p>Involvement Process Year 2015-16: ANNUAL UPDATE</p> | <p>Impact on LCAP : ANNUAL UPDATE</p> | | | | | | |
| <p>LAS LCAP work in 2015-16 continued to thrive in terms of having authentic and productive conversations among community stakeholders. By this year, LAS had baseline data from which to gauge the school’s progress based on agreed upon metrics. All venues of stakeholder communications regarding LCAP continued throughout the year; this time, the community chose areas of emphasis and together, garnered more support from everyone to achieve LCAP goals.</p> <p>The following reflects the Community Outreach and Consultation Dates in 2015-16:</p> <p><u>WHAT – WHEN - WHERE:</u></p> <p><i>ITEM 1: LAS Community Survey Distribution</i> May 23 –June 3, 2016 LAS</p> <p><i>ITEM 2: LCAP available on LAS Website for Feedback</i> By June 1, 2016 online at: www.lasac.info</p> <p>LCAP Stakeholder Outreach and Consultation Dates 2015-2016:</p> <table border="1" data-bbox="184 1255 1066 1401"> <thead> <tr> <th>Stakeholder Group</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Governing Board Meeting and Retreat</td> <td>2015: 9/18, 10/16, 11/13 2016: 1/22, 2/19, 3/18, 4/15, 5/20, 6/17</td> </tr> <tr> <td>Parent Council Meeting/PC</td> <td>2015: 10/8, 11/4, 12/2, 2016: 1/13, 2/3,</td> </tr> </tbody> </table> | Stakeholder Group | Date | Governing Board Meeting and Retreat | 2015: 9/18, 10/16, 11/13 2016: 1/22, 2/19, 3/18, 4/15, 5/20, 6/17 | Parent Council Meeting/PC | 2015: 10/8, 11/4, 12/2, 2016: 1/13, 2/3, | <p>LAS community’s LCAP work has definitely become more in-depth this year both at the participation level and the collective knowledge level. LAS continued its structure from the previous year 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 every month and deciding on 5 Key Learning Points to share, discuss, and problem solve with various stakeholders. After each session, participants completed “What I Know” and “What I Want to Know” form. Data from these forms was presented at the monthly board meetings thus guiding the board discussion on LCAP updates.</p> <p>The following lists the milestones of LAS LCAP work for 2015-16:</p> <ol style="list-style-type: none"> 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2015. After receipt of the spring 2016 CAASPP results, LAS will have two years of achievement data to use to refine the school’s metrics for external accountability of student achievement in English, in the context of a dual immersion program. 2) Based on CELDT 2015 data, LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 89% and Speaking = 96%), End of Stage 2 (Goal 2.1: Listening = 96% and Speaking = 94%), End of Stage 2 (Goal 2.1: Reading = 96% and Writing = 100%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 86%). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading = 73% and Writing = 69%) |
| Stakeholder Group | Date | | | | | | |
| Governing Board Meeting and Retreat | 2015: 9/18, 10/16, 11/13 2016: 1/22, 2/19, 3/18, 4/15, 5/20, 6/17 | | | | | | |
| Parent Council Meeting/PC | 2015: 10/8, 11/4, 12/2, 2016: 1/13, 2/3, | | | | | | |

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|--|--|
| Executive Group | 3/2, 4/6, 5/4, 6/1 |
| Parent Association Meeting and *ELAC Meeting | 2015: * 9/9, *10/14, * 11/11, *12/9 2016: *2/10, *3/9, *4/13, *5/11, *6/8 |
| Student Council Meeting | 2015: 11/05 2016: 3/3, 4/7 |
| Staff Meeting and PD Meetings | 2015: 9/10, 10/8, 10/15, 11/12, 12/10 2016: 1/14, 2/6, 2/11, 2/25, 3/4, 3/10, 4/1 |
| SPED Meeting | 2015: 11/6 |
| CDT Committee Meeting and *ELAC Staff Reps | 2015: 11/5, 12/3 2016: *2/4, *3/3, 4/7, *5/5, *6/2 |

*ITEM 3: LAS Public Hearing
Public comments are welcome at all monthly
Governing Board Meetings
Friday, May 20, 2016 and June 17, 2016 @ 5:30PM
LAS - 2850 49th Street, Sacramento, CA 95826*

- 3) In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.
- 4) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the CELDT, with the caveat that CELDT replaced by a new language exam ELPAC during the upcoming school year. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.
- 5) LAS teaching staff has created task forces in order to advance the school's internal accountability goals.
 - a. Revising progress reports and report cards
 - b. Designing schoolwide implementation plan for DRA/EDL– a reading assessment.
- 6) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
- 7) In response to last year's stakeholder feedback, LAS continued its plan to expand technology access and use in the classroom. By 2016-17 school year, Grades 2-8 will have a 1:1 student to computer ratio.
- 8) 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.
- 9) As of May 2016, LAS has collected 182 (Yr1: 88 and Yr2: 94) "What I Know" and 183 (Yr1: 108 and Yr2 75) "What I Want to Know" statements. The 365 total comments have been verified and responded to. Also, the document compiling all of this

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| | <p>information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.</p> <p>10) An emerging theme from the stakeholder comments is the area of COMMUNICATION. There is a need to improve on ways to communicate with families, particularly regarding forms that need parent feedback – i.e. ballots, surveys, etc. A parent suggested an idea to adopt a set paper color: golden rod, to be used solely for parent communication that needs urgent response. LAS will also look into the feasibility of sending messages to families via phone text message.</p> <p>11) LCAP Advisory parent members mobilized around the need to increase parent participation during school governance elections which historically been around 57%-69%. The last two recent governing board representative elections garnered the highest participation ever with 70% (May Election for Parent Representative) and 73% (June Election for the Community Representative).</p> |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and

for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01., pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure.

Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LAS LCAP Color Codes:

| | | |
|---------------------------|-------------------------|--------------------------|
| Year 1 (2014-15) = YELLOW | Year 2 (2015-16) = BLUE | Year 3 (2016-17) = GREEN |
|---------------------------|-------------------------|--------------------------|

| | |
|---|--|
| GOAL: LAS MISSION: #1 BILITERACY Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. | Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____ |
| Identified Need: Students need high quality bilingual classroom instruction, curriculum, and assessments | |
| Goal Applies to: Schools: Charterwide Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD | |
| LAS Mission #1: BILITERACY - LCAP Year 1: 2014-15 | |
| Expected Annual Measurable Outcomes: | <p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> 1. LAS will study the new state API targets for school wide and LAS significant subgroups and create a baseline 2. LAS will establish new baseline goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year-baseline year 6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. <p>SP#1: <u>Student achievement and biliteracy for all students</u> Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28) STAGE 1: Emerging Biliteracy (Gr K-3) STAGE 2: Expanding Biliteracy (Gr 4-6)</p> |

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (ENGLISH) 70% of all EL students will be at:

- a. Intermediate level or above in the listening and speaking sections and;
- b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

2.1 (ENGLISH) 70% of all EL students will be at:

- a. Early Advanced level or above in listening and speaking sections and; b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2
- 2.2 (ENGLISH) 60% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 2.3 (ENGLISH) 60% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

- 3.1 (ENGLISH) 80% or more of EL students will be reclassified by the end of Stage 3
- 3.2 (ENGLISH) 60% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 3.3 (ENGLISH) 60% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

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

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

- 1.1 (SPANISH) 70% or more of all students will show progress on internal benchmark assessments
- 1.2A (SPANISH GrK-3) 80% or more of all students will meet grade level mark or above in their courses by the end of the year
- 1.2B (ENGLISH: Gr3 only) 80% will be approaching grade level by the end of 3rd grade

SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards

within the dual immersion context to ensure biliteracy for all students

1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade
2. Identify a tool to measure CCSS/ELD/NGSS implementation; establish a baseline

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---------------------|--|---|
| <p><u>LAS Program Six Design Components:</u> R= Research PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> <p><u>RESEARCH</u> 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments</p> <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES</p> | <p>Charter wide</p> | <p><u>x</u>_ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p> |
| <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES</p> | <p>Charter wide</p> | <p><u>x</u>_ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p> |

| | | |
|--|---------------------|--|
| <p>Response to Intervention</p> <p><u>CURRICULUM DESIGN</u></p> <p>3.1 Use of CCSS aligned core and supplementary materials</p> <p>3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT</p> <p>3.3 Create yearlong backward plans for curriculum</p> <p>3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning</p> <p>3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p> | <p>Charter wide</p> | <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p> <p>CD- 3.1, 3.2, 3.3</p> <p>AA- 4.1, 4.2</p> <p>Cost: 77,000</p> <p>Source: LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 4000, 5000</p> |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs</p> <p>4.2 Administer CDT defined curriculum and benchmark assessments</p> <p>4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2</p> | <p>Charter wide</p> | <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p> <p>CD- 3.1, 3.2, 3.3</p> <p>AA- 4.1, 4.2</p> <p>Cost: 77,000</p> <p>Source: LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 4000, 5000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Implementation of CCSS aligned core curriculum</p> <p>5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction</p> <p>5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</p> | <p>Charter wide</p> | <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p> <p>I 5.1</p> <p>Cost: 1,789,800</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object 1000</p> <p>Actions and</p> |
| <p><u>SUPPORT STRUCTURE</u></p> | <p>Charter</p> | <p><u> </u> x ALL</p> |

- 6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)
- 6.2 School-wide agreements on homework expectation
- 6.3 100% of middle school SWDs who need extra study skills support will receive assistance
- 6.4. Implement LAS "Interventions Model"

wide

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) SWD; Underperforming students _____

Services:
 SS- 6.1, 6.2,
 6.3, 6.4 Cost:
 262,000
 Source: EPA,
 LCFF Base,
 Supplemental,
 Concentration,
 CCSS
 Object:
 1000, 2000,
 4000, 5000

LAS Mission #1 BILITERACY - LCAP Year 2: 2015-16

PREMISES FOR DATA ANALYSIS (PDA)

1. LAS will meet the state API targets for school wide and LAS significant subgroups
2. LAS will meet new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC)
3. LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests
4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress
5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet goals
6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.

Expected Annual Measurable Outcomes:

SP#1: Student achievement and biliteracy for all students

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Bilingual (Gr 7-8)

STAGE 1 Emerging Bilingual Grades K-3

1.1 (ENGLISH) 75% of all EL students will be at:

- a. Intermediate level or above in the listening and speaking sections and;
- b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Bilingual Grades 4-6

2.1 (ENGLISH) 75% of all EL students will be at:

- a. Early Advanced level or above in listening and speaking sections and;
 - b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2
- 2.2 (ENGLISH) 65% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 2.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- *SED*Latino*SWD *EL

STAGE 3 Full Bilingual Grades 7-8

3.1 (ENGLISH) 85% or more of EL students will be reclassified by the end of Stage 3

3.2 (ENGLISH) 65% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

3.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

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

Based on the LAS Bilingual Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

STAGE 1: Emerging Bilingual (Gr K-3)

STAGE 2: Expanding Bilingual (Gr 4-6)

STAGE 3: Full Bilingual (Gr 7-8)

STAGE 2: Expanding Bilingual (Gr 4-6)

2.1A (SPANISH) 75% or more of all students will show progress on internal benchmark assessments

2.1B (ENGLISH) 70% or more of all students will show progress on internal benchmark assessments

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

2.2B (ENGLISH Gr4 only) 70% or more of all students will meet grade level mark or above in their courses by the end of the year.

2.2.C (SPANISH and ENGLISH: Gr5 and Gr6) 80% or more of all students will earn a passing grade of C or above in their courses

| <u>SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students</u> | | | |
|--|-------------------------|--|---|
| 1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade 2. Fine-tune a tool to measure CCSS/ELD/NGSS implementation; 20% of classes | | | |
| <u>Actions/Services</u> | <u>Scope of Service</u> | <u>Pupils to be served within identified scope of service</u> | <u>Budgeted Expenditures</u> |
| <p><u>LAS Program Six Design Components:</u> R= Research PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> <p><u>RESEARCH</u> 1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments</p> | Charter wide | <p><u>x</u> ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> SWD</p> | R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000 |
| <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics</p> | Charter wide | <p><u>x</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p> | R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, |

| | | |
|--|--|--|
| <p>Differentiated Instruction Executive Functions such as ROPES Response to Intervention PBIS Writer's Workshop</p> | <p>Charter wide</p> | <p>CCSS, Title 2 Object: 1000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p> | <p><u>x</u>_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p> | <p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)</p> | <p>Charter wide</p> | <p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p><u>INSTRUCTION</u> 5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies trainings</p> | <p>Charter wide</p> | <p>I 5.1 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental,</p> |

| | | | |
|---|--------------|--|--|
| such as SDAIE, SIOP | | | Concentration, CCSS, Title 2 Object 1000 |
| <u>SUPPORT STRUCTURE</u> 6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration) 6.2 School-wide agreements on homework expectation 6.3 100% of middle school SWDs who need extra study skills support will receive assistance 6.4. Implement LAS "Interventions Model" | Charter wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Actions and Services: SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,900,000,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000 |

LAS Mission #1: BILITERACY LCAP Year 3: 2016-17

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> 1. LAS will meet or exceed the state API targets for school wide and LAS significant subgroups 2. LAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) 3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet or exceed goals 6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. <p><u>SP#1: Student achievement and biliteracy for all students</u></p> |
|--------------------------------------|---|

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (ENGLISH) 80% of all EL students will be at:

- a. Intermediate level or above in the listening and speaking sections and;
- b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

2.1 (ENGLISH) 80% of all EL students will be at:

- a. Early Advanced level or above in listening and speaking sections and;
- b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2

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

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

*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

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

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

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

*SED*Latino*SWD *EL

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

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 3: Full Biliteracy (Gr 7-8)

3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments

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| <p>3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments</p> <p>3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses</p> | <p>SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students</p> <ol style="list-style-type: none"> 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p>R= Research</p> <p>PD= Professional Development</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>I= Instruction</p> <p>SS= Support Structure</p> | <p>Scope of Service</p> <p>Charter wide</p> | <p>___ x ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify) _____</p> | <p>R- 1.1, 1.2, 1.3</p> <p>PD- 2.1</p> <p>Cost: 21,500</p> <p>Source: EPA, LCFF Base, Supplemental, CCSS, Title 2</p> <p>Object: 1000, 5000</p> |
| <p>RESEARCH</p> <p>1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)</p> <p>1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above</p> <p>1.3 Research and/or use of standardized Spanish assessments</p> | <p>Charter wide</p> | <p>___ x ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify) _____</p> | <p>R- 1.1, 1.2, 1.3</p> <p>PD- 2.1</p> <p>Cost: 21,500</p> <p>Source: EPA, LCFF Base, Supplemental,</p> |
| <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks)</p> <p>Common Core State Standards (CCSS)</p> <p>Expository Reading and Writing Training such as (ERWC)</p> <p>Designing CCSS redefined rubrics</p> | <p>Charter wide</p> | <p>___ x ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify) _____</p> | <p>R- 1.1, 1.2, 1.3</p> <p>PD- 2.1</p> <p>Cost: 21,500</p> <p>Source: EPA, LCFF Base, Supplemental,</p> |

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| <p>Differentiated Instruction PBIS Writer's Workshop DRA/EDL Assessments</p> | <p>Charter wide</p> | <p>CCSS, Title 2 Object: 1000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u> 3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT 3.3 Create yearlong backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17) 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)</p> <p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments) 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)</p> | <p>Charter wide</p> | <p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p><u>INSTRUCTION</u> 5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</p> | <p>Charter wide</p> | <p>I 5.1 Cost: 1,651,427 Source: EPA, LCFF Base, Supplemental, Concentration,</p> |

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| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)</p> <p>6.2 School-wide agreements on homework expectation</p> <p>6.3 100% of middle school SWDs who need extra study skills support will receive assistance</p> <p>6.4. Implement LAS -Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)</p> | Charter wide | <p>x ALL</p> <p>OR:</p> <p>x Low Income pupils x English Learners</p> <p>___ Foster Youth x Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify) ___ SWD</p> | <p>CCSS, Title 2 Object 1000</p> <p>Actions and Services: SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,687,427 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000</p> |
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| <p>GOAL:</p> | <p>LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.</p> | <p>Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___</p> <p>Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Students need a safe and engaging academic, social emotional, and physical school environment</p> | |
| <p>Goal Applies to:</p> | <p>Schools: Charterwide</p> | <p>Applicable Pupil Subgroups: All: EL, RFEF, LI, and SWD</p> |
| <p>LAS Mission #2: CONFIDENCE AND LIFE SKILLS - LCAP Year 1: 2014-15</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>SP#2 Student engagement and building confidence and life skills for all students</p> <ol style="list-style-type: none"> 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% | |

3. Dropout for middle school at zero rate

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

- 4. Subject emphasis: PE (K-Gr4) 70% or more of students will meet grade level mark or above in their courses by the end of the year
- 5. Subject emphasis: PE (Gr5-Gr8) 75% or more of students will earn a passing grade of C or above in their courses
- 6. 90% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program
- 7. 90% of K-8 students participate in daily "Brain Breaks" physical activities

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

- 8. Suspension and expulsion rate at less than 1% per year
- 9. Student survey completion (Gr2-Gr8) at eighty-five percent (85%) or above participation
- 10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (70%) or above rating
- 11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production

Actions/Services

LAS Program Six Design Components:

- R= Research
- PD= Professional Development
- CD= Curriculum Design
- AA= Assessments and Accountability
- I= Instruction
- SS= Support Structure

RESEARCH

- 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups
- 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross

Pupils to be served within identified scope of service

 ALL

OR:

 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify) SWD

Scope of Service

Charter wide

Budgeted Expenditures

R- 1.1, 1.2
 PD- 2.1, 2.2
 Cost: 32,000
 Source: EPA, LCFF Base, Supplemental, Concentration,

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| <p>generational connections</p> | | | <p>CCSS, Title 2 Object: 1000, 5000</p> |
| <p>PROFESSIONAL DEVELOPMENT 2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 32,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> |
| <p>CURRICULUM DESIGN 3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate “Brain Break” into lesson planning</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 25,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p>ASSESSMENTS AND ACCOUNTABILITY 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 25,000 Source: EPA, LCFF Base,</p> |

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| <p>100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education</p> | <p>Charter wide</p> | <p>Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p>INSTRUCTION 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p> | <p><u> </u> x ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p> | <p>I 5.1 Cost: 1,789,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000</p> |
| <p>SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 1% per year</p> | <p>Charter wide</p> | <p>SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost: 419,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object 1000, 2000, 4000, 5000</p> |

LAS Mission #2: CONFIDENCE AND LIFE SKILLS - LCAP Year 2: 2015-16

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| <p>Expected Annual Measurable Outcomes:</p> | <p><u>SP#2 Student engagement and building confidence and life skills for all students</u></p> <ol style="list-style-type: none"> Attendance rate of 95% or above Absenteeism (chronic) at rate of less than 1% Dropout for middle school at zero rate <p><u>SP#3 Other student outcomes and building confidence and life skills for all students</u></p> <ol style="list-style-type: none"> Subject emphasis: PE (K-Gr4) 75% or more of students will meet grade level mark or above in their courses by the end of the year Subject emphasis: PE (Gr5-Gr8) 80% or more of students will earn a passing grade of C or above in their courses 95% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program 95% of K-8 students participate in daily "Brain Breaks" physical activities <p><u>SP#4 School climate and building confidence and life skills for all students</u></p> <ol style="list-style-type: none"> Suspension and expulsion rate at less than 1% per year Student survey completion (Gr2-Gr8) at eighty-five percent (90%) or above participation Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (75%) or above rating Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u> R= Research PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> | <p>Scope of Service</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p><u>RESEARCH</u></p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p> | <p>Charter wide</p> | <p><u>_x_ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> |
| <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p> | <p>Charter wide</p> | <p><u>_x_ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u></p> <p>3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design</p> <p>3.2 Incorporate “Brain Break” into lesson planning</p> | <p>Charter wide</p> | <p><u>_x_ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |

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| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other _____</p> <p>Subgroups:(Specify) _____</p> <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Integrate lessons on life skills and healthy life style choices during instruction</p> <p>5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other _____</p> <p>Subgroups:(Specify) _____</p> <p>I 5.1 Cost: 1,900,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000</p> |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p> <p>6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes</p> <p>6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS</p> <p>6.5 Ensure students' access to technology and communication venues such as school website,</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other _____</p> <p>Subgroups:(Specify) _____</p> <p>SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost: 2,100,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant, Title 1 Object 1000, 2000, 4000, 5000</p> |

intercom and Connect-Ed to encourage engagement in civic actions
 6.6 Promote school-wide healthy snacks choices
 6.7 Maintain suspension and expulsion rate at less than 1% per year

LAS Mission #2: CONFIDENCE AND LIFE SKILLS - LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

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

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

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

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

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

8. Suspension and expulsion rate at less than 1% per year
9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation
10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating
11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Violin, Guitar, classes, Martial Arts, Visual Arts, Music Production

Actions/Services

Scope of Service
 Pupils to be served within identified scope of service

Budgeted Expenditures

LAS Program Six Design Components:

R= Research

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| <p>PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> | <p>RESEARCH</p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other _____</p> <p>Subgroups: (Specify) _____</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> |
| <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other _____</p> <p>Subgroups: (Specify) _____</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> | |
| <p>CURRICULUM DESIGN</p> <p>3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design</p> <p>3.2 Incorporate “Brain Break” into lesson planning</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other _____</p> <p>Subgroups: (Specify) _____</p> | <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base,</p> | |

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| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: _____</p> <p>(Specify) _____</p> <p>CD- 3.1</p> <p>AA- 4.1, 4.2, 4.3</p> <p>Cost: 9,250</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 4000, 5000</p> | <p>Supplemental, Concentration, CCSS</p> <p>Object: 4000, 5000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Integrate lessons on life skills and healthy life style choices during instruction</p> <p>5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: _____</p> <p>(Specify) _____</p> <p>I 5.1</p> <p>Cost: 339,089</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS,</p> <p>Title 2</p> <p>Object 1000</p> | <p>Cost: 339,089</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS,</p> <p>Title 2</p> <p>Object 1000</p> |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p> <p>6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes</p> <p>6.4 Coordinate with Parent Council, Parent</p> | <p>Charter wide</p> | <p>x_ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: _____</p> <p>(Specify) _____</p> <p>SS- 6.1, 6.2, 6.3, 6.4, 6.5</p> <p>Cost: 339,089</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant,</p> <p>Title 1 Object</p> <p>1000, 2000,</p> | <p>SS- 6.1, 6.2, 6.3, 6.4, 6.5</p> <p>Cost: 339,089</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES Grant,</p> <p>Title 1 Object</p> <p>1000, 2000,</p> |

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| <p>Association, Student Council groups for emphasis on practicing LIFESKILLS</p> <p>6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>6.6 Promote school-wide healthy snacks choices</p> <p>6.7 Maintain suspension and expulsion rate at less than 1% per year</p> | <p>4000, 5000</p> |
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| <p>GOAL:</p> <p>LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ x 7__ 8__ x COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Identified Need :</p> <p>Students need opportunities to develop and apply leadership skills to create change</p> | |
| <p>Goal Applies to:</p> <p>Schools: Charterwide Applicable Pupil Subgroups: All</p> | |
| <p>LAS Mission #3: LEADERSHIP & CRITICAL THINKING - LCAP Year 1: 2014-15</p> | |
| <p>Expected Annual Measurable Outcomes:</p> <p>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</p> <ol style="list-style-type: none"> 1. 90% of students participate in the election process for Student Council Officers 2. 90% of Gr 3-8 students participate in voting for Grade Level Representatives 3. 90% of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 70% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. 90% of students participate in school-wide cleaning. 6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) 7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service. | |

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| <p>8. Subject emphasis: Electives (Middle School only)</p> <ul style="list-style-type: none"> -LAS will offer five or more elective courses annually -75% or more of students earning a passing grade of C or above in their elective course -90% of students who need extra study skills support will receive assistance during elective block | | | |
| <p>SP#4 Student climate and building leadership and critical thinking skills for all students</p> | | | |
| <p>9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need</p> <p>10. 85% or above of students participate in student survey completion</p> <p>11. Parent surveys indicate a rating of 80% or above overall satisfaction with the school</p> | | | |
| <p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH</p> <p>1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large</p> <p>1.2 Analyze community survey for responses to questions about community service projects</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement</p> <p>2.2 Continued training in student directed</p> | <p>Scope of Service</p> <p>Charter wide</p> | <p>Pupils to be served within identified scope of service</p> <p>x ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>Budgeted Expenditures</p> <p>R- 1.2 PD- 2.1 Cost: 25,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p> <p>R- 1.2 PD- 2.1 Cost: 25,000 Source: EPA, LCFF Base,</p> |

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| <p>participatory research</p> | <p>Charter wide</p> | <p>Subgroups:(Specify) _____</p> | <p>Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u> 3.1 Ensure curriculum includes leadership and critical thinking components 3.2 Include community service projects in curriculum design based on student reflections on survey results</p> | <p>Charter wide</p> | <p>x_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer yearly student survey 4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives 4.3 Analyze student achievement in middle school elective courses</p> | <p>Charter wide</p> | <p>x_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>AA- 4.1, 4.3 Cost: 500 Source: EPA, LCFF Base Object: 1000, 2000, 5000</p> |
| <p><u>INSTRUCTION</u> 5.1 Highlight student led participatory action research projects and events during class 5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration 5.3 Offer elective classes in middle school</p> | <p>Charter wide</p> | <p>x_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>I- 5.1 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,850,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p> |
| <p><u>SUPPORT STRUCTURE</u></p> | <p>Charter</p> | <p>x_ALL</p> | <p>I- 5.3</p> |

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| <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking</p> <p>6.4 Provide opportunities for students to participate in school wide cleaning</p> <p>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p> | <p>wide</p> | <p>SS- 6.1, 6.2, 6.3, 6.5 Cost: 61,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> |
| <p>LAS Mission #3: LEADERSHIP & CRITICAL THINKING - LCAP Year 2: 2015-16</p> | | |
| <p>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</p> <p>1. 95% of students participate in the election process for Student Council Officers</p> <p>2. 95% of Gr 3-8 students participate in voting for Grade Level Representatives</p> <p>3. 95% of K-8 students have opportunities to practice leadership skills by the end of Gr8.</p> <p>4. 75% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days</p> <p>5. 95% of students participate in school-wide cleaning.</p> <p>6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR)</p> <p>7. By the end of Gr 8, 95% of students will have completed a minimum of 10 hours of community service.</p> <p>8. Subject emphasis: Electives (Middle School only)</p> <p>-LAS will offer five or more elective courses annually -80% or more of students earning a passing grade of C or above in their elective course -95% of students who need extra study skills support will receive assistance during elective block</p> | | <p>SP#4 Student climate and building leadership and critical thinking skills for all students</p> <p>9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need</p> |

| 10. 90% or above of students participate in student survey completion 11. Parent surveys indicate a rating of 85% or above overall satisfaction with the school | | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| <p><i>LAS Program Six Design Components:</i> <i>R= Research</i> <i>PD= Professional Development</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p><u>RESEARCH</u> 1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large 1.2 Analyze community survey for responses to questions about community service projects</p> | Charter wide | <p><u>x_ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R-1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p> | |
| <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed participatory research</p> | Charter wide | <p><u>x_ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R-1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p> | |
| <u>CURRICULUM DESIGN</u> | Charter | <u>x_ALL</u> | | |

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| <p>3.1 Ensure curriculum includes leadership and critical thinking components</p> <p>3.2 Include community service projects in curriculum design based on student reflections on survey results</p> | <p>wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ <input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>AA- 4.1, 4.3 Cost: 10,000 Source: EPA, LCFF Base Object: 1000, 2000, 5000</p> |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly student survey</p> <p>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>4.3 Analyze student achievement in middle school elective courses</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>I- 5.1 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Highlight student led participatory action research projects and events during class</p> <p>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>5.3 Offer elective classes in middle school</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p> |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p> |

6.4 Provide opportunities for students to participate in school wide cleaning
 6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities

1000, 4000,
5000

LAS Mission #3: LEADERSHIP & CRITICAL THINKING - LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

SP#3 Other student outcomes and building leadership and critical thinking skills for all students

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

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

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <i>LAS Program Six Design Components:</i> | | | |

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| <p>R= Research PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> | | | |
| <p><u>RESEARCH</u> 1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large 1.2 Analyze community survey for responses to questions about community service projects</p> | <p>Charter wide</p> | <p><u>x</u> <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p> |
| <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed participatory research</p> | <p>Charter wide</p> | <p><u>x</u> <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u> 3.1 Ensure curriculum includes leadership and critical thinking components 3.2 Include community service projects in curriculum design based on student reflections on survey results</p> | <p>Charter wide</p> | <p><u>x</u> <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> | <p>Charter</p> | | <p>AA- 4.1, 4.3</p> |

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| <p>4.1 Administer yearly student survey</p> <p>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>4.3 Analyze student achievement in middle school elective courses</p> <p><u>INSTRUCTION</u></p> <p>5.1 Highlight student led participatory action research projects and events during class</p> <p>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>5.3 Offer elective classes in middle school</p> | <p>wide</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ (Specify) _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ (Specify) _____</p> | <p>Cost: 500 Source: EPA, LCFF Base Object: 1000, 2000, 5000</p> |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking</p> <p>6.4 Provide opportunities for students to participate in school wide cleaning</p> <p>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____ (Specify) _____</p> | <p>I-5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 4,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000</p> |

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| GOAL: | LAS MISSION: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____ |
| Identified Need : | Students need a school infrastructure that support their learning | |
| Goal Applies to: | Schools: Charterwide | Applicable Pupil Subgroups: All: LI, EL, RFEP, SWD |
| LAS Mission #4 LAS SCHOOLWIDE - LCAP Year 1: 2014-15 | | |
| Expected Annual Measurable Outcomes: | SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies: -80% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 80% or more of families will show a survey response indicating satisfaction with student(s) progress | |
| | SP#6: Basic services and its role in supporting the fulfillment of LAS Mission 6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments 7. LAS utilizes standards-aligned materials which are available to all students 8. LAS, in conjunction with SCUSD, maintains facilities in good repair | |
| | SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission 9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design 10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups 11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs | |

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

- 12. LAS students are enrolled in a broad course of study delineated by Education Code above
- 13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
- 14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p><u>LAS Program Six Design Components:</u> R= Research PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 37,500 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p> |
| <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 37,500</p> |

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| <p>accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation | <p>Charter wide</p> | <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p> | <p>x ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>CD- 3.1, 3.2 AA- 4.1 Cost: 57,500 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p> |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p> | <p>x ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>CD- 3.1, 3.2 AA- 4.1 Cost: 57,500 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning</p> | <p>x ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>I 5.1 Cost: 1,789,800 Source: EPA, LCFF Base, Supplemental,</p> |

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| <p>SUPPORT STRUCTURE</p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p> | <p>Charter wide</p> | <p>Concentration, CCSS, Title 2 Object 1000</p> <p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 95,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS,</p> <p>Object: 1000, 4000, 5000</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify)_____</p> |
| <p>LAS Mission #4 LAS SCHOOLWIDE - LCAP Year 2: 2015-16</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</p> <ol style="list-style-type: none"> 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies: <p>-80% or more of parents participate in election process for parent representatives to various governing bodies: Governing</p> | |

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| <p>Board, Parent Council, Committees</p> <p>5. 80% or more of families will show a survey response indicating satisfaction with student(s) progress</p> <p><u>SP#6: Basic services and its role in supporting the fulfillment of LAS Mission</u></p> <p>6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments</p> <p>7. LAS utilizes standards-aligned materials which are available to all students</p> <p>8. LAS, in conjunction with SCUUSD, maintains facilities in good repair</p> <p><u>SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission</u></p> <p>9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design</p> <p>10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups</p> <p>11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs</p> <p><u>SP#8: Course access and its role in supporting the fulfillment of LAS Mission</u></p> <p>12. LAS students are enrolled in a broad course of study delineated by Education Code above</p> <p>13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs</p> <p>14. Facilitate transition of LAS Graduates to local high schools – 90% implementation</p> | | | |
| <p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p>R= Research</p> <p>PD= Professional Development</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>I= Instruction</p> <p>SS= Support Structure</p> <p><u>RESEARCH</u></p> <p>1.1 School leadership researches and establishes rigorous hiring process</p> | <p>Scope of Service</p> <p>Charter wide</p> | <p>Pupils to be served within identified scope of service</p> <p><u> </u> x_ ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> | <p>Budgeted Expenditures</p> <p>R- 1.1.1, 1.2, 1.3</p> <p>PD- 2.1, 2.3,</p> |

| | | | |
|--|--|---|---|
| <p>1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials</p> <p>1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them</p> <p>1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction</p> <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>2.1 Ensure all faculty are highly qualified</p> <p>2.2 Ensure all full-time faculty members attend Professional Development delineated for the year</p> <p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation <p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p> | <p>Charter wide</p> | <p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p> | <p>2.4, 2.5 Cost: 56,000 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p> |
| <p>Charter wide</p> | <p>x_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p> | <p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,000 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p> |
| <p>Charter wide</p> | <p>x_ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p> | <p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p> | <p>CD- 3.1, 3.2 AA- 4.1 Cost: 71,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p> |

| | | | |
|---|---------------------|---|---|
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p> | <p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 71,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p> | <p>I 5.1</p> <p>Cost: 1,500,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object 1000</p> |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p> | <p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 122,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS,</p> <p>Object: 1000, 4000, 5000</p> |

with local high schools to ensure smooth LAS graduates transition to 9th grade.
 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs

LAS Mission #4 LAS SCHOOLWIDE - LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

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

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

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

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

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

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

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

12. LAS students are enrolled in a broad course of study delineated by Education Code above
13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---------------------|--|---|
| <p><u>LAS Program Six Design Components:</u> R= Research PD= Professional Development CD= Curriculum Design AA= Assessments and Accountability I= Instruction SS= Support Structure</p> <p><u>RESEARCH</u> 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction</p> <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p> |
| <p><u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology</p> | <p>Charter wide</p> | <p><u>x</u> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration,</p> |

| | | | |
|---|---------------------|--|--|
| <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer’s Workshop -Reader’s Workshop | | | <p>Title 2 Object: 1000, 5000</p> |
| <p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p> |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>CD- 3.1, 3.2 AA- 4.1 Cost: 20,969 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 4000</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (<i>TBD per availability</i>)</p> | <p>Charter wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>I 5.1 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration,</p> |

| | | |
|---|---------------------|--|
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p> | <p>Charter wide</p> | <p>CCSS, Title 2 Object 1000</p> <p>SS- 6.1, 6.5, 6.6, 6.7, 6.8 Cost: 37,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000</p> |
| <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | | |

Annual Update (Year 2: 2015-16)

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

LAS LCAP Color Codes:

| | | |
|-----------------------------|-------------------------|--------------------------|
| Year 1 (2014-15) = YELLOW | Year 2 (2015-16) = BLUE | Year 3 (2016-17) = GREEN |
| <u>ANNUAL UPDATE</u> | | |

**Estimated Actual Annual Expenditures: Actual Annual Expenditures remain on track final expenditures will be posted after the end of the fiscal year.*

| | | |
|--|---|--|
| <p>Original GOAL from prior year LCAP:</p> | <p>LAS MISSION: #1 BILITERACY Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.</p> | <p>Related State and/or Local Priorities: 1__ 2__ x__ 3__ 4__ x__ 5__ 6__ 7__ 8__ x__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Goal Applies to: Schools: Charterwide Applicable Pupil Subgroups: All: EL, RFEF, LI, SWD</p> | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>PREMISES FOR DATA ANALYSIS (PDA)</p> <ol style="list-style-type: none"> LAS will study the new state API targets for school wide and LAS significant subgroups and create a baseline LAS will establish new baseline goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC) LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests End of Gr 5 standardized test in English data will serve as baseline for Gr 6-8 students' progress End of Grade Level Span CELDT goals will be assessed in the fall of the following year-baseline year Students who do not reach grade level benchmarks | <p>Actual Annual Measurable Outcomes:</p> |
| <p>Expected Annual Measurable Outcomes:</p> | <p>PREMISES FOR DATA ANALYSIS (PDA)</p> <p>#1-4 TBD as the state defines new accountability measures.</p> <p>#1-2 TBA per State Guidelines</p> <p>#3-4 LAS LCAP Baseline Data: CAASPP Spring 2015 Results Percentage of Students Meeting/Exceeding Standard</p> <p>School-wide ELA: 27% Significant Subgroups ELA: Latino: 25% Students with Disability (SWD): 0% Low Income Pupil (LIP): 19% Redesignated English Learners (RFEF): 42%</p> | |

receive academic intervention, targeting skills and strategies necessary to meet this goal.

SP#1: Student achievement and biliteracy for all students

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)

STAGE 1: Emerging Biliteracy (Gr K-3)

STAGE 2: Expanding Biliteracy (Gr 4-6)

STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3

1.1 (ENGLISH) 75% of all EL students will be at:

a. Intermediate level or above in the listening and speaking sections and;

b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

2.1 (ENGLISH) 75% of all EL students will be at:

a. Early Advanced level or above in listening and speaking sections and; b. Intermediate level or above in the reading and writing sections of the

CELDT by the end of Stage 2

2.2 (ENGLISH) 65% or more of all Gr 6 students will

demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

2.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

3.1 (ENGLISH) 85% or more of EL students will be reclassified by the end of Stage 3

English Learners (EL): 5%

Grade 5 ELA: 21%

Significant Subgroups ELA:

Latino: 19%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 6%

Redesignated English Learners (RFEP): 33%

English Learners (EL): 4%

Grade 6 ELA: 37%

Significant Subgroups ELA:

Latino: 33%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 20%

Redesignated English Learners (RFEP): 46%

English Learners (EL): 7%

Grade 7 ELA: 33%

Significant Subgroups ELA:

Latino: 33%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 30%

Redesignated English Learners (RFEP): 40%

English Learners (EL): 7%

Grade 8 ELA: 46%

Significant Subgroups ELA:

Latino: 44%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 40%

Redesignated English Learners (RFEP): 43%

English Learners (EL): 0%

3.2 (ENGLISH) 65% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
 3.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL

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

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)

- STAGE 1: Emerging Biliteracy (Gr K-3)**
- STAGE 2: Expanding Biliteracy (Gr 4-6)**
- STAGE 3: Full Biliteracy (Gr 7-8)**

STAGE 1 Emerging Biliteracy Grades K-3

- 1.1 (SPANISH) 75% or more of all students will show progress on internal benchmark assessments
- 1.2A (SPANISH GrK-3) 80% or more of all students will meet grade level mark or above in their courses by the end of the year
- 1.2B (ENGLISH: Gr3 only) 80% will be approaching grade level by the end of 3rd grade

SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students

1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade
2. Identify a tool to measure CCSS/ELD/NGSS implementation; 20% of classes

School-wide Math: 24%
 Significant Subgroups Math:
 Latino: 22%
 Students with Disability (SWD): 0%
 Low Income Pupil (LIP): 19%
 Redesignated English Learners (RFEP): 37%
 English Learners (EL): 10%

Grade 5 Math: 12%
 Significant Subgroups Math:
 Latino: 9%
 Students with Disability (SWD): 0%
 Low Income Pupil (LIP): 8%
 Redesignated English Learners (RFEP): 67%
 English Learners (EL): 4%

Grade 6 Math: 25%
 Significant Subgroups Math:
 Latino: 21%
 Students with Disability (SWD): 0%
 Low Income Pupil (LIP): 17%
 Redesignated English Learners (RFEP): 23%
 English Learners (EL): 14%

Grade 7 Math: 26%
 Significant Subgroups Math:
 Latino: 26%
 Students with Disability (SWD): 0%
 Low Income Pupil (LIP): 27%
 Redesignated English Learners (RFEP): 35%
 English Learners (EL): 7%

Grade 8 Math: 36%

Significant Subgroups Math:

Latino: 36%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 27%

Redesignated English Learners (RFEF): 35%

English Learners (EL): 0%

CST Science

LAS LCAP Baseline Data: Percentage of Students at Basic or Above

Grade 5 CST

School-wide Science: 77%

Significant Subgroups Science:

Latino: 78%

Students with Disability (SWD): 100%

Low Income Pupil (LIP): 71%

Redesignated English Learners (RFEF): 100%

English Learners (EL): 62%

Grade 8 CST

School-wide Science: 82%

Significant Subgroups Science:

Latino: 83%

Students with Disability (SWD): NA

Low Income Pupil (LIP): 84%

Redesignated English Learners (RFEF): 87%

English Learners (EL): 33%

CMA Science

LAS LCAP Baseline Data: Percentage of Students at Basic or Above

Grade 5 CMA

School-wide Science: 100%

Significant Subgroups Science:
Latino: 100%
Students with Disability (SWD): 100%
Low Income Pupil (LIP): 100%
Redesignated English Learners (RFEP): 100%
English Learners (EL): 100%

Grade 8 CMA
School-wide Science: 75%
Significant Subgroups Science:
Latino: 75%
Students with Disability (SWD): 75%
Low Income Pupil (LIP): 75%
Redesignated English Learners (RFEP): 100%
English Learners (EL): 0%

PDA #5 and SP#1
LAS administration presented the state CELDT data to stakeholders and analyzed it in alignment to the stated LAS Charter Goal and LCAP Goal of Biliteracy.

Based on LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 89% and Speaking = 96%), End of Stage 2 (Goal 2.1: Listening = 96% and Speaking = 94%), End of Stage 2 (Goal 2.1: Reading = 96% and Writing = 100%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 86%). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading = 73% and Writing = 69%)

In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency

(CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.

PDA#6

During the day 116 students received additional academic intervention support which is equivalent to 100% teacher requested support.

In addition, 88 students were identified for the MTSS process during the school year. Out of this number 60% remains as active files for close monitoring and 40% of students exited the MTSS process and were properly served or identified for program support in Tier 3 level such as an IEP.

SP#3

LAS LCAP Professional Reflections video archives from June, 2015, captured the beginning discussions on defining significant internal assessments as well as student progress in various internal assessments in 2014-15. In 2015-16, Curriculum Development Team (CDT) received grade level cohort performances of grade level determined internal assessments. 2016-17 should provide a more consistent internal accountability data with the implementation of DRA/EDL reading assessments.

SP#7:

100% of LAS teachers continue to receive professional development in CCSS curriculum and instruction. LAS is waiting for the state's full guidelines in NGSS in order to create a professional development plan.

| LAS MISSION: #1 BILITERACY | | LCAP Year: 2015-16 ANNUAL | |
|--|--|--|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Annual Expenditures |
| <p><u>RESEARCH</u></p> <p>1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)</p> <p>1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above</p> <p>1.3 Research and/or use of standardized Spanish assessments</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p> | <p>R1.1 In the fall 2015, staff began the year analyzing data trends from the spring CAASPP exams: SBAC and CST and CMA. Moreover, staff also analyzed EL performance in the CELDT early February 2016.</p> <p>R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above: 1) Sent a LAS teacher to attend Writer's Workshop (WW) Implementation Leadership training (2015-16). 2) Sending two more teachers to attend state-wide WW training. 3) Sending a second teacher to Columbia University for Writer's Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16).</p> <p>R1.3 This is still work in progress.</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p> |
| <p>Scope of service: Charterwide</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | | |

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| <p>___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD</p> | <p>___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD</p> | | |
| <p><u>PROFESSIONAL DEVELOPMENT</u></p> | <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES Response to Intervention Writer's Workshop PBIS</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p> | <p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 21,500 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p> |
| <p>Scope of service: Charterwide</p> | <p>Scope of service: Charterwide</p> | <p>x ALL</p> | <p>Scope of service: Charterwide</p> |
| <p>OR:</p> | <p>x Low Income pupils ___ x English Learners ___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD</p> | <p>x Low Income pupils ___ x English Learners ___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD</p> | <p>OR: x Low Income pupils ___ x English Learners ___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD</p> |
| <p><u>CURRICULUM DESIGN</u></p> | <p>3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT</p> | <p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object:</p> | <p>CD 3.1 Continued Use of CCSS aligned core and supplementary materials CD 3.2 Designed ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT, DRA and EDL CD 3.3 Created yearlong backward plans for curriculum (work in progress) CD 3.4 Implemented Understanding by Design (UbD) principles in curriculum/instructional planning (did not</p> |
| <p>3.3 Create yearlong backward plans for curriculum</p> | <p>3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning</p> | <p>Base, Supplemental, Concentration, CCSS Object:</p> | <p>Base, Supplemental, Concentration, CCSS Object:</p> |
| <p>3.5. Implementation of Systematic Instruction in</p> | | | |

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| Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5) | 4000, 5000 | implement) CD 3.5. Continued implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (implementation in grades Gr3-Gr4) | 4000, 5000 |
| Scope of service: Charterwide x ALL | Scope of service: Charterwide x ALL | Scope of service: Charterwide x ALL | Scope of service: Charterwide x ALL |
| OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD | OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD | OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD | OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD |
| <u>ASSESSMENTS AND ACCOUNTABILITY</u> 4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available) | CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000 | AA 4.1 Analyzed available Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs: DRA and EDL- began pilot testing in various grade levels AA 4.2 Administered CDT defined curriculum and benchmark assessments AA 4.3 Not available this year | CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 40,470 Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000 |
| Scope of service: Charterwide x ALL | Scope of service: Charterwide x ALL | Scope of service: Charterwide x ALL | Scope of service: Charterwide x ALL |
| OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD | OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD | OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD | OR: x Low Income pupils x English Learners Foster Youth x Redesignated fluent English proficient Other _____ Subgroups:(Specify) SWD |

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| <p><u>INSTRUCTION</u></p> <p>5.1 Implementation of CCSS aligned core curriculum</p> <p>5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction</p> <p>5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</p> | <p>I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000</p> | <p>I 5.1 Continued implementation of CCSS aligned core curriculum, including Writer's Workshop and Reader's Workshop</p> <p>I 5.2 Incorporation of basic math concepts (mental math and basic measurements) during PE instruction</p> <p>I 5.3 Utilization of second language learning strategies trainings such as SDAIE, SIOP</p> | <p>I 5.1 Cost: 1,651,427 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000</p> |
| <p>Scope of service: Charterwide</p> | | <p>Scope of service: Charterwide</p> | |
| <p>x_ALL</p> <p>OR: x_Low Income pupils x_English Learners Foster Youth x_Redesignated fluent English proficient Other Subgroups:(Specify) SWD</p> | | <p>x_ALL</p> <p>OR: x_Low Income pupils x_English Learners Foster Youth x_Redesignated fluent English proficient Other Subgroups:(Specify) SWD</p> | |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)</p> <p>6.2 School-wide agreements on homework expectation</p> <p>6.3 100% of middle school SWDs who need extra study skills support will receive assistance</p> <p>6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)</p> | <p>SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,900,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000</p> | <p>SS 6.1 Provided extensive student support structures (Examples: differentiated instruction, tutoring, summer school for incoming kindergartners (cancelled for 2016 due to site construction), extended day remediation)</p> <p>SS 6.2 Established school-wide agreements on homework expectation</p> <p>SS 6.3 100% of middle school SWDs who needed extra study skills support received assistance; another study skills class was created due to increased needs</p> <p>SS 6.4. Implemented LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Individual Progress Team (IPT)</p> | <p>SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,687,427 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000</p> |
| <p>Scope of service: Charterwide</p> | | <p>Scope of service: Charterwide</p> | |
| <p>x_ALL</p> | | <p>x_ALL</p> | |

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| <p>their courses</p> <p>6. 95% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program</p> <p>7. 95% of K-8 students participate in daily "Brain Breaks" physical activities</p> <p>SP#4 School climate and building confidence and life skills for all student</p> <p>8. Suspension and expulsion rate at less than 1% per year</p> <p>9. Student survey completion (Gr2-Gr8) at ninety percent (90%) or above participation</p> <p>10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (75%) or above rating</p> <p>11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production</p> | <p>Grant Program was not available for the 2015-16 school year.</p> <p>SP#7</p> <p>Goal met: 95% of K-8 students participated in daily "Brain Breaks" physical activities</p> <p>SP#4</p> <p>#8 Did not meet goal: Suspension and expulsion at 1.4%</p> <p>#9 Goal met with over 90% of Grades 2-8 students who participated with survey</p> <p>#10 Goal met with 97% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish</p> <p>#11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Basketball, Soccer, Violin, Guitar classes, Martial Arts, Visual Arts, Online Study Island; In 2015, Parent Council conducted a mid-year survey that show top three areas of interest for enrichment opportunities: Sports: soccer; Music; Art; Ballet Folklórico, and Robotics. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate.</p> |
| <p style="text-align: center;">LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS</p> | |
| <p style="text-align: center;">LCAP Year: 2015-16 ANNUAL</p> | |
| <p>Planned Actions/Services</p> | <p>Actual Actions/Services</p> |
| <p>Budgeted Expenditures</p> | <p>Estimated Annual Expenditures</p> |

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| <p><u>RESEARCH</u></p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> | <p>R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES, PBIS PD)</p> <p>R 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> |
| <p>Scope of service: Charterwide</p> <p><u>x</u>_ ALL</p> <p>OR:</p> <p><u>x</u>_ Low Income pupils <u>x</u>_ English Learners</p> <p><u> </u>_ Foster Youth <u>x</u>_ Redesignated fluent English proficient</p> <p><u> </u>_ Other Subgroups:(Specify) <u> </u> SWD</p> | | <p>Scope of service: Charterwide</p> <p><u>x</u>_ ALL</p> <p>OR:</p> <p><u>x</u>_ Low Income pupils <u>x</u>_ English Learners</p> <p><u> </u>_ Foster Youth <u>x</u>_ Redesignated fluent English proficient</p> <p><u> </u>_ Other Subgroups:(Specify) <u> </u> SWD</p> | |
| <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> | <p>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES, PBIS – Implementation of a non-classroom setting system in cafeteria)</p> <p>1) PBIS August 2015 = Entire staff training</p> <p>2) CASP October 2015 = Psychologist and RSP attended</p> <p>3) CARS PLUS February 2016 = Two RSP staff attended</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress)</p> <p>C. Staff received training on how to implement physical</p> | <p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 5000</p> |

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| <p>activities to stimulate attention and focus in the classroom (PE and ROPES PD)</p> <p>1) PE teachers attended and presented at CAHPERDS Conference in March 2016</p> <p>2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor</p> | | |
| <p>Scope of service: Charterwide</p> | | |
| <p><u> </u> x ALL</p> | | |
| <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> <p>Subgroups:(Specify) _____ SWD _____</p> | | |
| <p>CD- 3.1</p> <p>AA- 4.1, 4.2, 4.3</p> <p>Cost: 9,250</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 4000, 5000</p> | | |
| <p>CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design</p> <p>CD 3.2 Incorporated "Brain Break" into lesson planning</p> | <p>CD- 3.1</p> <p>AA- 4.1, 4.2, 4.3</p> <p>Cost: 43,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 4000, 5000</p> | <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> |
| <p>Scope of service: Charterwide</p> | | |
| <p><u> </u> x ALL</p> | | |
| <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> | | |

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| <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p> | <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 43,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> | <p>Subgroups:(Specify) _____ SWD</p> <p>AA 4.1 Conducted regular attendance assemblies; not consistent with LIFESKILLS recognition assemblies; invited families to all events</p> <p>AA 4.2 Encouraged classroom and grade level incentives</p> <p>AA 4.3 Administered and analyzed yearly student survey</p> <p>Grades TK-8: 92% stated, "I like my school."</p> <p>Grades TK-1: 91% stated, "I feel safe at school."</p> <p>Grades 2-8: 90% stated, "I feel safe at school."</p> <p>Grades 2-8: 69% stated, "My school is clean,"</p> <p>AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (work in progress)</p> <p>4.5 Analyzed student achievement in Physical Education; Historical PFT data analysis available.</p> <p>2014-15</p> <p>Baseline for Grade 5 in HFZ (Data for this cohort will be compared with their Grade 7</p> <p>Aerobic Capacity 95.5%</p> <p>Body Composition 52.3%</p> <p>Abdominal Strength 65.9%</p> <p>Trunk Extension 70.5%</p> <p>Upper Body Strength 52.3%</p> <p>Flexibility 90.9%</p> <p>2015-16 TBA</p> | <p>CD- 3.1 AA- 4.1, 4.2, 4.3 Cost: 9,250 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p> |
| <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> | | <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> | |

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| <p>6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>6.6 Promote school-wide healthy snacks choices</p> <p>6.7 Maintain suspension and expulsion rate at less than 1% per year</p> | <p>4000, 5000</p> | <p>practicing LIFESKILLS- i.e. respect and anti-bullying behavior</p> <p>SS 6.5 Ensured students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>SS 6.6 Although there is a school wide promotion of healthy snacks, many fundraising events still served unhealthy choices. On an annual basis, Student Council organizes a Health Fair to provide information on healthy life style choices.</p> <p>SS 6.7 Did not maintain a suspension and expulsion rate at less than 1% per year; this is an area for improvement.</p> | <p>4000, 5000</p> |
| <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u> </u> SWD</p> | | <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u> </u> SWD</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>To date, LAS is addressing the following:</p> <ol style="list-style-type: none"> 1) Researching feasibility of expanding communications with families via text messaging and color coded memos 2) Studying ways to improve schoolwide behavior – i.e. anti-bullying, attendance, suspension prevention | | |

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| <p>Original GOAL from prior year LCAP:</p> | <p>LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING</p> <p>Application of LAS Mission #1 and #2:</p> <p>Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society</p> | <p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p> |
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| Goal Applies to: | Schools: Charterwide Applicable Pupil Subgroups: | All: EL, RFEP, LI, SWD |
|---|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 95% of students in grades 2-7 participate in the election process for Student Council Officers 95% of Gr 3-8 students participate in voting for Grade Level Representatives 95% of K-8 students have opportunities to practice leadership skills by the end of Gr8. 75% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 95% of students participate in school-wide cleaning. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) (NLERAP not applicable for 2015-16) By the end of Gr 8, 95% of students will have completed a minimum of 10 hours of community service. Subject emphasis: Electives (Middle School only) -LAS will offer five or more elective courses annually -80% or more of students earning a passing grade of C or above in their elective course -95% of students who need extra study skills support will receive assistance during elective block | <p>Actual Annual Measurable Outcomes:</p> <p>SP#3 #1-4: All goals are met #5 and 7: These items are still work in progress and need program structures #6 LAS recently received a Merit of Recognition from the state for its implementation of the Action Civics Program in grades 6-8. Action Civics incorporates the teaching of student directed community based research with emphasis on problem solving application via community service. #8 Goals met</p> <p>SP #4 Items 9-11: All goals are met; For Item 11: 90% of families voted that they would "Recommend LAS to other parents." (Based on online data; paper survey data TBA)</p> |

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

- 9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
- 10. 90% or above of students participate in student survey completion
- 11. Parent surveys indicate a rating of 85% or above overall satisfaction with the school

LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING

LCAP Year: 2015-16 ANNUAL

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <u>RESEARCH</u> 1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large 1.2 Analyze community survey for responses to questions about community service projects | R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000 | R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large (work in progress). LAS is looking into the feasibility of a Google School status. R 1.2 Need to design a community survey about community service projects (work in progress) | R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000 |
| Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____ | | Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other | |

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|---|---|---|
| <p>Scope of service: Charterwide</p> <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____ SWD</p> | 5000 | 5000 |
| <p>Scope of service: Charterwide</p> <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____ SWD</p> | 5000 | 5000 |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and participation in leadership and critical thinking</p> <p>6.4 Provide opportunities for students to participate in school wide cleaning</p> <p>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p> | <p>I- 5.3</p> <p>SS- 6.1, 6.2, 6.3, 6.5</p> <p>Cost: 1,500,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 1000, 4000, 5000</p> | <p>I- 5.3</p> <p>SS- 6.1, 6.2, 6.3, 6.5</p> <p>Cost: 4,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p> <p>Object: 1000, 4000, 5000</p> |
| <p>Scope of service: Charterwide</p> <p><u> </u> x ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____ SWD</p> | | |

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| | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>To date, LAS is addressing the following:</p> <ol style="list-style-type: none"> 1) Although there has been a substantial increase in voting participation, LAS will continue to mobilize the community to ensure stakeholder voice in governance. 2) There is still a need to increase awareness and actual participation in the school's survey online. |

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| <p>Original GOAL from prior year LCAP:</p> | <p>Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____</p> |
|--|---|

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|-------------------------|---|
| <p>Goal Applies to:</p> | <p>Schools: Charterwide Applicable Pupil Subgroups: All: EL, RFEF, LI, SWD</p> |
|-------------------------|---|

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| <p>Expected Annual Measurable Outcomes:</p> | <p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> 1. Eighty percent (80%) or above of families complete annual survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: 80% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 85% or more of families will show a survey response indicating satisfaction with student(s) progress | <p>Actual Annual Measurable Outcomes:</p> |
| | | <p>SP#5 Item 1: Although not meeting the 85% threshold, there has been a considerable increase in parent participation during the recent board election with 73% votes submitted. This has been the highest thus far since the school opened. Item 2: Families stated that they are "Satisfied with their child/ren's academic progress in Spanish and English. (Based on online data; paper survey data TBA)</p> <ol style="list-style-type: none"> 1) Spanish Achievement: 95% Satisfaction 2) English Achievement: 92% Satisfaction 3) Critical Thinking Skills: 93% Satisfaction 4) Creative Thinking Skills: 87% Satisfaction <p>Parent volunteer hours in the last two years average about 3,000 hr/year with about 51% of families participating.</p> <p>SP#6 All three goals are met</p> |
| | | <p><u>SP#6: Basic services and its role in supporting the</u></p> |

fulfillment of LAS Mission

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

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

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

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

12. LAS students are enrolled in a broad course of study delineated by Education Code above
13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

SP#7 All three goals are met; (#11- LAS has not revisited UbD implementation)

SP#8 All three goals are met

| LAS MISSION: #4 LAS SCHOOLWIDE GOALS | | LCAP Year: 2015-16 ANNUAL | |
|--|---|--|--|
| Planned Actions/Services | | Actual Actions/Services | |
| Budgeted Expenditures | | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| <u>RESEARCH</u> 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction | R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,350 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000 | R 1.1 School leadership continues to research and establish rigorous hiring process R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them R 1.4 School leadership, CDT Committee, and the faculty continue to annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction | R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000 |
| Scope of service: Charterwide <u>x</u> _ALL | Scope of service: Charterwide <u>x</u> _ALL | Scope of service: Charterwide <u>x</u> _ALL | |
| OR: <u>x</u> _ Low Income pupils <u>x</u> _ English Learners <u> </u> _ Foster Youth <u> </u> _ Redesignated fluent English proficient <u> </u> _ Other Subgroups:(Specify) <u> </u> SWD | OR: <u> </u> _ Low Income pupils <u> </u> _ English Learners <u> </u> _ Foster Youth <u> </u> _ Redesignated fluent English proficient <u> </u> _ Other Subgroups:(Specify) <u> </u> SWD | OR: <u> </u> _ Low Income pupils <u> </u> _ English Learners <u> </u> _ Foster Youth <u> </u> _ Redesignated fluent English proficient <u> </u> _ Other Subgroups:(Specify) <u> </u> SWD | |
| <u>PROFESSIONAL DEVELOPMENT</u> 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year | R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 | PD 2.1 Ensured all faculty are highly qualified PD 2.2 Ensured all full-time faculty members attend Professional Development delineated for the year PD 2.3 School leadership attended new accountability and | R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 |

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| <p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation | <p>Cost: 56,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p> | <p>assessment training from CDE and charter organizations</p> <p>PD 2.4 Faculty receives on-going training on EL teaching methodology</p> <p>PD 2.5 Implemented an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS Math and ELA -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer's Workshop | <p>Cost: 13,750</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, Title 2</p> <p>Object: 1000, 5000</p> |
| <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x <u> </u> Low Income pupils <u> </u> x <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> x <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> <p>Subgroups:(Specify) _____ SWD</p> | <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x <u> </u> Low Income pupils <u> </u> x <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> x <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> <p>Subgroups:(Specify) _____ SWD</p> | <p>CD 3.1 Continue learning how to integrate CCSS in yearlong backwards planning (work in progress); Created a goggle doc delineating writing tasks for the entire 2016-17 for Grades TK-8.</p> <p>CD 3.2 Ensured use of state approved standards based materials</p> | <p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 20,969</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p> |
| <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x <u> </u> Low Income pupils <u> </u> x <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> x <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> <p>Subgroups:(Specify) _____ SWD</p> | <p>Scope of service: Charterwide</p> <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x <u> </u> Low Income pupils <u> </u> x <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> x <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> <p>Subgroups:(Specify) _____ SWD</p> | <p><u>CURRICULUM DESIGN</u></p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based materials</p> | <p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 71,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p> |
| <p>Scope of service: Charterwide</p> | <p>Scope of service: Charterwide</p> | <p>Scope of service: Charterwide</p> | <p>Scope of service: Charterwide</p> |

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|---|--|---|
| <p><u> </u> x_ALL</p> <p>OR:</p> <p><u> </u> x_Low Income pupils <u> </u> x_English Learners</p> <p><u> </u> Foster Youth <u> </u> x_Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____ SWD</p> | | <p><u> </u> x_ALL</p> <p>OR:</p> <p><u> </u> x_Low Income pupils <u> </u> x_English Learners</p> <p><u> </u> Foster Youth <u> </u> x_Redesignated fluent English proficient</p> <p><u> </u> Other _____ SWD</p> <p>Subgroups:(Specify) _____ SWD</p> |
| <p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p> | <p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 71,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p> | <p>CD- 3.1, 3.2</p> <p>AA- 4.1</p> <p>Cost: 20,969</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 4000</p> |
| <p>Scope of service: Charterwide</p> <p><u> </u> x_ALL</p> <p>OR:</p> <p><u> </u> x_Low Income pupils <u> </u> x_English Learners</p> <p><u> </u> Foster Youth <u> </u> x_Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____ SWD</p> | | <p>Scope of service: Charterwide</p> <p><u> </u> x_ALL</p> <p>OR:</p> <p><u> </u> x_Low Income pupils <u> </u> x_English Learners</p> <p><u> </u> Foster Youth <u> </u> x_Redesignated fluent English proficient</p> <p><u> </u> Other _____ SWD</p> <p>Subgroups:(Specify) _____ SWD</p> |
| <p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (Not available in the 2015-16 year)</p> | <p>I 5.1</p> <p>Cost: 1,885,573</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object 1000</p> | <p>I 5.1</p> <p>Cost: 37,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object 1000</p> |

| Scope of service: | Charterwide | Scope of service: | Charterwide |
|---|--|--|---|
| <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) <u> </u> SWD <u> </u></p> | | <p><u> </u> x <u> </u> ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient</p> <p><u> </u> Other _____</p> <p>Subgroups:(Specify) <u> </u> SWD <u> </u></p> | |
| <p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p> | <p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 122,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000</p> | <p>SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders' active participation in school.</p> <p>SS 6.2 Published list of differentiated opportunities for parental involvement, including attending the parent workshops at the end of the year in preparation for their child's upcoming grade level</p> <p>SS 6.3 Designated time for parent representatives to meet with school leadership for feedback</p> <p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Facilities Committee conducts an annual facilities checklist survey (work in progress)</p> <p>SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>SS 6.8 Continues to ensure technology infrastructure is compatible with CCSS implementation. Expanded technology budget to increase student to computer ratio of 1:1 from Grades 2-8.</p> | <p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 37,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object: 1000, 4000, 5000</p> |

| | |
|--|---|
| Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other _____ Subgroups:(Specify) _____ SWD | Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other _____ Subgroups:(Specify) _____ SWD |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? To date, LAS is addressing the following: 1) There is still a need to develop a more formalize assessment of the facilities via Facilities Committee. 2) LAS has ordered equipment to fulfill the school's goal of student to computer ratio. By 2016-17 Gr 2-8 will have a 1:1 ratio. | |

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).
- Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.
- For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

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| Total amount of Supplemental and Concentration grant funds calculated: | \$ 975,133.00 |
| Based on SBE formula calculator, LAS's 2016-17 LCFF Supplemental Grant is projected to be \$643,239.00. The increase in Supplemental funds are being utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6): <u>Research (C.1) and Professional Development (C.2)</u> LAS unique educational program design necessitates that staff knows the on-going | |

research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school. Consequently, for 2016-17, LAS has appropriated \$66,044 (Budget Series: 5000) for research and professional development. Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEs, SED, and SWD. Consequently, related expenditures for these categories are \$157,526.00 from Budget Series 4000- Books and Supplies and \$10,737.00 from Budget Series 5878- Student Assessments. Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are instruction and the support structure to ensure student success - Personnel: *Education Specialists, Intervention teachers, Intervention Coordinator, Counseling, Translation services, Technology (devices, equipment), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD. LAS instructional and support structure design components as delineated above equal an expenditure appropriation of \$726,738.00 as reflected in Budget Series: 1000, 2000, 4000, and 5000.*

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| | |
|-------|---|
| 12.53 | % |
|-------|---|

LAS's percent of increased or improved services for high need pupils in 2016-17 is based on the minimum proportionality (MMP) at 12.53%. The target amount of \$975,133.00 attributable to supplemental and concentration. Base funding will continue levels for all students to provide core services (basic operations, core program, salaries). Services for eligible students will increase using 100% of the supplemental

funding allocation to provide additional staffing, extended school tutoring, counseling, English language development support, released time for teacher professional development that relates to eligible students, parent education trainings, accelerated rate of access to technology, and supplemental programs.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

01-13-15 [California Department of Education]



Board Meeting Date: June 17, 2016

Subject:

Item 1: Election Results- Board Community Representative and Board Teacher Representative

Item 2: LAS Board Bylaws- Board Vacancy Recommendation

Item 3: Policy – Medical Marijuana Use

Item 4: Policy – Harassment, Discrimination, and Retaliation Prevention

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

Committee: By-Laws and Policy Committee

Item 1: Election Results for Board Community Representative and Board Teacher Representative

Board welcomes newly elected Board Community Representative for the 2016-2019 term, Erandi Zamora. (73% voter participation)

Board welcomes newly elected Board Teacher Representative for the 2016-19 term, Perla Campos. (92% voter participation)

Item 2: Election - LAS Board Bylaws- Board Vacancy Recommendation

During the May 2016 meeting, the LAS Board requested the Bylaws Committee to review the LAS Bylaws and to make a recommendation regarding the Board Community Representative 2015-18 Term vacancy. During the June committee meeting, Bylaws members agreed on a recommendation for board approval.

Recommendation:

The Bylaws Committee recommends that the recent June election Board Community Representative runner-up be offered the 2015-18 term position.

Per June election results: Peter Moulton is the runner up candidate.

Item 3: Policy – Medical Marijuana Use

Pending legal review, Bylaws Committee recommends that the Board approves the following addition to LAS Policy regarding illegal substance use on campus.



A California Public School

"Employers have no duty to accommodate medical marijuana use. Although marijuana use for medical purposes is exempt from certain California criminal statutes (see Health & Safety Code sections 11362.5, 11362.83), it remains a crime under federal law. Employers are therefore protected in firing or refusing to hire persons who use marijuana or test positive for marijuana use, even when the use was prescribed by a physician to alleviate a disability: 'The Fair Employment and Housing Act does not require employers to accommodate the use of illegal drugs.' (*Ross v. Raging-Wire Telecommunications, Inc.* (2008) 42 Cal.4th 920, 926, 70 Cal.Rptr.3d 382,387)."

Item 4: Policy – Harassment, Discrimination, and Retaliation Prevention

Pending legal review, Bylaws Committee recommends that the Board approves the following addition to LAS Policy regarding harassment, discrimination, and retaliation prevention.

Complaint Filing Procedure: (Bullet #5)

- Complaint mechanism does not require an employee to complain directly to his or her immediate supervisor. An employee can also file a complaint in any of the following manners, including, but not limited to:
 1. direct communication, either orally or in writing, with a designated representative and/or the LAS Governing Board Dispute Resolution Committee members; and /or
 2. Identification of the Department and the U.S. Equal Employment Opportunity Commission (EEOC) as additional avenues for employee to lodge complaint.

| | Aye | Nay | Abstain | Absent |
|--------------------------|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 10 min
Submitted By: Bylaws/Policy Committee
Date: 6.17.16

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



A California Public School

Artículo # IIIB

Fecha de la Reunión: 20 de mayo del 2016

Tema:

Artículo 1: Resultados de las elecciones – Representante comunitario y representante de maestros a la Mesa Directiva

Artículo 2: Estatutos de la Mesa Directiva – Recomendación para la vacancia de la Mesa Directiva

Artículo 3: Póliza – Uso de marihuana médica

Artículo 4: Póliza – Acoso, discriminación y represalia

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

Comité: Comité de pólizas y estatutos

Artículo 1: Resultados de las elecciones – Representante comunitario y representante de maestros a la Mesa Directiva

La Mesa Directiva le da la bienvenida a Erandi Zamora, quien fue elegida como la nueva representante comunitaria a la Mesa Directiva durante el término 2016-2019 (73% de participación).

La Mesa Directiva le da la bienvenida a Perla Campos, quien fue elegida como la nueva representante de maestros a la Mesa Directiva durante el término 2016-2019 (92% de participación).

Artículo 2: Estatutos de la Mesa Directiva – Recomendación para la vacancia de la Mesa Directiva

Durante la reunión del mes de mayo, la Mesa Directiva solicitó al comité de estatutos y pólizas que revisaran los estatutos y ofrecieran una recomendación en referencia a la vacancia en la posición de representante comunitario durante el término 2015-2018. Durante la reunión del comité de este mes, los miembros acordaron en una recomendación para la Mesa Directiva.

Recomendación:

El comité de estatutos y pólizas recomienda que se le ofrezca la posición, con un término de 2015-2018, al candidato que quedó en segundo lugar durante la reciente elección.

El candidato en segundo lugar durante la reciente elección es Peter Moultron.

Artículo 3: Póliza – Uso de marihuana médica

El comité de estatutos y pólizas recomienda que la Mesa Directiva apruebe la siguiente adición a la póliza de LAS en referencia a sustancias ilícitas en la escuela.



A California Public School

“No es el deber del empleador adaptarse a el uso médico de la marihuana. Aunque la marihuana médica está exenta de ciertos códigos criminales en California, aun es un crimen bajo ley federal. Por lo tanto, los empleadores están protegidos al despedir, o reusarse a contratar a una persona que use marihuana, aun cuando su uso fue recetado por un médico para aliviar alguna discapacidad. ‘El acta de empleo y alojamiento justo, no requiere que los empleadores se adapten al uso de marihuana médica.’ (Ross v. Raging-Wire Telecommunications, Inc. (2008) 42 Cal.4th 920, 926, 70 Cal.Rptr.3d 382,387).”

Artículo 4: Póliza – Acoso, discriminación y represalia

El comité de estatutos pólizas recomienda que la Mesa Directiva apruebe la siguiente adición a la póliza de LAS en referencia a acoso, discriminación y represalias.

Procedimiento de quejas:

- El proceso de quejas no requiere que un empleado se queje directamente con su supervisor directo. Un empleado puede llenar una queja de la siguiente manera:
 1. Comunicación directa, oral o por escrito, con un representante asignado y/o con el comité de resolución de disputas de la Mesa Directiva de LAS; y/o
 2. La Comisión de igualdad de oportunidades de empleo, como manera adicional en la que un empleado puede presentar una queja.

| | Aye | Nay | Abstain | Absent |
|--------------------------|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Tiempo estimado para la presentación: 10 min.
Entregado por: Comité de Estatutos/Pólizas
Fecha: 6.17.16

Pertinent Pages in

() Charter, pgs _____ () Bylaws, pgs _____
 () MOU, pgs _____ () Policy _____



A California Public School

Agenda Item# IIIC

Board Meeting Date: June 17, 2016

Subject: LAS FY2017 Budget

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

Committee: M. Mellor (Chair), G. Gonzalez (Board Member), P. Phelps, M. Perez, A. Hubbell, R. Gonzalez, E. deLeon

Finance committee continued its review of the preliminary 2016-17 budget. Committee discussed and accounted for a number of essential student services including, but not limited, to spending for economically disadvantaged, Latino, and English Language Learners as required by LCAP. Discussion regarding designated budget is on-going as additional one-time school-wide needs are assessed.

Recommendation

Finance Committee recommends the adoption of the 2016-2017 budget as presented including expenditures designated for Special Education.

Attachment

1. Proposed 2016-2017 Budget
2. EdTec Budget Slides

| MOTION EPA Resolution | Aye | Nay | Abstain | Absent |
|----------------------------------|------------|------------|----------------|---------------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Presentation time: 10 min.
Submitted by: Finance Committee
Date: 6.17.16

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



Fecha de la Reunión: 17 de junio, 2016

Tema: Presupuesto de LAS del año fiscal 2017

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

Comité: M. Mellor (presidente), G. Gonzalez (miembro), P. Phelps, M. Perez, A. Hubbell, R. Gonzalez, E. deLeon

El comité de finanzas continuó su revisión de presupuesto preliminar del año 2016-2017. El comité discutió servicios estudiantiles esenciales incluyendo, pero no limitado a, gastos para estudiantes Latinos y aprendices de inglés, como requerido por LCAP. La discusión en referencia al presupuesto designado continua mientras sea necesario.

Recomendación:

El comité de finanzas recomienda la adopción del presupuesto para el año 2016-2017 como presentado, incluyendo los gastos asignados para educación especial

Documentos adjuntos:

1. Presupuesto 2016-2017
2. Presentación de presupuesto de EdTec

| MOCIÓN Póliza de educación para estudiantes sin vivienda | Aye | Nay | Abstain | Absent |
|--|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 10 min.
 Entregado por: Comité de finanzas
 Fecha: 6.17.16

Páginas pertinentes en:

- () La constitución, páginas _____
- () MOU, páginas _____

Language Academy of Sacramento
Proposed FY 2017 Budget
As of June 17, 2016

| | 2016/17 | 2016/17 | 2016/17 |
|---|------------------------------------|------------------------------|---|
| | Preliminary Budget as of 5/19/2016 | Proposed Budget as 6/17/2016 | Net Change from Budget Presented Last Month |
| | | | Budget Assumptions |
| SUMMARY | | | |
| Revenue | | | |
| General Block Grant | 4,778,081 | 4,778,081 | - |
| Federal Revenue | 232,702 | 232,702 | - |
| Other State Revenues | 623,045 | 623,045 | - |
| Local Revenues | 47,500 | 47,500 | - |
| Fundraising and Grants | 55,000 | 55,000 | - |
| Total Revenue | 5,736,328 | 5,736,328 | - |
| Expenses | | | |
| Compensation and Benefits | 3,339,843 | 3,370,125 | (30,281) |
| Books and Supplies | 242,777 | 242,777 | - |
| Services and Other Operating Expenditures | 1,366,645 | 1,366,898 | (253) |
| Capital Outlay | - | - | - |
| Total Expenses | 4,949,266 | 4,979,800 | (30,535) |
| Operating Income (excluding Depreciation) | 787,063 | 756,528 | (30,535) |
| Operating Income (including Depreciation) | 267,640 | 237,105 | (30,535) |
| Fund Balance | | | |
| Beginning Balance (Unaudited) | 7,331,633 | 7,307,556 | (24,077) |
| Operating Income (including Depreciation) | 267,640 | 237,105 | (30,535) |
| Ending Fund Balance (including Depreciation) | 7,599,273 | 7,544,662 | (54,611) |
| Unrestricted Ending Fund Balance | 5,746,372 | 5,691,760 | (54,612) |

Language Academy of Sacramento
 Proposed FY 2017 Budget
 As of June 17, 2016

| | 2016/17 | 2016/17 | 2016/17 |
|---------------------------|------------------------------------|------------------------------|---|
| | Preliminary Budget as of 5/18/2016 | Proposed Budget as 6/17/2016 | Net Change from Budget Presented Last Month |
| Enrollment Summary | | | |
| K-3 | 282 | 282 | - |
| 4-6 | 198 | 198 | - |
| 7-8 | 85 | 85 | - |
| Total Enrolled | 565 | 565 | - |
| ADA % | | | |
| K-3 | 95% | 95% | 0% |
| 4-6 | 95% | 95% | 0% |
| 7-8 | 95% | 95% | 0% |
| Average | 95% | 95% | 0% |
| ADA | | | |
| K-3 | 267.9 | 267.9 | 0.0 |
| 4-6 | 188.1 | 188.1 | 0.0 |
| 7-8 | 80.8 | 80.8 | 0.0 |
| 9-12 | 0.0 | 0.0 | 0.0 |
| Total ADA | 536.8 | 536.8 | 0.0 |

Language Academy of Sacramento
Proposed FY 2017 Budget
As of June 17, 2016

| | | 2016/17 | | 2016/17 | |
|------------------------------------|--|------------------------------------|------------------------------|---|---|
| | | Preliminary Budget as of 5/18/2016 | Proposed Budget as 6/17/2016 | Net Change from Budget Presented Last Month | Budget Assumptions |
| EXPENSES | | | | | |
| Compensation & Benefits | | | | | |
| 1000 | Certificated Salaries | | | | |
| 1100 | Teachers Salaries | 1,563,059 | 1,549,259 | 13,800 | 29 teachers, includes two new classroom teachers and a literacy coach |
| 1101 | Teacher - Stipends | 18,050 | 18,050 | - | Student Council, BTSA, Writing Support, Garden Coordinator |
| 1103 | Teacher - Substitute Pay | 77,729 | 98,159 | (20,430) | \$36,250 teacher subs; \$51,480K long term subs |
| 1150 | STRS Employee Implementation Relief | 45,762 | 45,762 | - | To temporarily offset impact of increases to certificated staff STRS employee contributions from FY 2014 level: |
| 1300 | Certificated Supervisor & Administrator Salaries | 102,994 | 102,994 | - | 1 Staff |
| 1311 | Certificated SPED Staff | 135,210 | 152,654 | (17,444) | 50% SPED Coordinator, 80% Psychologist, 1 Specialist |
| 1920 | Other Cert - Summer | 2,307 | 2,307 | - | summer hours |
| 1940 | Academic Accountability & Interventor | 134,515 | 134,515 | - | Academic Accountability; 50% Intervention Coordinator |
| | SUBTOTAL - Certificated Employees | 2,073,630 | 2,103,704 | (24,074) | Salaries & Wages, when applicable, inflated by 3% |
| 2000 | Classified Salaries | | | | |
| 2100 | Classified Instructional Aide Salaries | 53,105 | 18,224 | 34,881 | 2 instructional aides |
| 2103 | SPED Support | 55,571 | 55,571 | - | One on One Aide; Educational Specialist |
| 2200 | Classified Support Salaries | 49,493 | 68,125 | (18,632) | 3 intervention hourly staff library tech, math tutor, and CELDT support |
| 2300 | Classified Supervisor & Administrator Salaries | 37,939 | 38,832 | (913) | (913) 1 staff |
| 2400 | Classified Clerical & Office Salaries | 77,539 | 92,642 | (15,103) | 3 staff |
| 2905 | Other Classified - After School | 152,378 | 159,271 | (6,893) | \$140K ASES hourly; \$12K enrichment hourly |
| 2930 | Other Classified - Maintenance/grounds | 72,682 | 74,709 | (2,027) | 2 full time hourly staff, 4 part time hourly staff |
| 2940 | Other Classified - Summer | 1,000 | 1,000 | - | summer hourly work |
| | SUBTOTAL - Classified Employees | 495,706 | 508,395 | (8,689) | Salaries & Wages, when applicable, inflated by 3% |
| 3000 | Employee Benefits | | | | |
| 3100 | STRS | 247,394 | 247,853 | (458) | 12.58% of certificated payroll |
| 3300 | OASDI-Medicare-Alternative | 75,854 | 78,099 | (2,245) | |
| 3400 | Health & Welfare Benefits | 368,080 | 379,583 | (11,503) | \$11502.5 per participating FTE. Growth of 7% from prior year. |
| 3500 | Unemployment Insurance | 15,364 | 14,302 | 1,062 | 3.60% per first ~\$7K of pay per person |
| 3600 | Workers Comp Insurance | 46,428 | 31,345 | 15,083 | 1.20% of payroll |
| 3700 | Retiree Benefits | 7,386 | 6,844 | 543 | |
| | SUBTOTAL - Employee Benefits | 760,507 | 758,026 | 2,481 | |

Language Academy of Sacramento

Proposed FY 2017 Budget

As of June 17, 2016

| | | 2016/17 | | 2016/17 | |
|--------------------------------------|--|------------------------------------|------------------------------|---|--|
| | | Preliminary Budget as of 5/18/2016 | Proposed Budget as 6/17/2016 | Net Change from Budget Presented Last Month | Budget Assumptions |
| Books & Supplies | | | | | |
| 4000 | Approved Textbooks & Core Curricula Materials | 31,609 | 31,609 | - | \$56 per Student |
| 4101 | SPED Textbooks | 7,500 | 7,500 | - | |
| 4200 | Books & Other Reference Materials | 14,125 | 14,125 | - | \$25 per Student |
| 4201 | Library Resources | 14,125 | 14,125 | - | \$25 per Student |
| 4315 | Custodial Supplies | 18,540 | 18,540 | - | \$1545 per monthly rate |
| 4325 | Instructional Materials & Supplies | 17,459 | 17,459 | - | \$31 per Student |
| 4330 | Office Supplies | 19,776 | 19,776 | - | \$1648 per monthly rate |
| 4335 | PE Supplies | 6,180 | 6,180 | - | |
| 4340 | Professional Development Supplies | 2,318 | 2,318 | - | |
| 4352 | Garden | 2,060 | 2,060 | - | |
| 4354 | ASES Materials | 14,483 | 14,483 | - | |
| 4355 | Summer Preschool | 309 | 309 | - | |
| 4356 | SPED Consumables | 8,240 | 8,240 | - | |
| 4410 | Classroom Furniture, Equipment & Supplies | 10,000 | 10,000 | - | new classroom |
| 4420 | Computers (individual items less than \$5k) | 62,150 | 62,150 | - | \$110/student to increase tech to student ratio |
| 4423 | Classroom Noncapitalized items 1 | 1,545 | 1,545 | - | |
| 4430 | Non Classroom Related Furniture, Equipment & Suppl | 12,360 | 12,360 | - | |
| SUBTOTAL - Books and Supplies | | 242,777 | 242,777 | - | When applicable, expenses inflated by 3% increase factor |

Language Academy of Sacramento

Proposed FY 2017 Budget

As of June 17, 2016

| | 2016/17 | 2016/17 | 2016/17 | |
|---|------------------------------------|------------------------------|---|--|
| | Preliminary Budget as of 5/18/2016 | Proposed Budget as 6/17/2016 | Net Change from Budget Presented Last Month | Budget Assumptions |
| 5000 Services & Other Operating Expenses | | | | |
| 5200 Common Core Conferences | 4,244 | 4,244 | - | |
| 5210 Conference Fees | 12,360 | 12,360 | - | |
| 5215 Travel - Mileage, Parking, Tolls | 721 | 721 | - | |
| 5220 Travel and Lodging | 7,725 | 7,725 | - | |
| 5305 Dues & Membership - Professional | 4,120 | 4,120 | - | |
| 5450 Insurance - Other | 34,950 | 40,203 | (5,253) | |
| 5515 Janitorial, Gardening Services & Supplies | 142,140 | 142,140 | - | \$11845 per Monthly Rate |
| 5535 Utilities - All Utilities | 54,000 | 54,000 | - | \$4500 per Monthly Rate |
| 5605 Equipment Leases | 20,181 | 20,181 | - | \$1682 per Monthly Rate |
| 5610 Rent | 97,265 | 97,265 | - | \$8105 per Monthly Rate |
| 5615 Repairs and Maintenance - Building | 2,787 | 2,787 | - | |
| 5616 Repairs and Maintenance - Computers | 2,575 | 2,575 | - | |
| 5617 Repairs and Maintenance - Other Equipmen | 956 | 956 | - | |
| 5803 Accounting Fees | 11,361 | 11,361 | - | |
| 5804 Parent Training | 1,030 | 1,030 | - | |
| 5805 Administrative Fees | 20,203 | 20,203 | - | |
| 5806 Assemblies | 2,575 | 2,575 | - | |
| 5809 Banking Fees | 390 | 390 | - | |
| 5810 HR and Payroll Support | 166,641 | 20,000 | (20,000) | \$32 per Monthly Rate |
| 5812 Business Services | 141,641 | 141,641 | - | Independent Contractor |
| 5813 Board Development | 2,060 | 2,060 | - | 25,000 3.1% of eligible revenues less adjustment for switching payroll back in house |
| 5818 SPED Legal Fees | 10,300 | 10,300 | - | |
| 5820 Title I - SES Spending (20%) | 28,640 | 28,640 | - | |
| 5824 District Oversight Fees | 47,781 | 47,781 | - | |
| 5830 Field Trips Expenses | 50,850 | 50,850 | - | 1.0% of LCFF General Purpose Grant |
| 5833 Fines and Penalties | 500 | 500 | - | \$90 per Student |
| 5836 Fingerprinting | 1,159 | 1,159 | - | |
| 5839 Fundraising Expenses | 41,200 | 41,200 | - | |
| 5843 Interest - Loans Less than 1 Yea | 93,473 | 93,473 | - | Interest of \$4.8M loan at 2%, 30 year amortizator |
| 5845 Legal Fees | 7,856 | 7,856 | - | |
| 5851 Marketing and Student Recruiting | 1,030 | 1,030 | - | |
| 5857 Payroll Fees | 8,400 | 8,400 | - | \$700 per Monthly Rate |
| 5860 Printing and Reproduction | 13,596 | 13,596 | - | |
| 5861 Prior Yr Exp (not accrued) | - | - | - | |
| 5863 Professional Development | 26,574 | 26,574 | - | |
| 5864 Common Core Professional Development | 10,300 | 10,300 | - | |
| 5866 Special Education Professional Development | 2,575 | 2,575 | - | |
| 5869 Special Education Contract Instructors | 310,000 | 310,000 | - | Increased by \$30K to more than offset increase in revenues |
| 5874 Sports | 15,141 | 15,141 | - | |
| 5875 Staff Recruiting | 824 | 824 | - | |
| 5878 Student Assessment | 10,737 | 10,737 | - | \$19 per Student |
| 5880 Student Health Services | 1,910 | 1,910 | - | |
| 5881 Student Information System | 14,559 | 14,559 | - | \$26 per Student |
| 5887 Technology Services | 18,540 | 18,540 | - | |
| 5893 Transportation - Student | 31,518 | 31,518 | - | |
| 5910 Communications - Internet / Website Fees | 4,120 | 4,120 | - | \$172 per Monthly Rate |
| 5915 Postage and Delivery | 2,060 | 2,060 | - | \$2060 per Monthly Rate |
| 5920 Communications - Telephone & Fax | 24,720 | 24,720 | - | |
| SUBTOTAL - Services & Other Operating Exp. | 1,366,645 | 1,366,898 | (253) | When applicable, expenses inflated by 3% increase factor |
| 6900 Total Depreciation (includes Prior Years) | 519,423 | 519,423 | - | Includes \$478K in Prop. 1D Depreciation and \$42K in Parking Lot Depreciator |
| TOTAL EXPENSES including Depreciation* | 5,463,688 | 5,495,223 | (30,535) | |

The Language Academy of Sacramento

June 2016 Board Meeting

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June 17, 2016

edtec

Business and Development Specialists
for Charter Schools

Gaspar Magallanes

FY 2016 Forecast Update

Projected operating income has been revised from \$644K to \$620K or a net \$24K decrease from the forecast presented in May

| Major Line Item/Category | Net Change | Major Reason for Change |
|---------------------------------------|---------------|--|
| Field trips and fundraising revenues | +\$21K | Based on funds received through 5/31 |
| Workers Compensation Insurance | +\$14K | Assumption was 1.8% of total compensation; should be closer to 1.2% of total compensation |
| Books & Supplies | -\$3K | Based on YTD overages; however, this category will probably have major savings at year end |
| Insurance | -\$5K | Based on policy clarification |
| Field Trips | -\$10K | Based on YTD spending; in line with revenue increase |
| Fundraising | -\$5K | Based on YTD spending; in line with revenue increase |
| Printing & Prior Year Expenses | -\$12K | Bills not accrued from SCUSD from prior years |
| Interest | -\$20K | LAS paying interest on total Prop 1D funds until project closed out and money repaid |
| Miscellaneous line items | -\$4K | |
| Net Change in Operating Income | -\$24K | Sum of line item/category changes |

FY 2017 Proposed Budget Changes

Reflects a \$31K decrease in operating income and \$55K decrease in ending fund balance from the FY 2017 budget draft presented in May

| Major Line Item/Category | Net Change | Major Reason for Change |
|---|---------------|--|
| Revenues | \$0 | No change |
| Certificated staff | -\$24K | Increased spending for additional long term subs and changing of psychologist from 60% to 80% FTE offset by teacher salaries |
| Classified staff | -\$9K | Reshuffling of budget across different staff |
| Employer benefits | \$2K | Additional health insurance coverage offset by savings on workers compensation based on CalSafe Proposal |
| Insurance | -\$5K | Based on CalSafe Proposal |
| EdTec | \$25K | \$20K credit for removing payroll out of scope plus additional \$5K discount not previously included in budget |
| HR/Payroll Support | -\$20K | Independent contractor |
| Net Change in Operating Income | -\$31K | Sum of above line item/category changes |
| FY 2016 Ending Fund Balance or FY 2017 Beginning Fund Balance | -\$24K | Based on forecast changes flagged on prior slide |
| Net Change in FY 2017 Ending Fund Balance | -\$55K | Sum of FY 2016 forecast net changes and FY 2017 budget net changes |



Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IIID

Board Meeting Date: June 17, 2016

Subject: May Check Register

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the May 2016 Check Register.

Documents Attached:

1. May 2016 Check Register

| MOTION May Check Register | Aye | Nay | Abstain | Absent |
|--|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 6.13.16

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



A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# IIID

Fecha de la Reunión: 17 de mayo del 2016

Tema: Registros de la cuenta bancaria del mes de mayo

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

Comité: Liderazgo Escolar

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe los registros de la cuenta bancaria del mes de mayo del 2016.

Documentos adjunto:

1. Registro de la cuenta bancaria de mayo del 2016.

| MOCIÓN Registro de la cuenta bancaria de mayo | Aye | Nay | Abstain | Absent |
|--|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo escolar
Fecha: 6.13.16

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

Check Register

Language Academy of Sacramento
May 2016



Grand Total 147,795.98

| Vendor | Check Number | Date | Description | Check Amount |
|-----------------------------------|--------------|----------|--|--------------|
| California Credit Union | 30890 | 5/2/2016 | Acct Ending 3761 - Stmt closing date: 4/28/16 | 3,739.33 |
| California Credit Union | 30891 | 5/2/2016 | Acct Ending 6574 - Stmt closing date: 4/28/16 | 1,876.40 |
| Employment Development Department | 30889 | 5/3/2016 | Acct ID: 942-6187-2; 1st Qtr SUI Payment | 330.40 |
| Diverse Network Associates, Inc. | 30892 | 5/9/2016 | Website Hosting, CMS Software & Technical Support - May '16 | 99.00 |
| Sarah Fleming, | 30893 | 5/9/2016 | Reimb: Beads - ASES Arts & Crafts Project | 21.50 |
| Fog Willow Farms | 30894 | 5/9/2016 | Field Trip to attend Fog Willow Science Farm 06/02/16 | 462.00 |
| JCL Electronics, LLC | 30895 | 5/9/2016 | Cust# LASAC; Ruckus ZoneFlex Wireless Access Points & SYSLAB - Installation & Basic Provisioning | 1,896.33 |
| Kaiser Foundation Health Plan Inc | 30896 | 5/9/2016 | 000635866-0000; Monthly Health Premium: June 2016 & Retroactive Dues | 7,416.54 |
| Learning Solutions | 30897 | 5/9/2016 | Svc: Student Observation: 03/01 - 03/31/16 & CON - 03/01, 03/07, 03/16 & 03/17/16 | 3,642.55 |
| Laura Lomeli | 30898 | 5/9/2016 | Reimbursement 4/29/16 | 241.17 |
| Isela Martinez | 30899 | 5/9/2016 | Reimb: Supplies for Mother's Day Project & Science Experiments | 80.03 |
| Network Office Systems | 30900 | 5/9/2016 | Cust# 106532; Model# O50C; Copier Lease: 03/23 - 04/23/16 | 351.39 |
| Office Depot | 30901 | 5/9/2016 | 38699179 | 186.11 |
| Professional Tutors of America | 30902 | 5/9/2016 | SES Tutoring Services: March 2016 | 2,125.00 |
| Scholastic Reading Club | 30903 | 5/9/2016 | Customer 0697317923; transaction 03/18/2016 | 175.00 |
| Cynthia Suarez | 30904 | 5/9/2016 | Reimb: Materials for Field Trip | 39.44 |
| Universal Studios Hollywood | 30905 | 5/9/2016 | Gradventure GA Students & Chaperone - 06/01/16 | 3,045.00 |
| Windstream/PAETEC | 30906 | 5/9/2016 | 5452612 | 2,767.81 |
| Worthington Direct | 30907 | 5/9/2016 | Cust# LAN152; Primary Blocks abound Carpet | 227.66 |
| First Student, Inc. | 30908 | 5/9/2016 | C#681415 | 9,012.09 |
| Gemma Jauregui | 30909 | 5/9/2016 | Reimb: Writer's Workshop in NewYork | 507.45 |
| Shane Jobs | 30910 | 5/9/2016 | Reimb: Captzim Arm Bands & Ice for Soccer Game | 29.04 |
| Michael's Transporation Service | 30911 | 5/9/2016 | Trip# 22954; Student Transportation: LAS to Alliance | 1,572.00 |
| Office Depot | 30912 | 5/9/2016 | Redwoods 5/4/15 | 803.79 |
| Riso Products of Sacramento | 30913 | 5/9/2016 | 38699179 | 556.82 |
| | | | Cust# S1720; EZ/RZ Soy Ink Black & Master Legal A4 30S | |

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

| Vendor | Check Number | Date | Description | Check Amount |
|--|--------------|-----------|---|--------------|
| Scholastic Reading Club | 30914 | 5/9/2016 | Cust.# 2051794358; Transactions: 12/31/15, 3/22/16 | 167.00 |
| Sutter Health Plus | 30915 | 5/9/2016 | Group ID: 086116; Monthly Health Premium- 05/01 - 06/01/16 | 4,970.01 |
| Total Education Solutions | 30916 | 5/9/2016 | 12287 | 11,103.76 |
| Vision Service Plan - CA | 30917 | 5/9/2016 | Acct#12 242923 0001; Monthly Vision Premium - May 2016 | 671.74 |
| ARCG | 30918 | 5/16/2016 | Contract # 10385; Camping Field Trip - 05/04 & 5/6/2016 (Balance due) | 1,980.00 |
| CARE Educational Services | 30919 | 5/16/2016 | Occupational Therapy 04/05, 04/12, 04/19, 04/21 & 04/26/16 | 742.50 |
| Department of Industrial Relations | 30920 | 5/16/2016 | Conveyance# 167406; Prohibiting Use Based on Non - Compliance for the Inspection held on 02/02/16 | 675.00 |
| Department of Justice | 30921 | 5/16/2016 | 145921 | 64.00 |
| EdTec Inc. | 30922 | 5/16/2016 | Monthly Service-May 2016, PTO Tracking & CALPADS Data Reporting | 15,334.41 |
| Chris Ferreira | 30923 | 5/16/2016 | Reimb: Soccer Celebration | 29.90 |
| Adriana Gutierrez | 30924 | 5/16/2016 | Reimbursement 05/10/16 | 645.79 |
| Rebecca Heredia | 30925 | 5/16/2016 | Reimbursement 05/13/16 | 311.00 |
| Maria de Luna | 30926 | 5/16/2016 | Reimbursement 11/02/15 | 311.67 |
| Office Depot | 30927 | 5/16/2016 | 38699179 | 928.96 |
| Teresa Reyes | 30928 | 5/16/2016 | Reimb: Taco Sale | 234.00 |
| Scholastic Reading Club | 30929 | 5/16/2016 | Cust.# 2049198985; Transactions: 10/20/15, 1/26/16 | 189.00 |
| Angelita Sepulveda | 30930 | 5/16/2016 | Reimbursement 05/06/16 | 79.18 |
| Sierra Nevada Journeys | 30931 | 5/16/2016 | Family Science Night Scheduled for 05/18/16 | 250.00 |
| SupplyWorks | 30932 | 5/16/2016 | Acct# 774035; Custodial Supplies | 1,855.93 |
| Teachers College Reading & Writing Project | 30933 | 5/16/2016 | PO# 2015-17b/2015-17a; Inv# TCRWP-152930; | |
| World's Finest Chocolate | 30934 | 5/16/2016 | California Writing Institute 2016 - 06/01 - 06/30/16 | 1,650.00 |
| Tiffany Gellie | 30935 | 5/19/2016 | Cust# 650468; Variety Pack Auto | 1,560.00 |
| Antonio Gonzalez | 30936 | 5/19/2016 | Reimb: Breakfast, Lunch, Dinner, Snacks & Mileage | 162.75 |
| | | | Reimb: Items Used to Make & Succulent Terrariums to Sell for ES Class | 122.85 |
| California Credit Union | DB052316 | 5/23/2016 | DB052316; ACH Withdrawal CALIFORNIA CU %% ACH | 10,119.56 |
| A+ Educational Centers | 30937 | 5/25/2016 | Trace 104000011751338 CO: CALIFORNIA CU TYPE: VISA PAY DATA: 750 | 360.00 |
| Cengage Learning | 30938 | 5/25/2016 | SES Tutoring Services: 03/01 - 03/31/16 | 19.10 |
| Center for the Collaborative Classroom | 30939 | 5/25/2016 | Acct# 24922771; National Geographic | 149.12 |
| Charter Schools Development Center | 30940 | 5/25/2016 | PO: 201504; GS Gr. 4 Student Spelling | 1,686.00 |
| Curriculum Associates, Inc. | 30941 | 5/25/2016 | CSDC Membership: 1 Year | 96.91 |
| | | | Acct# 0814209; QW Everyday Writer Spanish | |

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

| Vendor | Check Number | Date | Description | Check Amount |
|--|--------------|-----------|---|--------------|
| De Lage Landen Financial Services, Inc | 30942 | 5/25/2016 | Acct#232633; Monthly Copier Lease 05/01 - 05/31/16 | 1,681.75 |
| Stephanie Dobkin | 30943 | 5/25/2016 | Reimb: Math & Project for Mother's Day | 32.77 |
| Elevator Industries, Inc. | 30944 | 5/25/2016 | Cust# 1057; Inv# 11632; Elevator Maintenance for the Current Month | 700.00 |
| Excel Photographers | 30945 | 5/25/2016 | Full Color Yearbook with Full Color Custom Cover & Presales on YB -Online | 2,800.95 |
| Tamara Faber | 30946 | 5/25/2016 | Reimb: Food | 44.10 |
| Chris Ferreira | 30947 | 5/25/2016 | Coach Stipend - May '16 | 833.32 |
| Adriana Gutierrez | 30948 | 5/25/2016 | Workshop Stipend - 05/12/16 | 100.00 |
| Ann Hubbell | 30949 | 5/25/2016 | Workshop Stipend - 05/12/16 | 100.00 |
| K12 Health | 30950 | 5/25/2016 | Svc: Health Assessment & Hearing/Vision Screening | 2,430.00 |
| Cristina Meza | 30951 | 5/25/2016 | Reimbursement 05/12/16 | 243.59 |
| Network Office Systems | 30952 | 5/25/2016 | Cust. #106532 OCE 8080018 | 49.94 |
| Neumann LTD | 30953 | 5/25/2016 | Conff# 44654; Reservation for Field Trip : 05/31/16 | 3,700.00 |
| Office Depot | 30954 | 5/25/2016 | 38699179 | 480.18 |
| Michelle Pena | 30955 | 5/25/2016 | Reimb: Box Tops Center Reward & Plates | 88.19 |
| Rainforth Grau Architects | 30956 | 5/25/2016 | Project# 2015-1236.00; Professional Services: 04/01 - 04/30/16 | 17,819.05 |
| Really Good Stuff, Inc. | 30957 | 5/25/2016 | Acct# 7953440: Materials & Supplies | 70.92 |
| Dana Romo | 30958 | 5/25/2016 | Reimb: Materials & Supplies | 141.39 |
| Shane Jobs | 30959 | 5/25/2016 | Coach Stipend - May '16 | 500.00 |
| Sutter Health Plus | 30960 | 5/25/2016 | Group ID: 086116; Monthly Health Premium - 06/01 - 06/30/16 & Retroactive Adjustments | 4,926.10 |
| Teachers College Reading & Writing Project | 30961 | 5/25/2016 | PO# 2015-17b; Inv# TCRWP-152798; Writing Institute: | 825.00 |
| TheatreWorks USA | 30962 | 5/25/2016 | 06/01 - 06/30/16 Show Tickets for Junie's Essential on 05/02/16 | 90.00 |
| Unum Life Insurance Company of America | 30963 | 5/25/2016 | Billing# 0405535-001 1; Monthly Dental Premium- June 2016 | 3,171.50 |
| Dehisy Valencia | 30964 | 5/25/2016 | Workshop Stipend -05/12/16 | 100.00 |
| Western Health Advantage | 30965 | 5/25/2016 | Group #107631 A000; Monthly Dental Premium - June 2016 | 9,193.24 |

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.



A California Public School

Agenda Item# IIIE

Board Meeting Date: June 17, 2016

Subject: Board Development

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

Committee: Mellor, Bersola

Information:

Governing Board to complete the following:

1. Governing Board Year End Survey

Governing Board will need to establish dates for the following:

1. Board meeting dates (summer 2016)
2. Retreats and leadership development

Attachments:

- 1) LAS Academic Calendar 2016-17
- 2) Governing Board Year End Survey

| |
|--|
| <p>Estimated Time of Presentation: 10 min Submitted By: Board President Date: 6.17.16</p> |
|--|

| |
|--|
| <p>Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____</p> |
|--|



A California Public School

Agenda Artículo# IIIE

Fecha de la Reunión: 17 de junio, 2016

Tema: Desarrollo de la Mesa Directiva

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

Comité: Maryann Mellor, Michelle Ramos

Información:

La Mesa Directiva debe completar lo siguiente:

1. Encuesta del fin de año para la Mesa Directiva

La Mesa Directiva necesitará establecer fechas para lo siguiente:

3. Fechas para las reuniones mensuales (verano 2016)
4. Retiros y desarrollo profesional

Documentos Adjuntos:

1. Calendario escolar 2016-2017
2. Encuesta del fin de año para la Mesa Directiva

Tiempo estimado para la presentación: 10 min.
Entregado por: Presidente de la Mesa Directiva
Fecha: 6.17.16

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

**Language Academy of Sacramento
Governing Board: Self-
Assessment 2015-2016**

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

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

Governing Board Member: _____ Date: _____



A California Public School

Agenda Item# IIIF

Board Meeting Date: June 17, 2016

Subject: EPA Resolution

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

Committee: School Leadership

Information:

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). Of the funds in the account, 89 percent in provided to K-12 education.

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2015-16 and 2016-17 and the proposed spending allocation.

| | Estimated Allocation | Approved EPA Spending |
|----------------|-----------------------------|--------------------------------------|
| FY 2016 | 698,711 | Account Code 1100 - Teacher Salaries |
| FY 2017 | 693,790 | Account Code 1100 - Teacher Salaries |

Recommendation:

School Leadership requests that the Governing Board review and approve the attached EPA resolution.

Documents Attached:

1. EPA Resolution

| MOTION EPA Resolution | Aye | Nay | Abstain | Absent |
|----------------------------------|------------|------------|----------------|---------------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 6.13.16

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



A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# IIIF

Fecha de la Reunión: 17 de junio del 2016

Tema: Resolución de EPA

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

Comité: Liderazgo Escolar

Información: Los ingresos generados mediante la proposición 30 son depositados en una nueva cuenta llamada, cuenta de protección de educación. De los fondos en la cuenta, el 89% es para educación de K-12.

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2015-2016 y 2016-2017, así como los gastos asignados.

| | Asignaciones estimadas | Gastos aprobados de EPA |
|------------------------|------------------------|--|
| Año fiscal 2016 | 698,711 | Código de cuenta 1100 – Salarios de maestros |
| Año fiscal 2017 | 693,790 | Código de cuenta 1100 – Salarios de maestros |

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la resolución de EPA.

Documentos adjunto:

1. Resolución de EPA

| MOCIÓN Póliza de educación para estudiantes sin vivienda | Aye | Nay | Abstain | Absent |
|---|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 6.13.16

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

**LANGUAGE ACADEMY OF SACRAMENTO RESOLUTION REGARDING THE
EDUCATION PROTECTION ACCOUNT FOR FY 2016 & FY 2017**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the LANGUAGE ACADEMY OF SACRAMENTO shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of LANGUAGE ACADEMY OF SACRAMENTO;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of LANGUAGE ACADEMY OF SACRAMENTO has determined to spend the monies received from the Education Protection Act as noted below.

| | Estimated Allocation | Approved EPA Spending |
|----------------|-----------------------------|--------------------------------------|
| FY 2016 | 698,711 | Account Code 1100 - Teacher Salaries |
| FY 2017 | 693,790 | Account Code 1100 - Teacher Salaries |



Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IIIG

Board Meeting Date: June 17, 2016

Subject: Insurance Renewal

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

Committee: School Leadership

Information: CharterSAFE provides group self-insurance and risk management services designed specifically for California's charter schools. It has been the liability and workers compensation insurance provider for the Language Academy of Sacramento for the past few years. The proposal represents a modest increase relative to 2015-16.

Recommendation:

School Leadership requests that the Governing Board review and approve the insurance renewal.

Documents Attached:

1. Premium Summary
2. Insurance Proposal

| MOTION Insurance Renewal | Aye | Nay | Abstain | Absent |
|-----------------------------|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 6.13.16

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



A California Public School

Agenda Artículo# IIIG

Fecha de la Reunión: 17 de Junio del 2016

Tema: Renovación de póliza de seguro

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

Comité: Liderazgo Escolar

Información: CharterSAFE provee servicios de auto-seguro y administración de riesgos diseñados específicamente para escuelas chárter en California. CharterSAFE ha sido el proveedor de seguros de responsabilidad y compensación de empleados para LAS durante varios años. La propuesta representa un incremento en comparación al año fiscal 2015-2016.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la renovación de póliza de seguro.

Documentos adjunto:

1. Resumen de prima del seguro
2. Propuesta de seguro

| MOCIÓN Certificación de protección de oración | Aye | Nay | Abstain | Absent |
|---|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 10 min.
Entregado por: School Leadership
Fecha: 6.13.16

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

The Language Academy of Sacramento 2016-17 Insurance Renewal

Premium Summary 2016-2017

This Proposal includes the following coverages:

| | |
|---|--------------------|
| Package | \$40,203.00 |
| <ul style="list-style-type: none">● Board and Employment Liability<ul style="list-style-type: none">○ Directors and Officer Liability (D&O)○ Employment Practices Liability (EPL)○ Fiduciary Liability● General Liability<ul style="list-style-type: none">○ Educator's Legal Liability (Educator's E&O)<ul style="list-style-type: none">○ Individualized Education Plan (IEP) Defense○ Employee Benefits Liability○ Sexual Abuse Liability● Auto Liability & Physical Damage● Excess Liability● Property● Crime● Terrorism Liability● Student Accident Liability● Cyber Liability | |
| Workers' Compensation & Employers' Liability | \$24,729.00 |
| <ul style="list-style-type: none">● Workers' Compensation & Employers' Liability | |
| Total Premium | \$64,932.00 |

charterSAFE
Insurance, Risk Management and Employee Benefits
www.chartersafe.org

The Language Academy of Sacramento

Insurance Proposal

**Coverage Effective: July 1, 2016 at 12:01 AM -
July 1, 2017 at 12:01 AM**

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: (888) 901-0004 Fax: (530) 236-9569
Web Site: <http://www.chartersafe.org>

Disclosure:

This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA), based on the information provided by your school. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contract language. The policies themselves must be read for those details. Policy forms for your reference will be made available upon the school's request to the California Charter Schools JPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

INTRODUCTION

Dear Eduardo,

CharterSAFE is pleased to present your renewal proposal for the 2016-2017 school year. Please review this document, which includes:

- 2016-2017 Premium Summary
- Exposures
- Schedule of Locations
- Board and Employment Liability
- General Liability
- Auto Liability & Physical Damage
- Excess Liability
- Property
- Crime
- Terrorism Liability
- Student Accident Liability
- Cyber Liability
- Workers' Compensation & Employer's Liability
- Claims Reporting Instructions

Please note, all of our complimentary member services are still in effect for the 2016-2017 policy period. Member services include access to online staff training, human resources advice, risk management and loss control advice and site inspections, and contract review of insurance and indemnity provision. Please contact a CharterSAFE representative for more information.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating A.M. Best of A- VII or higher.

Required Signatures:

To bind coverage, you must sign and complete the following:

1. The proposal acceptance at the end of the Premium Summary

Once these signatures are in place, please return the signed document to jrubin@chartersafe.org or fax to (530) 236-9569.

Thank you,

The CharterSAFE Team

EXPOSURES

The premiums are calculated based on the following exposures on schedule:

| | |
|--|----------------|
| No. Students | 488 |
| No. Employees | 54 |
| Annual Payroll | \$1,986,320.00 |
| Building Value - Replacement Cost | \$5,532,000.00 |
| Content Value - Replacement Cost | \$460,000.00 |
| Electronic Data Processing (EDP) - Replacement Cost | \$302,000.00 |
| Total Insured Value (Building+Content+EDP Values) | \$6,294,000.00 |
| Vehicles | |

Continuity and Retroactive Dates:

| | |
|--|------------|
| Directors & Officers Liability Continuity Date: | 07/01/2011 |
| Employment Practices Liability Continuity Date: | 07/01/2011 |
| Fiduciary Liability Continuity Date: | 07/01/2012 |

SCHEDULE OF LOCATIONS

Each of the addresses listed below are covered for all lines of coverage presented in this proposal:

Policyholder mailing address 1221

2850 49th Street
Sacramento, CA 95817

| Location | ID |
|---|-----------|
| Language Academy of Sacramento Building 1 (Classrooms): 2850 49th Street 2850 49th Street Sacramento, CA 95817-2398 | 1811 |
| Language Academy of Sacramento Building 2 (Gym): 2850 49th Street 2850 49th Street Sacramento, CA 95817 | 11255 |

BOARD AND EMPLOYMENT LIABILITY

COVERAGE IS ON A CLAIMS MADE BASIS

| <u>Layer 1 Coverages:</u> | <u>Layer 1 Limits:</u> | <u>Layer 1 Deductibles:</u> |
|--|--|------------------------------------|
| Directors and Officers and Company Liability | \$1,000,000 per claim and member aggregate | \$2,500 per claim |
| Employment Practices Liability | \$1,000,000 per claim and member aggregate | \$10,000 per claim |
| Fiduciary Liability | \$1,000,000 per claim and member aggregate | \$0 |
| | | |
| <u>Layer 2 Coverages*:</u> | <u>Layer 2 Limits:</u> | <u>Layer 2 Deductibles:</u> |
| Directors and Officers and Company Liability & Employment Practices Liability | \$4,000,000 per claim \$4,000,000 per member aggregate | None, follow form Layer 1 Coverage |

*Layer 2 Coverages include General Liability, Law Enforcement Liability, Sexual Abuse Liability, Employee Benefits Liability, Educator's Legal Liability, Auto Liability, Directors and Officers Liability, and Employment Practices Liability. Directors and Officers Liability and Employment Practices Liability are on an claims-made basis. All other coverages are on an occurrence basis.

GENERAL LIABILITY

Layer 1 Coverages*:

Layer 1 Limits:

Layer 1 Deductibles:

| | | |
|--|--|--|
| Bodily Injury, Property Damage | \$1,000,000 per occurrence | \$500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High Risk Activity</i> ** |
| Medical Payments | \$10,000 per person \$50,000 per occurrence | \$0 |
| Educator's Legal Liability | \$1,000,000 per occurrence | \$2,500 per occurrence (except for IEP Defense) |
| IEP Defense Sublimit | \$50,000 per occurrence and aggregate | \$5,000 per occurrence |
| Employee Benefits Liability | \$1,000,000 per occurrence | \$0 |
| Law Enforcement Liability | \$1,000,000 per occurrence | \$0 |
| Sexual Abuse Liability | \$1,000,000 per occurrence | \$0 |
| Products and Completed Operations | \$1,000,000 per occurrence | \$0 |

*Layer 1 Limits do not have aggregates (except for IEP Defense Sublimit)

**Please contact Carly Weston (cweston@chartersafe.org / 818-709-1570) of CharterSAFE's Risk Management team for the list of *High Risk Activities*.

Layer 2 Coverages*:

Layer 2 Limits:

Layer 2 Deductibles:

| | | |
|---|--|--|
| Bodily Injury, Property Damage, Law Enforcement Liability, Employee Benefits Liability, Sexual Abuse Liability | \$4,000,000 per occurrence \$4,000,000 per member aggregate | None, follow form Layer 1 Coverages |
|---|--|--|

*Layer 2 Coverages include General Liability, Law Enforcement Liability, Sexual Abuse Liability, Employee Benefits Liability, Educator's Legal Liability, Auto Liability, Directors and Officers Liability, and Employment Practices Liability. Directors and Officers Liability and Employment Practices Liability are on an claims-made basis. All other coverages are on an occurrence basis.

AUTO LIABILITY & PHYSICAL DAMAGE

| <u>Layer 1 Coverages*:</u> | <u>Layer 1 Limits:</u> | <u>Layer 1 Deductibles:</u> |
|---|----------------------------|---|
| Owned Auto Liability, if applicable: | \$1,000,000 per occurrence | \$0 |
| Non-Owned Auto Liability: | \$1,000,000 per occurrence | \$0 |
| Hired Auto Liability: | \$1,000,000 per occurrence | \$0 |
| Auto Physical Damage**: | \$1,000,000 per occurrence | \$500 per occurrence for Hired Auto Physical Damage |

*Layer 1 Limits do not have aggregates.

** Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.

| <u>Layer 2 Coverages*:</u> | <u>Layer 2 Limits:</u> | <u>Layer 2 Deductibles:</u> |
|--|--|-------------------------------------|
| Owned, Non-Owned, and Hired Auto Liability: | \$4,000,000 per occurrence \$4,000,000 per member aggregate | None, follow form Layer 1 Coverages |

*Layer 2 Coverages include General Liability, Law Enforcement Liability, Sexual Abuse Liability, Employee Benefits Liability, Educator's Legal Liability, Auto Liability, Directors and Officers Liability, and Employment Practices Liability. Directors and Officers Liability and Employment Practices Liability are on an claims-made basis. All other coverages are on an occurrence basis.

EXCESS LIABILITY - SELF JPA Option

| | |
|------------------------------|---|
| Coverage Provided by: | SELF JPA |
| Coverage: | Excess Liability, separate Memorandum of Coverage with separate terms, conditions, and exclusions |
| Limits: | \$25,000,000 per occurrence/claim |
| | \$25,000,000 per member aggregate |

***Please see the SELF JPA Memorandum of Coverage for listing of underlying coverages, limits, terms, conditions, and exclusions.**

PROPERTY

| | |
|---|---|
| Perils Include: | Direct Physical Loss |
| Valuation: | Replacement Cost as scheduled with CharterSAFE, see "Exposures" page above for scheduled limits |
| Deductible: | \$1,000 per occurrence |
| Limits: | |
| Property: | \$150,000,000 per occurrence Or Total Insured Value as scheduled with CharterSAFE, whichever is lower. Please see "Exposures" page above for scheduled limits |
| Boiler & Machinery/ Equipment Breakdown: | \$150,000,000 per occurrence Or Total Insured Value as scheduled with CharterSAFE, whichever is lower. Please see "Exposures" page above for scheduled limits |
| Business Interruption: | \$5,000,000 per occurrence |
| Extra Expense: | \$5,000,000 per occurrence |
| Terrorism Risk Insurance Act (TRIA): | \$150,000,000 per occurrence Or Total Insured Value as scheduled with CharterSAFE, whichever is lower. Please see "Exposures" page above for scheduled limits |

Please note: If you have a renovation/construction project valued over \$200,000, please contact Thuy Ly (tly@chartersafe.org / 888-901-0004x14). CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional premium would apply.

CRIME

| <u>Coverages*</u> | <u>Limits</u> | <u>Deductibles</u> |
|---|----------------------------|----------------------|
| Monies and Securities: | \$1,000,000 per occurrence | \$500 per occurrence |
| Computer & Funds Transfer Fraud: | \$1,000,000 per occurrence | \$500 per occurrence |
| Forgery or Alteration: | \$1,000,000 per occurrence | \$500 per occurrence |
| Employee Dishonesty: | \$1,000,000 per occurrence | \$500 per occurrence |

*Crime coverages do not have aggregates.

TERRORISM LIABILITY

COVERAGE IS ON A CLAIMS MADE BASIS

| | |
|--------------------|--|
| Deductible: | \$0 |
| Limits: | \$5,000,000 per occurrence/ CharterSAFE Members' Combined Annual Aggregate |
| Reporting: | Must be reported to Underwriter within 90 days after policy expiration. Coverage is provided on a claims-made basis. |

Please note: Terrorism coverage for Property is included under the "Property" Page above as "Terrorism Risk Insurance Act (TRIA)"

STUDENT ACCIDENT LIABILITY

Deductible: \$0

Limits:

| | |
|-----------|---|
| \$50,000 | Maximum Limit per Injury/Accident |
| | 104 Week Benefit Period |
| \$15,000 | Accidental Death Benefit |
| \$30,000 | Accidental Dismemberment Benefit |
| \$500,000 | Aggregate Limit of Indemnity, applicable to AD&D only |

Terms & Conditions:

- Coverage is provided on an Excess Basis (Co-insurance is covered at 100%), but would become primary should the student not have health insurance
- Claim submission deadline: 90 days of date of injury or first treatment.
- Claim processing time: 10-15 days

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Arthur J. Gallagher & Co. Insurance Brokers of California, Inc.
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Audra Powers
Account Executive
Audra_Powers@ajg.com
949-349-9840

CYBER LIABILITY

Coverage Includes:

- Privacy Notification Costs
- Regulatory Fines and Claim Expenses for Privacy Liability
- Extortion Damages for Extortion Threat
- Crisis Management Expenses
- Business Interruption

Deductible: \$2,500 per occurrence

Limits: \$1,000,000 per occurrence
\$5,000,000 CharterSAFE Members' Combined Annual Aggregate

Reporting: Claims must be reported within 60 days after policy expiration

Requirement for Coverage to be in effect: Completed cyber application and signed statement of no known losses

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

| | | |
|--|-------------|--|
| Deductible: | \$0 | |
| Limits - Workers' Compensation: | Statutory | |
| Limits - Employers' Liability: | \$5,000,000 | Bodily Injury per Each Accident |
| | \$5,000,000 | Bodily Injury by Disease per Each Employee |
| | \$5,000,000 | Bodily Injury by Disease Policy Limit |

Auditable: **The estimated payroll figure will be audited at the end of each coverage period. The CCS JPA will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been over-estimated, a refund will be issued. If the estimated payroll figure has been under-estimated, an invoice for the additional amount due will be issued.**

ChartersSAFE

Policy Year: 7/1/2016 - 7/1/2017

Forms and instructions available at www.chartersafe.org

Claims Reporting Quick Reference Guide

Sue Bedard, ARM-P
Senior Risk & Claims Manager
Phone: 818.709.1570
sbedard@chartersafe.org

Cathy Weston, MPA
Risk & Claims Manager
Phone: 818.709.1570
cweston@chartersafe.org

Susan Diamanti, WCCP
Workers' Compensation Manager
Phone: 818.239.9552
sdiamanti@chartersafe.org

| EMPLOYEE INJURY | STUDENT INJURY | PROPERTY/ LIABILITY CLAIM |
|---|--|--|
| <p>What to do if an employee injury or illness requiring professional medical treatment occurs.</p> <ol style="list-style-type: none"> 1. If the injury requires emergency medical treatment, call 911 and transport or request an ambulance. For emergency care, employee may go to nearest hospital or urgent care. 2. DWC-1. Provide blank DWC-1 to the employee within one working day of finding out about an injury or illness. Injured employees must complete the employee section of the DWC-1 if they opt to file a claim. 3. Complete employer's portion of the returned DWC-1 form and give a copy to the employee. Retain your copy in a central location — not the employee's personnel file. 4. Referral. Refer the employee for appropriate medical treatment at the industrial medical facility designated by the employer (unless the employee has pre-designated to use his or her own physician). Provide a copy of the Workers' Compensation Card to the employee to facilitate the medical provider's intake of the employee and the billing process. 5. Report. Complete the Employee Incident Call-In Report. Then, immediately call ChartersSAFE's claim hotline (877) 263-9904 to report the claim. The hotline service will complete the state-mandated DLSR 5020 (Employer's First Report) for you and will send a copy to ChartersSAFE and the claim adjuster. A claim will automatically be established and the adjuster will make contact. 6. There are state-imposed penalties for late or non-reporting. Report Immediately. Stay involved and maintain an open dialogue with the employee — don't assume the claim administrator/adjuster is taking care of everything. | <p>What to do if a student injury/requiring professional medical treatment occurs.</p> <ol style="list-style-type: none"> 1. Provide first aid, refer student to the family's choice of medical provider, or if needed, call 911 for emergency medical treatment; contact parent/guardian per school policy (always contact immediately for head or eye injuries). Inform the parent that the Student Accident Insurance is available.* 2. Claim form. Complete Part 1A of the Gallagher Student Health/BMI Benefits claim form and sign it, then provide the parent/guardian with the claim form, instruction sheet, and Student Injury Card. The parents are responsible for submitting a claim within 90 days, if they wish to do so. 3. Report. File an incident report by completing the online student injury form at chartersafe.org. A report number will be assigned and referenced if litigation occurs. (<i>This report is confidential and should NOT be given to parents.</i>) NOTE: This is not considered to be "filing a claim" — for medical bill payment, the parents must also complete the Gallagher Student Health/BMI Benefits claim form and send it to the insurance company, along with the requested documents. <p>*The Student Accident Insurance (SAI) provided by ChartersSAFE covers medical expenses arising from student injuries. The family's health insurance is primary, but if there is no health insurance, the SAI becomes primary. SAI is a no-fault insurance coverage and claims do not impact the school's loss ratio. If parents are made aware of the coverage immediately following an incident, the likelihood of a lawsuit is reduced. The SAI covers students only when they are injured on campus or participating in a school-sponsored off-campus activity.</p> | <p>What to do if school-owned vehicle or property is damaged or stolen, liability claim, employment practices claim, or IEP/ Due Process is made against the school, or a guest injury occurs on your premises.</p> <p>NOTE: Any sexual abuse incident/allegation or claim asserted against the school must be reported as soon as it is brought to the attention of the school and mandated report is made — regardless whether a demand letter has been received or not. A delay in reporting could result in a lapse of coverage.</p> <ol style="list-style-type: none"> 1. Complete either the Liability Incident Call-In Report or the Property/Vehicle Loss Incident Call-In Report based upon the nature of the incident. (<i>These forms are confidential and should NOT be given to guests or third parties.</i>) 2. Report. Then immediately call ChartersSAFE's claim hotline (877) 263-9904 to report the claim. A claim file will automatically be established and an adjuster will make contact. (This report is confidential and should NOT be given to guests or third parties.) Note: The hotline is a vendor-provided service that is available 24/7 and will contact ChartersSAFE immediately in an emergency; they may not be able to answer all of your questions. For claim assistance please call (818) 709-1570. |

MAY 2016



Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IIIH

Board Meeting Date: June 17, 2016

Subject: Title I Application

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

Committee: School Leadership

Information: Title I funding is used to supplement LAS' standard academic offerings. The Consolidated Application must be turned in via CARS by June 30th. Submission of the application requires approval by the local governing board, certifying that the school will adhere to legal assurances as published by the California State Board of Education. EdTec completes the submission on behalf of LAS.

Recommendation:

School Leadership requests that the Governing Board review and approve the Title I application.

Documents Attached:

1. Title I Application Approval

| MOTION Title I Application | Aye | Nay | Abstain | Absent |
|-------------------------------|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 6.13.16

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



A California Public School

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

Agenda Artículo# IIII

Fecha de la Reunión: 17 de Junio del 2016

Tema: Aplicación de Title I

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

Comité: Liderazgo Escolar

Información: Fondos de Title I son usados para suplementar los estándares académicos de LAS. La aplicación debe ser entregada para el 30 de junio, mediante CARS. La aplicación requiere la aprobación de la Mesa Directiva, certificando que la escuela debe adherirse a las garantías publicadas por la Mesa Directiva de Educación de California.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la aplicación de Title I.

Documentos adjunto:

1. Aprobación de la aplicación de Title I

| MOCIÓN Aplicación de Title I | Aye | Nay | Abstain | Absent |
|--|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 6.13.16

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

Language Academy of Sacramento 2016-17 Application for Title I Funding

Background Information

To receive Title funding, in addition to having an approved LEA plan on file with the state, each Local Educational Agency (LEA) and direct-funded charter school must annually submit the Consolidated Application via CARS.

CARS is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each LEA submits Part I of the application to document participation in these programs and provide assurances that the LEA will comply with the requirements of each program. Program entitlements are determined by formulas contained in the laws that fund these programs.

Part I of the application is submitted by June 30th each year and contains the district and direct-funded charter school entitlements for each funded program.

Submission of the application requires approval by the local governing board, certifying that the school will adhere to the legal assurances as published by the California State Board of Education. EdTec completes the submission on behalf of the Language Academy of Sacramento.

An Overview of the Intended Programs

Title I, Part A, School Wide Program: Funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low-performing students and enable the students to meet the state's challenging academic standards. Funds should be used to supplement, not supplant, other sources of funding.

Title II, Part A, Improving Teacher Quality Funds: The purpose of Title II is to increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Each program is accompanied by a list of assurances which can be found at <http://www.cde.ca.gov/fg/fo/fm/generalassurances2015.asp>. In order to receive funding, the school must comply with those assurances.

Fiscal Impact

Below are the federal funding entitlements from the prior year and estimates for the current year for Elementary and Secondary Education Act (ESEA) programs that the Language Academy of Sacramento is eligible for and that we recommend applying for:

| | 2015-16 School Year | 2016-17 School Year |
|----------------------------|---------------------|---------------------|
| Title I, Part A | \$139,027 | \$164,667* |
| Title II, Part A | \$1,922 | \$2,514* |
| Total Title Funding | \$140,949 | \$167,181* |

*estimated

Use

Typically, the Language Academy of Sacramento uses its Title I funding for academic accountability and instructional support aides, as well as any supplemental educational services. Title II funding is typically used to fund professional development or other fiscal measures meant to recruit and retain highly qualified teachers and instructional staff.

Parent Involvement

Under Section 1118 of the Elementary and Secondary Education Act, the school is required to have a Title I parent involvement policy and annual evaluation of said policy.

General Disclaimer

Please note that EdTec is not an expert on Title programs, nor does it provide compliance support for Title programs. This remains the school's responsibility. EdTec does provide fund accounting support and financial reporting, and can assist with developing potential program budgets and general requirements, but ultimately this still requires the school to ensure program compliance takes place. The main compliance issue to remember is Title funding must be used to supplement the school's standard academic offerings– they cannot supplant.

Approval of Application this June 17, 2016

Signature of Secretary or Board Chair



Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IIIJ

Board Meeting Date: June 17, 2016

Subject: Protected Prayer Certification

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

Committee: School Leadership

Information: As a condition of receiving Title I funding, LAS must fulfill federal requirements regarding constitutionally protected prayer in public elementary and secondary schools.

Recommendation:

School Leadership requests that the Governing Board review and approve the Protected Prayer Certification.

Documents Attached:

1. Protected Prayer Certification

| MOTION Protected Prayer Certification | Aye | Nay | Abstain | Absent |
|---|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 6.13.16

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



A California Public School

Agenda Artículo# IIIJ

Fecha de la Reunión: 17 de Junio del 2016

Tema: Certificación de protección de oración

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

Comité: Liderazgo Escolar

Información: Como condición de recibir fondos por parte de Title I, LAS debe cumplir con los requisitos federales, en referencia a la protección constitucional de oración en las escuelas primarias y secundarias públicas.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la certificación de protección de oración.

Documentos adjunto:

1. Certificación de protección de oración

| MOCIÓN Certificación de protección de oración | Aye | Nay | Abstain | Absent |
|---|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 10 min.
Entregado por: School Leadership
Fecha: 6.13.16

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

Language Academy of Sacramento 2016-17 Protected Prayer Certification

As a condition of receiving Title I funding, ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools.

Protected Prayer Certification Statement

The Language Academy of Sacramento hereby assures and certifies to the California State Board of Education that the Language Academy of Sacramento has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."¹

The Language Academy of Sacramento hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

Adopted this June 17, 2016

Signature of Secretary or Board Chair

¹ http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html



A California Public School

Agenda Item# IIIK

Board Meeting Date: June 17, 2016

Subject: Homeless Education Policy

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

Committee: School Leadership

Information: As a condition of receiving Title I funding, LAS is required to have a homeless education policy that ensures an equitable education for its homeless students.

Recommendation:
 School Leadership requests that the Governing Board review and approve the Homeless Education Policy.

Documents Attached:

1. LAS 2016-2017 Homeless Education Policy

| MOTION LAS 2016-2017 Homeless Education Policy | Aye | Nay | Abstain | Absent |
|---|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 6.13.16

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



A California Public School

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

Agenda Artículo# IIIK

Fecha de la Reunión: 17 de Junio del 2016

Tema: Póliza de educación para estudiantes sin vivienda

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

Comité: Liderazgo Escolar

Información: Como condición de recibir fondos por parte de Title I, LAS debe tener una póliza de educación para estudiantes sin vivienda que sea asegure una educación equitativa para sus estudiantes sin vivienda.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la póliza de educación para estudiantes sin vivienda.

Documentos adjunto:

1. Póliza de educación para estudiantes sin vivienda.

| MOCIÓN Póliza de educación para estudiantes sin vivienda | Aye | Nay | Abstain | Absent |
|---|-----|-----|---------|--------|
| Aceves, Fernando | | | | |
| Ruiz, Erika | | | | |
| Ramos, Michelle | | | | |
| Mellor, MaryAnn | | | | |
| González, Gustavo | | | | |
| Sepúlveda-Parnell, Angel | | | | |
| Gutiérrez, Adriana | | | | |
| González, Antonio | | | | |
| Kraemer, Jack | | | | |
| Totales: | | | | |

Tiempo estimado para la presentación: 10 min.
Entregado por: School Leadership
Fecha: 6.13.16

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

Language Academy of Sacramento 2016-17 Homeless Education Policy

As a condition of receiving Title I funding, LEAs are required to have a homeless education policy that ensures an equitable educational offering for its homeless students and lack of permanent residency doesn't otherwise impede enrollment or attendance.

The Language Academy of Sacramento has designated Eduardo De Leon as the liaison for homeless children and youths. He may be reached at edeleon@lsac.info.

The Language Academy of Sacramento agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

The Language Academy of Sacramento will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from the Language Academy of Sacramento, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by the Language Academy of Sacramento as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in the Language Academy of Sacramento will be identified.

Data will be collected on the number of children and youth experiencing homelessness in the Language Academy of Sacramento; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at the Language Academy of Sacramento identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Language Academy of Sacramento and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The Language Academy of Sacramento must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Transportation

If transportation is offered at the Language Academy of Sacramento, parents and unaccompanied youth will be informed of their right to transportation before they are enrolled. At a parent's or unaccompanied youth's request, said transportation if offered will be provided for the entire time the child or youth attends the Language Academy of Sacramento, including during pending disputes.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in the Language Academy of Sacramento, including:

- Transportation

- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, the Language Academy of Sacramento must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to the Language Academy of Sacramento pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

The Language Academy of Sacramento will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at the Language Academy of Sacramento and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Language Academy of Sacramento's decision as provided in the Language Academy of Sacramento's formal dispute resolution process.

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of the Language Academy of Sacramento.

Coordination

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and the Language Academy of Sacramento in implementing this policy.



A California Public School

Agenda Item# IIIL

Board Meeting Date: June 17, 2016

Subject: Director's Evaluation: Update

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

Committee: Academic Director Evaluation Committee: Mellor, Ruiz

Information:

Academic Director Evaluation Process:

Update: The Committee have conducted all three focus group sessions:

1. Student focus group session on April 7th
2. Parent group session on May 4th
3. Staff focus group on May 12th

Timeline:

1. Director's Evaluation Committee meets with Academic Director (AD) to set goals
2. AD completes own evaluation by mid-March
3. March/April Parent Council and Student Council meetings: Mellor or Ruiz picks names out of a hat for composition of parent and student focus groups.
4. By end of May/June: Director's Evaluation Committee conducts focus groups of teachers, staff, parents and students (Student Council)- give information re AD's performance- focus groups use open-ended questions based on AD job description/Performance rubric
5. Director's Evaluation Committee conducts AD evaluation
6. Director's Evaluation Committee presents AD evaluation to Board

Process: Meet with the Director, discuss constituent feedback and evaluation document, set goals for next year's evaluation.

Next Steps in June Meeting:

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

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| <p>Estimated Time of Presentation: 10 minutes Submitted By: Mellor/Ruiz Date: 6.17.16</p> |
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| <p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p> |
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A California Public School

Agenda Artículo# IIIL

Fecha de la Reunión: 17 de junio del 2016

Tema: Comité de Evaluación del Director: Noticias recientes

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

Comité: Comité de Evaluación del Director: Mellor, Ruiz

Información:

Proceso de Evaluación del Director Académico:

Noticias recientes: El comité llevo a cabo tres sesiones de grupos de enfoque:

- 1) Una sesión con estudiantes el 7 de abril
- 2) Una sesión con los padres el 4 de mayo
- 3) Una sesión con el personal el 12 de mayo

Linea de tiempo:

1. Comité de Evaluación del Director se reúne con el Director Académico (AD) para establecer metas.
2. AD completa su auto-evaluación a mediados de marzo.
3. Reuniones de concilio de padres y concilio estudiantil en abril: Mellor o Ruiz escogen los nombres por medio de sorteo para componer los grupos de enfoque de padres y estudiantes.
4. Final de mayo/junio: el Comité de Evaluación conduce grupos de enfoque para maestros, personal, padres y estudiantes (concilio estudiantil)- se da información con respecto al trabajo del Director Académico- los grupos utilizan preguntas abiertas basadas en la descripción del trabajo del AD y la rúbrica de rendimiento.
5. El comité de evaluación del director conduce evaluaciones del Director Académico.
6. El comité de evaluación del director presenta la evaluación del Director Académico en la reunión de la Mesa Directiva.

Proceso: Comité de Evaluación del Director se reúne con el Director Académico (AD) para establecer metas para la evaluación del año siguiente.

Pasos siguientes para la reunión de junio:

- a) Porque la evaluación del director es una acción del personal, la evaluación del director y renovación de contratos se hace durante una sesión cerrada. Durante esta sesión, todos los miembros del personal se van de la reunión. Solo miembros que no son parte del personal participan en la discusión durante la sesión cerrada.
- b) Durante la sesión cerrada, la Mesa Directiva hace una recomendación de acción y conduce una votación, anotando como voto cada miembro.
- c) La Mesa Directiva clausura la sesión cerrada y convoca una sesión abierta.
- d) Durante la sesión abierta, la Mesa Directiva anuncia la acción tomada por la Mesa Directiva anotando como voto cada miembro.

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| <p>Tiempo estimado para la presentación: 10 min. Entregado por: Mallor/Ruiz Fecha: 6.17.16</p> |
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| <p>Páginas pertinentes en: () La constitución, páginas _____ () MOU, páginas _____</p> |
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A California Public School

Agenda Item# IV

Board Meeting Date: June 17, 2016

Subject: Monthly Financials

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

Committee: School Leadership, Finance Committee and EdTec

Information:

Overall, LAS is looking at revised operating income of \$620K, about \$20K less than last month.

The big changes were the following:

- Added about \$21K in revenue with most of that coming from more field trip money and fundraising
- \$14K savings on workers comp because of rate adjustment to be closer to 1.2% vs the 1.8% assumption per CharterSafe proposal.
- Added about \$3K spending in books and supplies based on spending trends. LAS still has \$43K left for June, possible current month spending under \$10K/, so there could an anticipated big saving here as part of the year-end close.
- Added \$57K in adjusted spending in service and operating expenses
 - \$5K came from clarification around total liability insurance using a similar approach as the workers comp
 - \$10K in field trip spending
 - \$5K in fundraising
 - \$20K more in interest based on state's payment schedule of 2x/yr and compounding interest on full loan amount (grant plus loan).
 - \$12K in print charges and some prior year bills from SCUSD that we never had.

Overall, it's probable that LAS could save about \$50K in service and operating expenses, but a majority of what's there is outstanding billing with the district.

Documents Attached:

- May 2016 Financials
- May 2016 Balance Sheet
- May 2016 Cash Flow

Estimated Time of Presentation: 30 min
Submitted By: School Leadership/EdTec
Date: 6.17.16

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



A California Public School

Agenda Artículo# IV

Fecha de la Reunión: 20 de mayo del 2016

Tema: Estados financieros mensuales y presupuesto preliminar del año fiscal 2017

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

Comité: Liderazgo Escolar, Comité Financiero y EdTec

Información:

LAS trabajará con un presupuesto de operaciones de \$620 mil, \$20 mil menos que el mes pasado.

Los cambios más grandes son los siguientes:

- Se sumó alrededor de \$21 mil en ingresos. La mayoría de este dinero viene de los paseos y recaudación de fondos.
- \$14 mil en ahorros de compensación de trabajadores debido al ajuste de la tasa que subió de 1.2% a 1.8%, según la propuesta de CharterSAFE.
- Se sumó alrededor de \$3 mil en gastos de libros y materiales, basados en tendencias de gastos previas. LAS tiene restante \$43 mil para el mes de junio. Se estiman gastos de \$10 mil para este mes, por lo tanto se anticipa un gran ahorro.
- Se sumaron \$57 mil en gastos de servicios y costos de operación
 - o \$5 mil sobre el seguro de responsabilidad, usando un enfoque similar al de compensación de trabajadores.
 - o \$10 mil en gastos de paseos
 - o \$5 mil de recaudación de fondos
 - o \$20 mil en intereses
 - o \$12 mil en cargos previos que existían de parte del distrito escolar

En general, es probable que LAS se ahorre alrededor de \$50 mil en servicios y costos de operación, pero la mayoría de lo que hay, está pendiente con distrito escolar.

Documentos adjuntos:

- Finanzas de mayo del 2016
- Saldo actual- mayo del 2016
- Declaración del flujo de ingresos hasta mayo del 2016

Tiempo estimado para la presentación: 30 min.
Entregado por: Liderazgo Escolar/EdTec
Fecha: 6.17.16

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

Language Academy of Sacramento
 Budget vs. Actuals
 As of May 31, 2016

| | Actual | | | | Budget vs. Actual | | | | Budget | | | | Variance | |
|---|------------------|------------------|------------------|------------------|-------------------|----------------------------|------------------|---------------------------|------------------|------------------|------------------|-----------|---------------|--|
| | | | | | | | | | | | | | (Previous vs. | |
| | Mar | Apr | May | Actual YTD | Budget YTD | Variance (YTD less Budget) | Approved Budget | Previous Month's Forecast | Current Forecast | Current Forecast | Forecast | Remaining | | |
| SUMMARY | | | | | | | | | | | | | | |
| Revenue | | | | | | | | | | | | | | |
| General Block Grant | 780,869 | 459,745 | 508,479 | 3,570,497 | 3,572,336 | (1,839) | 4,341,844 | 4,430,069 | 4,430,069 | - | 859,572 | | | |
| Federal Revenue | 35,394 | - | - | 122,547 | 179,313 | (56,766) | 198,822 | 245,152 | 245,152 | - | 122,605 | | | |
| Other State Revenues | 24,610 | 127,822 | 27,047 | 730,128 | 759,046 | (27,918) | 754,766 | 836,131 | 836,131 | - | 106,003 | | | |
| Local Revenues | 33,172 | 1,027 | 17,896 | 95,709 | 21,886 | 73,823 | 24,000 | 81,050 | 97,850 | 16,800 | 2,141 | | | |
| Fundraising and Grants | 13,193 | 1,498 | 7,171 | 60,448 | 45,833 | 14,615 | 50,000 | 60,000 | 65,000 | 5,000 | 4,552 | | | |
| Total Revenue | 887,238 | 590,092 | 560,593 | 4,579,329 | 4,577,414 | 1,915 | 5,369,232 | 5,652,401 | 5,674,201 | 21,800 | 1,094,872 | | | |
| Expenses | | | | | | | | | | | | | | |
| Compensation and Benefits | 287,237 | 289,577 | 273,432 | 2,663,550 | 2,970,366 | 286,815 | 3,228,107 | 3,039,247 | 3,024,950 | 14,297 | 341,399 | | | |
| Books and Supplies | 9,417 | 9,185 | 6,081 | 212,925 | 262,596 | 49,671 | 273,167 | 254,102 | 256,854 | (2,752) | 43,929 | | | |
| Services and Other Operating Expenditures | 141,468 | 77,734 | 145,267 | 794,377 | 881,258 | 86,881 | 985,107 | 1,237,018 | 1,294,441 | (57,422) | 500,064 | | | |
| Capital Outlay | 30,460 | 11,994 | 17,819 | 1,025,349 | - | (1,025,349) | - | - | - | - | (1,025,349) | | | |
| Total Expenses | 468,572 | 388,491 | 442,599 | 4,716,202 | 4,114,220 | (601,982) | 4,486,381 | 4,530,367 | 4,576,244 | (45,877) | (139,958) | | | |
| Operating Income (excluding Depreciation) | 418,666 | 201,601 | 117,994 | (136,873) | 463,194 | (600,067) | 882,850 | 1,122,034 | 1,097,957 | (24,077) | 1,234,830 | | | |
| Operating Income (including Depreciation) * | 418,666 | 201,601 | 117,994 | (136,873) | 463,194 | (600,067) | 405,094 | 644,278 | 620,201 | (24,077) | (268,276) | | | |
| Fund Balance | | | | | | | | | | | | | | |
| Beginning Balance (Unaudited) | 5,812,221 | 6,230,888 | 6,432,468 | 6,687,355 | 6,832,837 | | 6,832,837 | 6,687,355 | 6,687,355 | - | - | | | |
| Audit Adjustment | | | | | | | | | | | | | | |
| Beginning Balance (Audited) | 418,666 | 201,601 | 117,994 | 6,687,355 | 6,832,837 | | 6,832,837 | 6,687,355 | 6,687,355 | - | - | | | |
| Operating Income (including Depreciation) | | | | (136,873) | 463,194 | | 405,094 | 644,278 | 620,201 | (24,077) | (24,077) | | | |
| Ending Fund Balance (including Depreciation) | 6,230,888 | 6,432,468 | 6,550,462 | 6,550,482 | 7,296,031 | | 7,237,931 | 7,331,633 | 7,307,556 | (24,077) | (24,077) | | | |

Language Academy of Sacramento

Budget vs. Actuals
As of May 31, 2016

Enrollment Summary
K-3
4-6
7-8
Total Enrolled

ADA %

Average

ADA

K-3
4-6
7-8
Total ADA

CALPADS Enrollment (for unduplicated % calc)
Unduplicated Count (CALPADS)
Free & Reduced Lunch (FRL) (CALPADS)
ELL (CALPADS)
New Students

| Actual | | Budget vs. Actual | | | | Budget | | | | |
|--------|-----|-------------------|------------|------------|----------------------------|-----------------|---------------------------|------------------|--|--------------------|
| Mar | Apr | May | Actual YTD | Budget YTD | Variance (YTD less Budget) | Approved Budget | Previous Month's Forecast | Current Forecast | Variance (Previous vs. Current Forecast) | Forecast Remaining |
| | | | | | | 283 | 283 | 283 | - | |
| | | | | | | 176 | 176 | 176 | - | |
| | | | | | | 83 | 83 | 83 | - | |
| | | | | | | 542 | 542 | 542 | - | |
| | | | | | | 85% | 97% | 97% | 0.00% | |
| | | | | | | 268.9 | 273.1 | 273.1 | 0.0 | |
| | | | | | | 167.2 | 171.6 | 171.6 | 0.0 | |
| | | | | | | 78.9 | 79.5 | 79.5 | 0.0 | |
| | | | | | | 514.9 | 524.2 | 524.2 | 0.0 | |
| | | | | | | 542 | 540 | 540 | - | |
| | | | | | | 421 | 436 | 436 | - | |
| | | | | | | 384 | 402 | 402 | - | |
| | | | | | | 252 | 222 | 222 | - | |
| | | | | | | 27 | 27 | 27 | - | |

Language Academy of Sacramento

Budget vs. Actuals
As of May 31, 2016

| REVENUE | Actual | | Budget vs. Actual | | | | Budget | | Variance (Previous vs. Current) | | Forecast | |
|---|----------------|----------------|-------------------|------------------|------------------|----------------------------|------------------|---------------------------|---------------------------------|---------------|------------------|--|
| | Mar | Apr | May | Actual YTD | Budget YTD | Variance (YTD less Budget) | Approved Budget | Previous Month's Forecast | Current Forecast | Forecast | Remaining | |
| LCFF Entitlement | | | | | | | | | | | | |
| 8011 Charter Schools LCFF - State Aid | 510,481 | 252,299 | 252,299 | 2,334,677 | 2,363,658 | (28,981) | 3,046,822 | 3,006,744 | 3,006,744 | - | 672,067 | |
| 8012 Education Protection Account Entitlement | - | 207,446 | - | 530,057 | 514,229 | 15,828 | 564,672 | 698,711 | 698,711 | - | 168,654 | |
| 8096 Charter Schools in Lieu of Property Taxes | 270,388 | - | 256,180 | 705,763 | 694,449 | 11,314 | 710,150 | 724,614 | 724,614 | - | 18,851 | |
| SUBTOTAL - LCFF Entitlement | 780,869 | 459,745 | 508,479 | 3,570,497 | 3,572,336 | (1,839) | 4,341,644 | 4,430,069 | 4,430,069 | - | 859,572 | |
| Federal Revenue | | | | | | | | | | | | |
| 8100 Special Education - Entitlement | (16,800) | - | - | - | 75,795 | (75,795) | 60,798 | 62,203 | 62,203 | - | 62,203 | |
| 8182 Special Education Reimbursement | 34,911 | - | - | 16,800 | - | 16,800 | - | 42,000 | 42,000 | - | 25,200 | |
| 8291 Title I | - | - | - | 104,579 | 101,875 | 2,704 | 135,833 | 139,027 | 139,027 | - | 34,448 | |
| 8292 Title II | 483 | - | - | 1,168 | 1,643 | (475) | 2,191 | 1,922 | 1,922 | - | 754 | |
| SUBTOTAL - Federal Income | 35,394 | - | - | 122,547 | 179,313 | (56,766) | 198,822 | 245,152 | 245,152 | - | 122,605 | |
| Other State Revenues | | | | | | | | | | | | |
| 8300 Other State Apportionments - Prior Years | - | - | - | 15,040 | - | 15,040 | - | 15,039 | 15,039 | - | (0) | |
| 8319 Other State Apportionments - Entitlement (State) | 24,610 | 24,610 | 24,478 | 224,275 | 320,312 | (96,037) | 256,935 | 264,706 | 264,706 | - | 40,431 | |
| 8381 Mandated Cost Reimbursements | - | - | 2,569 | 9,640 | 6,967 | 2,673 | 6,967 | 7,071 | 7,071 | - | (2,569) | |
| 8550 State Lottery Revenue | - | - | - | 44,303 | 5,987 | 5,987 | 83,414 | 94,875 | 94,875 | - | 50,572 | |
| 8560 All Other State Revenue | - | - | - | 135,000 | 135,000 | - | 150,000 | 150,000 | 150,000 | - | 15,000 | |
| 8590 One-Time Discretionary Funds | - | - | - | 260,807 | 257,450 | 3,357 | 257,450 | 263,376 | 263,376 | - | 2,569 | |
| 8590 Educator Effectiveness Funds | - | - | - | 41,063 | - | 41,063 | - | 41,063 | 41,063 | - | - | |
| SUBTOTAL - Other State Income | 24,610 | 127,822 | 27,047 | 730,128 | 758,046 | (27,918) | 754,766 | 836,131 | 836,131 | - | 106,003 | |
| Other Local Revenue | | | | | | | | | | | | |
| 8600 Uniforms | 603 | - | - | 3,969 | 4,583 | (614) | 5,000 | 5,000 | 5,000 | - | 1,031 | |
| 8636 Merchandise Sales | 270 | 452 | 2,475 | 3,806 | 917 | 2,889 | 1,000 | 1,500 | 4,000 | 2,500 | 194 | |
| 8638 Interest | 209 | 652 | 215 | 4,036 | 1,833 | 2,203 | 2,000 | 4,000 | 4,300 | 300 | 264 | |
| 8660 Fees and Contracts | - | (4,800) | - | 2,700 | - | 2,700 | - | 7,500 | 7,500 | - | 4,800 | |
| 8670 Other Local Revenue | 3,397 | 500 | 500 | 6,904 | 917 | 5,987 | 1,000 | 7,000 | 7,000 | - | 196 | |
| 8690 Field Trips | 4,662 | 4,222 | 14,691 | 45,880 | 13,636 | 32,244 | 15,000 | 32,000 | 46,000 | 14,000 | 120 | |
| 8693 All Other Local Revenue | 24,030 | - | - | 24,050 | - | 24,050 | - | 24,050 | 24,050 | - | (0) | |
| 8999 Uncategorized Revenue | - | - | 16 | 4,464 | - | 4,464 | - | - | - | - | (4,464) | |
| SUBTOTAL - Local Revenues | 33,172 | 1,027 | 17,896 | 95,709 | 21,866 | 73,823 | 24,000 | 81,050 | 97,850 | 16,800 | 2,141 | |
| Donations/Fundraising | | | | | | | | | | | | |
| 8800 Donations - Parents | 4,917 | 200 | 452 | 12,971 | 13,750 | (779) | 15,000 | 15,000 | 15,000 | - | 2,029 | |
| 8802 Donations - Private | - | 1,200 | - | 12,478 | 9,167 | 3,312 | 10,000 | 15,000 | 15,000 | - | 2,522 | |
| 8803 Fundraising | 8,276 | 98 | 6,719 | 34,999 | 22,917 | 12,082 | 25,000 | 30,000 | 35,000 | 5,000 | 1 | |
| SUBTOTAL - Fundraising and Grants | 13,193 | 1,498 | 7,171 | 60,448 | 45,833 | 14,615 | 50,000 | 60,000 | 65,000 | 5,000 | 4,552 | |
| TOTAL REVENUE | 887,238 | 590,092 | 560,593 | 4,579,329 | 4,577,414 | 1,915 | 5,369,232 | 5,652,401 | 5,674,201 | 21,800 | 1,094,872 | |

Language Academy of Sacramento
 Budget vs. Actuals
 As of May 31, 2016

| | Budget vs. Actual | | | | | | | | | | | | Variance (Previous vs. Current) | |
|------------------------------------|-------------------|----------------|----------------|------------------|------------------|----------------------------|------------------|---------------------------|------------------|---------------|----------------|--|---------------------------------|----------|
| | Actual | | | | | | Budget | | | | | | Current | Forecast |
| | Mar | Apr | May | Actual YTD | Budget YTD | Variance (YTD less Budget) | Approved Budget | Previous Month's Forecast | Current Forecast | Forecast | Remaining | | | |
| EXPENSES | | | | | | | | | | | | | | |
| Compensation & Benefits | | | | | | | | | | | | | | |
| 1000 | | | | | | | | | | | | | | |
| 1100 | 141,978 | 142,435 | 136,187 | 1,283,581 | 1,306,861 | 23,280 | 1,450,432 | 1,426,402 | 1,426,402 | - | 142,820 | | | |
| 1101 | 2,250 | - | - | 4,500 | 18,050 | 13,550 | 18,050 | 18,050 | 18,050 | - | 13,550 | | | |
| 1103 | 5,929 | 7,107 | 7,679 | 39,793 | 69,280 | 29,486 | 76,875 | 46,875 | 46,875 | - | 7,082 | | | |
| 1150 | - | - | - | - | - | - | - | - | 22,267 | - | 22,267 | | | |
| 1300 | 8,337 | 8,337 | 8,337 | 91,702 | 92,389 | 687 | 100,788 | 100,038 | 100,038 | - | 8,336 | | | |
| 1311 | 12,516 | 12,516 | 12,516 | 106,306 | 166,626 | 60,320 | 170,865 | 131,338 | 131,338 | - | 25,032 | | | |
| 1920 | - | - | - | 2,240 | 3,360 | 1,120 | 3,360 | 2,240 | 2,240 | - | - | | | |
| 1940 | 12,445 | 12,445 | 12,445 | 118,185 | 118,701 | 516 | 131,175 | 130,630 | 130,630 | - | 12,445 | | | |
| | 183,454 | 182,839 | 177,163 | 1,660,146 | 1,765,268 | 105,122 | 1,951,545 | 1,877,840 | 1,877,840 | - | 217,693 | | | |
| Classified Employees | | | | | | | | | | | | | | |
| 2000 | | | | | | | | | | | | | | |
| 2100 | 2,701 | 2,875 | 2,114 | 27,858 | 47,262 | 19,404 | 51,558 | 51,558 | 51,558 | - | 23,700 | | | |
| 2103 | 3,979 | 4,602 | 4,357 | 50,566 | 49,048 | (1,519) | 53,952 | 53,952 | 53,952 | - | 3,386 | | | |
| 2200 | 5,671 | 6,315 | 5,518 | 49,766 | 44,047 | (5,719) | 48,051 | 48,051 | 48,051 | - | (1,714) | | | |
| 2300 | 2,788 | 3,475 | 3,444 | 53,145 | 116,264 | 63,119 | 126,834 | 56,709 | 56,709 | - | 3,564 | | | |
| 2400 | 8,119 | 8,811 | 8,840 | 78,485 | 69,007 | (9,478) | 75,281 | 75,281 | 75,281 | - | (3,205) | | | |
| 2905 | 14,509 | 16,622 | 15,410 | 143,509 | 134,581 | (8,927) | 147,939 | 147,939 | 147,939 | - | 4,431 | | | |
| 2930 | 5,285 | 6,800 | 6,855 | 69,229 | 52,529 | (16,700) | 57,305 | 70,565 | 70,565 | - | 1,336 | | | |
| 2940 | - | - | - | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | - | 1,000 | | | |
| | 43,051 | 49,499 | 46,538 | 472,558 | 513,738 | 41,180 | 561,920 | 505,056 | 505,056 | - | 32,497 | | | |
| Employee Benefits | | | | | | | | | | | | | | |
| 3000 | | | | | | | | | | | | | | |
| 3100 | 18,804 | 18,765 | 18,024 | 173,552 | 185,385 | 11,833 | 202,239 | 195,160 | 195,160 | - | 21,608 | | | |
| 3300 | 6,185 | 6,842 | 6,586 | 60,988 | 69,565 | 8,566 | 75,878 | 69,979 | 69,979 | - | 8,991 | | | |
| 3400 | 35,141 | 28,836 | 24,241 | 288,692 | 365,500 | 76,808 | 365,500 | 325,188 | 325,188 | - | 36,495 | | | |
| 3500 | (18) | 116 | 111 | (4,264) | 14,979 | 19,242 | 14,112 | 14,968 | 14,968 | - | 19,232 | | | |
| 3600 | 619 | 767 | 768 | 8,877 | 10,699 | 1,821 | 11,671 | 8,165 | 8,165 | - | 5,595 | | | |
| 3700 | - | - | - | - | - | - | - | - | - | - | (712) | | | |
| | 60,731 | 57,239 | 49,731 | 550,846 | 691,360 | 140,513 | 714,642 | 656,352 | 642,055 | 14,297 | 91,209 | | | |

Language Academy of Sacramento

Budget vs. Actuals
As of May 31, 2016

| | Actual | | | | Budget vs. Actual | | | | Budget | | | | Variance | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|-------------------|----------------|---------------|----------------|----------------|---------------|----------------------------|----------------|-----------------|----------------|---------------------------|----------------|------------------|----------------|--------------------|----------------|---------------|-----|
| | Mar | | Apr | | May | | Actual YTD | | Budget YTD | | Variance (YTD less Budget) | | Approved Budget | | Previous Month's Forecast | | Current Forecast | | Forecast Remaining | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| 4000 Books & Supplies | | | | | | | | | | | | | | | | | | | | | | |
| 4100 Approved Textbooks & Core Curricula Materials | 345 | - | - | 19 | 25,947 | 53,775 | 27,827 | 54,987 | 29,439 | 29,439 | 6,500 | 29,439 | 6,500 | 29,439 | 6,500 | 29,439 | 6,500 | 29,439 | 6,500 | 29,439 | 3,492 | |
| 4101 SPED Textbooks | - | 1,718 | - | - | 2,126 | 6,356 | 4,229 | 6,500 | 6,500 | 4,229 | 4,229 | 6,500 | 6,500 | 6,500 | 6,500 | 6,500 | 6,500 | 6,500 | 6,500 | 6,500 | 4,374 | |
| 4200 Books & Other Reference Materials | 1,524 | 432 | 320 | 1,856 | 21,569 | 15,899 | (5,671) | 16,280 | 16,280 | (5,671) | 16,280 | 16,280 | 16,280 | 16,280 | 16,280 | 16,280 | 16,280 | 16,280 | 16,280 | 16,280 | 2,943 | |
| 4315 Custodial Supplies | 1,679 | 1,690 | 1,690 | 1,856 | 13,466 | 16,500 | 3,034 | 18,000 | 18,000 | 3,034 | 18,000 | 18,000 | 18,000 | 18,000 | 18,000 | 18,000 | 18,000 | 18,000 | 18,000 | 18,000 | 4,534 | |
| 4325 Instructional Materials & Supplies | 976 | 1,220 | 1,908 | 1,808 | 18,007 | 14,782 | (3,225) | 16,260 | 16,260 | (3,225) | 16,260 | 16,260 | 16,260 | 16,260 | 16,260 | 16,260 | 16,260 | 16,260 | 16,260 | 16,260 | 150 | |
| 4330 Office Supplies | 2,201 | 2,874 | 1,069 | 1,069 | 19,925 | 9,167 | (10,759) | 10,000 | 10,000 | (10,759) | 10,000 | 19,980 | 19,980 | 19,980 | 19,980 | 19,980 | 19,980 | 19,980 | 19,980 | 19,980 | 55 | |
| 4335 PE Supplies | - | - | - | - | 5,699 | 3,630 | (2,069) | 3,960 | 3,960 | (2,069) | 3,960 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 6,000 | 301 | |
| 4340 Professional Development Supplies | - | - | - | - | 151 | 2,063 | 1,912 | 2,250 | 2,250 | 1,912 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,250 | 2,099 | |
| 4352 Garden | - | - | - | - | 1,845 | 1,833 | (12) | 2,000 | 2,000 | (12) | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 155 | |
| 4354 ASES Materials | 1,017 | 410 | 264 | 264 | 5,265 | 12,782 | 7,518 | 14,061 | 14,061 | 7,518 | 14,061 | 14,061 | 14,061 | 14,061 | 14,061 | 14,061 | 14,061 | 14,061 | 14,061 | 14,061 | 8,796 | |
| 4355 Summer Preschool | - | - | - | - | - | 294 | 294 | 300 | 300 | 294 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 |
| 4356 SPED Consumables | 734 | 695 | 55 | 55 | 7,595 | 2,727 | (4,868) | 3,000 | 3,000 | (4,868) | 3,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 405 | |
| 4410 Classroom Furniture, Equipment & Supplies | 320 | 146 | 228 | 228 | 7,075 | 6,844 | (231) | 7,000 | 7,000 | (231) | 7,000 | 7,075 | 7,075 | 7,075 | 7,075 | 7,075 | 7,075 | 7,075 | 7,075 | 7,075 | (0) | |
| 4420 Computers (individual items less than \$5k) | 121 | - | - | - | 75,949 | 102,745 | 26,796 | 105,080 | 105,080 | 26,796 | 105,080 | 87,080 | 87,080 | 87,080 | 87,080 | 87,080 | 87,080 | 87,080 | 87,080 | 87,080 | 11,131 | |
| 4423 Classroom Noncapitalized items 1 | - | - | - | 362 | 503 | 1,467 | 964 | 1,500 | 1,500 | 964 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 997 | |
| 4430 Non Classroom Related Furniture, Equipment & Supplies | 499 | - | - | - | 7,802 | 11,733 | 3,932 | 12,000 | 12,000 | 3,932 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 4,198 | |
| SUBTOTAL - Books and Supplies | 9,417 | 9,185 | 6,081 | 6,081 | 212,925 | 262,596 | 49,671 | 273,167 | 254,102 | 49,671 | 273,167 | 256,854 | 256,854 | 256,854 | 256,854 | 256,854 | 256,854 | 256,854 | 256,854 | 256,854 | 43,929 | |

Language Academy of Sacramento

Budget vs. Actuals
As of May 31, 2016

| | Actual | | | | Budget vs. Actual | | | | Budget | | | | Variance | |
|---|----------------|---------------|----------------|----------------|-------------------|-----------------|-----------------|---------------------------|------------------|------------------|--------------------|------------------|------------------------|--|
| | Actual | | | | Budget vs. Actual | | | | Budget | | | | (Previous vs. Current) | |
| | Mar | Apr | May | Actual YTD | Budget | YTD less Budget | Approved Budget | Previous Month's Forecast | Current Forecast | Current Forecast | Forecast Remaining | Current Forecast | Forecast Remaining | |
| Services & Other Operating Expenses | | | | | | | | | | | | | | |
| 5000 Common Core Conferences | 499 | - | 6,805 | 1,339 | 3,745 | 2,406 | 4,120 | 4,120 | 4,120 | 4,120 | - | 4,120 | 2,781 | |
| 5200 Conference Fees | 25 | - | 11,216 | 11,216 | 10,909 | (307) | 12,000 | 12,000 | 12,000 | 12,000 | - | 12,000 | 784 | |
| 5210 Travel - Mileage, Parking, Tolls | 387 | 686 | 233 | 1,626 | 636 | (989) | 700 | 700 | 700 | 700 | - | 700 | (926) | |
| 5220 Travel and Lodging | 2,698 | 631 | 48 | 15,430 | 6,818 | (8,612) | 7,500 | 7,500 | 7,500 | 7,500 | - | 7,500 | (7,930) | |
| 5300 Dues & Membership - Professional | - | - | - | 2,770 | 3,636 | 866 | 4,000 | 4,000 | 4,000 | 4,000 | - | 4,000 | 1,230 | |
| 5400 Insurance - Other | - | 3,275 | - | 39,276 | 33,932 | (5,344) | 33,932 | 33,932 | 33,932 | 33,932 | - | 33,932 | 12 | |
| 5515 Janitorial, Gardening Services & Supplies | 46,533 | - | 11,182 | 106,694 | 110,122 | 3,428 | 120,134 | 138,000 | 138,000 | 138,000 | - | 138,000 | 31,306 | |
| 5535 Utilities - All Utilities | 14,727 | - | 38,846 | 53,573 | 46,226 | (7,346) | 50,429 | 60,000 | 60,000 | 60,000 | - | 60,000 | 6,427 | |
| 5605 Equipment Leases | 3,448 | 1,682 | 1,682 | 17,621 | 13,868 | (3,753) | 15,129 | 20,181 | 20,181 | 20,181 | - | 20,181 | 2,560 | |
| 5610 Repairs and Maintenance - Building | 22,560 | 100 | 14,052 | 36,612 | 89,160 | 52,548 | 97,265 | 97,265 | 97,265 | 97,265 | - | 97,265 | 60,653 | |
| 5615 Repairs and Maintenance - Computers | 100 | - | 1,375 | 1,675 | 2,481 | 806 | 2,706 | 2,706 | 2,706 | 2,706 | - | 2,706 | 1,031 | |
| 5616 Repairs and Maintenance - Other Equipment | - | - | - | 1,833 | 1,833 | - | 2,000 | 2,500 | 2,500 | 2,500 | - | 2,500 | 2,500 | |
| 5803 Accounting Fees | 173 | - | - | 417 | 851 | 433 | 928 | 928 | 928 | 928 | - | 928 | 511 | |
| 5804 Parent Training | 995 | 2,871 | - | 6,757 | 8,273 | 1,516 | 11,030 | 11,030 | 11,030 | 11,030 | - | 11,030 | 4,273 | |
| 5805 Administrative Fees | - | - | - | - | 909 | 909 | 1,000 | 1,000 | 1,000 | 1,000 | - | 1,000 | 1,000 | |
| 5806 Assemblies | - | - | 795 | 1,211 | 2,273 | 1,061 | 2,500 | 2,500 | 2,500 | 2,500 | - | 2,500 | 1,289 | |
| 5809 Banking Fees | 209 | - | 28 | 351 | 347 | (4) | 378 | 378 | 378 | 378 | - | 378 | 27 | |
| 5812 Business Services | 26,931 | 14,555 | 14,555 | 122,314 | 35,200 | (87,114) | 38,400 | 139,761 | 139,761 | 139,761 | - | 139,761 | 17,447 | |
| 5813 Board Development | - | - | - | 2,524 | 1,833 | (691) | 2,000 | 2,000 | 2,000 | 2,000 | - | 2,000 | 76 | |
| 5818 SPED Legal Fees | - | - | 952 | 3,437 | 9,091 | 9,091 | 10,000 | 10,000 | 10,000 | 10,000 | - | 10,000 | 10,000 | |
| 5820 Title I - SES Spending (20%) | - | - | 2,485 | 3,437 | 26,300 | 22,863 | 28,930 | 27,805 | 27,805 | 27,805 | - | 27,805 | 24,368 | |
| 5824 District Oversight Fees | - | - | - | 56,381 | 37,338 | (19,043) | 43,416 | 44,301 | 44,301 | 44,301 | - | 44,301 | 44,301 | |
| 5830 Field Trips Expenses | 1,505 | 8,473 | 10,054 | 24,636 | 24,636 | (31,745) | 27,100 | 48,780 | 48,780 | 48,780 | - | 48,780 | 3,239 | |
| 5833 Fines and Penalties | 66 | 121 | 107 | 521 | 239 | (282) | 263 | 500 | 500 | 500 | - | 500 | (21) | |
| 5836 Fingerprinting | 128 | 64 | 64 | 640 | 1,100 | 460 | 1,125 | 1,125 | 1,125 | 1,125 | - | 1,125 | 485 | |
| 5839 Fundraising Expenses | 4,214 | 1,136 | 4,791 | 44,216 | 24,799 | (19,416) | 27,053 | 40,000 | 40,000 | 40,000 | - | 40,000 | 784 | |
| 5843 Interest - Loans Less than 1 Year | - | - | - | - | - | - | - | 35,938 | 35,938 | 35,938 | - | 35,938 | 57,668 | |
| 5845 Legal Fees | - | - | 118 | 1,737 | 6,991 | 5,255 | 7,627 | 7,627 | 7,627 | 7,627 | - | 7,627 | 5,891 | |
| 5851 Marketing and Student Recruiting | - | - | - | 35 | 917 | 882 | 1,000 | 1,000 | 1,000 | 1,000 | - | 1,000 | 965 | |
| 5857 Payroll Fees | 615 | 596 | 755 | 7,080 | 5,200 | (1,879) | 5,673 | 7,200 | 7,200 | 7,200 | - | 7,200 | 120 | |
| 5860 Printing and Reproduction | 1,365 | 1,454 | 3,700 | 16,299 | 12,000 | (4,299) | 13,200 | 13,200 | 13,200 | 13,200 | - | 13,200 | 701 | |
| 5861 Prior Yr Exp (not accrued) | - | 437 | 7,715 | 10,615 | - | (10,615) | - | 2,901 | 2,901 | 2,901 | - | 2,901 | 365 | |
| 5863 Professional Development | 2,393 | - | - | 26,123 | 23,455 | (2,668) | 25,800 | 25,800 | 25,800 | 25,800 | - | 25,800 | (323) | |
| 5864 Common Core Professional Development | - | - | - | 348 | 9,091 | 9,091 | 10,000 | 10,000 | 10,000 | 10,000 | - | 10,000 | 10,000 | |
| 5866 Special Education Professional Development | 6,828 | 27,392 | 16,468 | 117,651 | 250,840 | 133,189 | 2,500 | 2,500 | 2,500 | 2,500 | - | 2,500 | 2,153 | |
| 5869 Special Education Contract Instructors | 2,135 | 1,362 | 2,134 | 8,831 | 13,364 | 4,532 | 14,700 | 278,712 | 278,712 | 278,712 | - | 278,712 | 161,061 | |
| 5874 Sports | (2,460) | 232 | - | 623 | 9,091 | 8,468 | 10,000 | 10,000 | 10,000 | 10,000 | - | 10,000 | 50 | |
| 5875 Staff Recruiting | 650 | - | - | 1,854 | 1,433 | (421) | 1,576 | 1,854 | 1,854 | 1,854 | - | 1,854 | (0) | |
| 5878 Student Assessment | 550 | - | 615 | 14,174 | 4,703 | (9,472) | 5,130 | 13,560 | 13,560 | 13,560 | - | 13,560 | (614) | |
| 5880 Student Health Services | 2,265 | 3,945 | 4,690 | 19,384 | 5,654 | (13,730) | 6,168 | 18,000 | 18,000 | 18,000 | - | 18,000 | (1,384) | |
| 5881 Student Information System | 6,809 | 7,125 | - | 25,651 | 27,818 | 2,167 | 30,600 | 30,600 | 30,600 | 30,600 | - | 30,600 | 4,949 | |
| 5887 Technology Services | (4,965) | - | 7 | 3,801 | 3,667 | (134) | 4,000 | 4,000 | 4,000 | 4,000 | - | 4,000 | (3,801) | |
| 5893 Transportation - Student | 99 | 99 | 99 | 1,661 | 1,833 | 172 | 2,000 | 2,000 | 2,000 | 2,000 | - | 2,000 | 2,339 | |
| 5899 Miscellaneous Operating Expenses | 29 | 13 | 14 | 710 | 1,833 | 1,124 | 2,000 | 2,000 | 2,000 | 2,000 | - | 2,000 | 1,290 | |
| 5910 Communications - Internet / Website Fees | - | - | - | 10,367 | 5,654 | (4,713) | 6,168 | 24,000 | 24,000 | 24,000 | - | 24,000 | 13,633 | |
| 5915 Postage and Delivery | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 5920 Communications - Telephone & Fax | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 0000 SPED Admin Fee | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| SUBTOTAL - Services & Other Operating Exp. | 141,458 | 77,734 | 145,267 | 794,377 | 881,258 | 86,881 | 985,107 | 1,237,018 | 1,237,018 | 1,237,018 | (57,422) | 1,294,441 | 500,064 | |

Language Academy of Sacramento

Budget vs. Actuals
As of May 31, 2016

| | Actual | | | Budget vs. Actual | | | | | Budget | | | |
|---|----------------|----------------|----------------|-------------------|------------------|----------------------------|------------------|---------------------------|------------------|-------------------------------|--------------------|------------------|
| | Mar | Apr | May | Actual YTD | Budget YTD | Variance (YTD less Budget) | Approved Budget | Previous Month's Forecast | Current Forecast | Variance vs. Current Forecast | Forecast Remaining | |
| | | | | | | | | | | | | Current Forecast |
| 6000 Capital Outlay | | | | | | | | | | | | |
| 6100 Sites & Improvement of Sites | 6,160 | - | - | 916,910 | - | (916,910) | - | - | - | - | (916,910) | |
| 6200 Buildings & Improvement of Buildings | - | - | - | 35,630 | - | (35,630) | - | - | - | - | (35,630) | |
| 6300 Parking Lot | 24,300 | 11,994 | 17,819 | 65,814 | - | (65,814) | - | - | - | - | (65,814) | |
| 6400 Equipment | - | - | - | 6,997 | - | (6,997) | - | - | - | - | (6,997) | |
| SUBTOTAL - Capital Outlay | 30,460 | 11,994 | 17,819 | 1,025,349 | - | (1,025,349) | - | - | - | - | (1,025,349) | |
| TOTAL EXPENSES | 468,572 | 388,491 | 442,599 | 4,716,202 | 4,114,220 | (601,982) | 4,486,381 | 4,530,367 | 4,576,244 | (45,877) | (139,958) | |
| 6900 Total Depreciation (includes Prior Years) | | | | | | | 477,756 | 477,756 | 477,756 | - | 477,756 | |
| TOTAL EXPENSES including Depreciation* | 438,112 | 376,496 | 424,780 | 3,690,853 | 4,114,220 | 423,367 | 4,964,137 | 5,008,123 | 5,054,000 | (45,877) | 1,363,148 | |

At year-end, EdTec reviews expenses to determine whether they should be capitalized according to the school's threshold and calculates depreciation based on the useful life policy. Prior year depreciation is also not recorded until year-end in case there are any disposals intra-year.

ESP-CA
EdTec Network : Language Academy of Sacramento (LAS)
Balance Sheet
End of May 2016

| Financial Row | Amount |
|---|------------------------|
| ASSETS | |
| Current Assets | |
| Bank | |
| 9120-LAS - Cash in Bank - LAS | |
| 9121-3857 - Cash in Bank - LAS: SFCU Checking | \$1,770,085.95 |
| 9124-857S - Cash in Bank - LAS: SFCU Savings | \$3,225,557.84 |
| 9125-857M - Cash in Bank - LAS: SFCU Money Market | \$616,968.92 |
| 9126-857C - Cash in Bank - LAS: SFCU CD | \$56,550.78 |
| Total - 9120-LAS - Cash in Bank - LAS | \$5,669,163.49 |
| Total Bank | \$5,669,163.49 |
| Accounts Receivable | |
| 9200 - Accounts Receivable | |
| 9201 - Employee Advances | (\$276.00) |
| 9212 - AR - Title II | \$202.00 |
| 9232 - AR - Property Taxes | \$1,045.00 |
| 9251 - AR - Gen Purpose prior yr adjustment (Due from District) | \$529.00 |
| Total - 9200 - Accounts Receivable | \$1,500.00 |
| Total Accounts Receivable | \$1,500.00 |
| Other Current Asset | |
| 9330 - Prepaid Expenditures (Expenses) | \$336.03 |
| Total Other Current Asset | \$336.03 |
| Total Current Assets | \$5,670,999.52 |
| Fixed Assets | |
| 9420 - Land Improvements | \$106,376.21 |
| 9425 - Accumulated Depreciation - Land Improvements | (\$106,376.19) |
| 9440 - Equipment | \$224,119.73 |
| 9445 - Accumulated Depreciation-Equipment | (\$89,331.26) |
| 9450 - Construction in Progress | \$7,802,310.32 |
| Total Fixed Assets | \$7,937,098.81 |
| Total ASSETS | \$13,608,098.33 |

ESP-CA
EdTec Network : Language Academy of Sacramento (LAS)
Balance Sheet
End of May 2016

| Financial Row | Amount |
|---|-----------------------|
| LIABILITIES & EQUITY | |
| Current Liabilities | |
| Accounts Payable | |
| 9500 - Accounts Payable | |
| 9500 - Accounts Payable | \$90,645.49 |
| 9512 - AP - District Prior Year Prop Tax Adjustment | \$49,231.00 |
| 9518 - AP - Other State overpayment | \$169.00 |
| Total - 9500 - Accounts Payable | \$140,045.49 |
| Total Accounts Payable | \$140,045.49 |
| Credit Card | |
| 9515-LAS - Credit Card Summary - LAS | |
| 9515-3761 - Credit Card - LAS : CCU #3761 | \$107.06 |
| 9515-6574 - Credit Card - LAS : CCU #6574 | (\$10,112.56) |
| Total - 9515-LAS - Credit Card Summary - LAS | (\$10,005.50) |
| Total Credit Card | (\$10,005.50) |
| Other Current Liability | |
| 9501 - Accrued Accounts Payable | \$26,444.58 |
| 9502 - AP - District Oversight Fee | \$64.00 |
| 9514 - AP - Other | \$1,933,532.00 |
| 9525 - Flex Plan Liability | \$1,837.50 |
| 9530 - Garnishment/Lien Payable | \$60.00 |
| 9540 - Payroll Liability - Federal | \$876.79 |
| 9545 - Payroll Liability State | \$7,826.82 |
| 9547 - Payroll Liability - SDI | \$2,003.11 |
| 9555 - Retirement Liability - STRS | (\$3,631.24) |
| 9570 - Wages Payable | \$3,064.39 |
| 9571 - Wages Payable (July & August) | \$156,955.64 |
| 9580 - 403B Payable | (\$1,307.70) |
| 9585 - Other Payroll Liabilities | (\$149.62) |
| Total Other Current Liability | \$2,127,576.27 |
| Total Current Liabilities | \$2,257,616.26 |
| Long Term Liabilities | |
| 9660 - Long Term Liabilities | |
| 9670 - CDE Loan | \$4,800,000.00 |
| Total Long Term Liabilities | \$4,800,000.00 |
| Equity | |
| 9781 - Temporarily Restricted | \$763,125.35 |
| Total - Equity | \$763,125.35 |
| Retained Earnings | \$5,924,230.11 |

Language Academy of Sacramento
 Monthly Cash Forecast
 As of May 31, 2016

| | 2015/16 | | | | | | | | | | | | Forecast | APIAR |
|--|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------|-----------|-------------|
| | Actual & Projected | | | | | | | | | | | | | |
| | Jul Actual | Aug Actual | Sep Actual | Oct Actual | Nov Actual | Dec Actual | Jan Actual | Feb Actual | Mar Actual | Apr Actual | May Actual | Jun Projected | | |
| Beginning Cash | 5,901,227 | 5,256,029 | 4,635,894 | 4,328,292 | 4,987,663 | 5,009,860 | 4,850,455 | 5,213,666 | 5,069,467 | 5,278,802 | 5,494,005 | 5,669,164 | | |
| Revenue | | | | | | | | | | | | | | |
| General Block Grant | - | - | - | 885,553 | 258,182 | 268,182 | 419,487 | - | 780,869 | 459,745 | 508,479 | 249,847 | 4,430,069 | 609,725 |
| Federal Income | - | - | - | - | 34,757 | - | 35,596 | 16,800 | 35,394 | - | - | 122,605 | 245,152 | - |
| Other State Income | - | - | - | 153,649 | 42,088 | 28,055 | 166,523 | 160,333 | 24,610 | 127,822 | 27,047 | 34,445 | 836,131 | 71,558 |
| Local Revenues | 4,489 | 696 | 886 | 13,592 | 5,677 | 5,707 | 1,636 | 10,933 | 33,172 | 1,027 | 17,896 | 2,141 | 97,850 | - |
| Fundraising and Grants | 0 | 18 | - | 19,989 | 13,112 | 3,292 | 1,091 | 1,085 | 13,193 | 1,498 | 7,171 | 4,552 | 65,000 | - |
| Total Revenue | 4,489 | 714 | 886 | 1,072,784 | 353,816 | 295,235 | 624,333 | 189,151 | 887,238 | 590,092 | 560,593 | 413,589 | 5,674,201 | 681,283 |
| Expenses | | | | | | | | | | | | | | |
| Compensation & Benefits | 118,910 | 106,490 | 277,714 | 264,711 | 265,385 | 261,024 | 271,023 | 268,046 | 287,237 | 289,577 | 273,432 | 341,399 | 3,024,950 | - |
| Books & Supplies | 100,946 | 32,605 | 7,483 | 23,613 | 1,623 | 5,783 | 2,185 | 14,005 | 9,417 | 9,185 | 6,081 | 43,929 | 256,854 | - |
| Services & Other Operating Expenses | 27,619 | 42,839 | 12,343 | 107,139 | 35,352 | 94,603 | 41,819 | 68,203 | 141,458 | 77,734 | 145,267 | 466,130 | 1,294,441 | 33,933 |
| Capital Outlay | 289,031 | 385,327 | 14,097 | 165,945 | 350 | 138,113 | - | 12,213 | 30,460 | 11,994 | 17,819 | 399,705 | - | (1,425,055) |
| Total Expenses | 516,507 | 547,261 | 311,638 | 561,408 | 302,710 | 499,522 | 315,027 | 362,468 | 468,572 | 388,491 | 442,599 | 1,251,164 | 4,576,244 | (1,391,122) |
| Operating Cash Inflow (Outflow) | (512,017) | (546,548) | (310,752) | 511,376 | 51,105 | (204,287) | 309,306 | (173,317) | 418,666 | 201,601 | 117,994 | (837,575) | 1,097,957 | 2,072,405 |
| Revenues - Prior Year Accruals | 404,955 | - | - | 92,471 | - | 15,000 | 40,391 | 0 | - | - | - | - | - | - |
| Expenses - Prior Year Accruals | - | - | (27,720) | - | - | - | (18,700) | - | (199,185) | (37,305) | - | - | - | - |
| Accounts Receivable - Current Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Accounts Payable - Current Year | (533,292) | 1,648 | 12,221 | 36,761 | (47,743) | 11,096 | 13,514 | 10,596 | (28,812) | 32,240 | 38,907 | - | - | - |
| Summerholdback for Teachers | (77,094) | (75,236) | 18,650 | 18,763 | 18,834 | 18,786 | 18,699 | 18,522 | 18,665 | 18,668 | 18,593 | 17,733 | - | - |
| Loans Payable (Current) | - | - | - | - | - | - | - | - | - | - | - | (75,554) | - | - |
| Loans Payable (Long Term) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Leases Payable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Long Term Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Capital Expenditure & Depreciation | - | - | - | - | - | - | - | - | - | - | - | (750,000) | - | - |
| Other Balance Sheet Changes | 72,251 | - | - | - | - | - | - | - | - | - | (336) | (1,933,532) | - | - |
| Ending Cash | 5,256,029 | 4,635,894 | 4,328,292 | 4,987,663 | 5,009,860 | 4,850,455 | 5,213,666 | 5,069,467 | 5,278,802 | 5,494,005 | 5,669,164 | 2,090,236 | | |



AMENDED & RESTATED STATEMENT OF WORK #12

by and between

EdTec Inc. and Language Academy of Sacramento

| | |
|---------------------------|---|
| Reference: | Master Services Agreement dated November 1, 2004, by and between EdTec Inc. ("EdTec") and Language Academy of Sacramento ("Client"). |
| Term: | July 1, 2016 through June 30, 2017 (the "Initial Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term. |
| Scope of Services: | <p>The philosophy of our Back-Office Services is that we provide a fully-outsourced solution so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools.</p> <p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec electronically sends the financials and presentation as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. |

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| | <ul style="list-style-type: none"> ▪ Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school. ▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals. ▪ Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. <p>Accounting:</p> <ul style="list-style-type: none"> ▪ Setup of school's chart of accounts and general ledger – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS. ▪ Customized account codes – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions. ▪ Fund accounting – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures. ▪ Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping. ▪ Transaction recording – EdTec records in detail all transactions in a computerized accounting system. ▪ Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards. ▪ Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. ▪ Account for capital outlay expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing. ▪ Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances. <p>Accounts Payable & Receivable:</p> <ul style="list-style-type: none"> ▪ Revenue verification – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources. ▪ Revenue collection – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable |
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| | <p>efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.</p> <ul style="list-style-type: none"> ▪ Accounts payable – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill. ▪ Form 1099 processing – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services under this SOW. <p>Purchasing:</p> <ul style="list-style-type: none"> ▪ Vendor selection – EdTec provides guidance on vendors based on its experience with vendors around the State and country. ▪ Purchasing assistance on big-ticket items – EdTec can assist the school in its purchase or leasing of big ticket items such as portables. <p>Government Financial Reporting: Subject to timely receipt of information and/or materials from Client, EdTec provides the following:</p> <ul style="list-style-type: none"> ▪ Preliminary and final budget reports – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required. ▪ Interim financial reports – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines. ▪ Audited financial reports – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15. <p>Audit:</p> <ul style="list-style-type: none"> ▪ Audit support – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications. ▪ Audit compliance training – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement. ▪ Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984. |
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| | <ul style="list-style-type: none">▪ IRS Form 990 support (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).▪ Annual auditor selection form – EdTec sends auditor information to the county in the spring.▪ The school is responsible for attendance and audit of employee work. <p>SB 740 compliance (Non-classroom based):</p> <ul style="list-style-type: none">▪ SB 740 budget compliance – For non-classroom based schools, EdTec monitors budget compliance with SB 740 and alerts school to potential problems in meeting the full-funding determination.▪ Funding determination form – EdTec completes and files the school's funding determination form based on school input. At Client's request and subject to staff availability, travel to and attendance at ACCS and State Board meetings by EdTec is available at the then-current discounted hourly fee schedule.▪ Note that the school is responsible for compliance with policies and procedures associated with non-classroom based instruction. <p>2. PAYROLL</p> <p>Payroll: Client staff shall be responsible for processing Payroll, including but not limited to payroll reporting, payroll records maintenance, W-2 processing, and STRS and other retirement reporting.</p> <p>Client staff shall be responsible for submitting payroll reports and uncorrupted payroll spreadsheets to EdTec no later than 2 (two) calendar days from payroll processing date. Additionally, Client shall be responsible for timely submission of other ad hoc requests and reports to EdTec to facilitate timely monthly accounting closes. Failure to submit these items in a complete or correct manner may result in additional accounting work by EdTec and may result in additional hourly charges.</p> <p>EdTec can advise client on Payroll matters on an hourly billing basis.</p> <p>3. BUSINESS CONSULTING</p> <p>EdTec is a strategic thought partner to its Clients and provides high-value support and guidance in the following areas:</p> <ul style="list-style-type: none">▪ Negotiations – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.▪ Strategic budget development – EdTec can assist the school director and board with strategic financial planning and budget scenario development. |
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| | <ul style="list-style-type: none"> ▪ Financing support – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds. ▪ Legal services optimization – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs. ▪ Special projects – EdTec performs business-related special projects within reason, such as modeling growth, compensation and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale. <p>4. BOARD MEETING SUPPORT</p> <ul style="list-style-type: none"> ▪ Board mailouts (electronic) – EdTec collects, organizes, and collates materials for each meeting (up to two board meetings per month) and emails the information to board members in advance of the meeting. Client prints board meeting materials to have on hand for attendees. ▪ Board meeting attendance – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months), and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act. ▪ Board meeting minutes - Client takes board meeting minutes and provides to EdTec for incorporation into board meeting materials. EdTec reviews and edits minutes, incorporating Client feedback, as needed. <p>5. FACILITIES</p> <ul style="list-style-type: none"> ▪ Facility needs assessment and planning – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions. ▪ Prop 39 – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process. ▪ District negotiations – EdTec will help the school negotiate deals with the district regarding facilities. ▪ SB 740 – As State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf. ▪ Financial reporting to lender - EdTec provides financial data to lenders for loan covenants. |
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| | <ul style="list-style-type: none"> ▪ Facilities funding support – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D. ▪ Facility acquisition/lease negotiation – <i>On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.</i> <p>6. COMPLIANCE and ACCOUNTABILITY</p> <ul style="list-style-type: none"> ▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources. ▪ Mid-year internal review – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data. ▪ NCLB compliance support – EdTec will track the financial reporting and provide backup necessary for compliance. On an hourly basis, EdTec can provide assistance on LEA Plans and School Wide Plans. ▪ SPED compliance – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting. ▪ Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that NCLB Funding compliance is especially complex with many school obligations. ▪ District and State regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or State regulations. <p>7. ATTENDANCE and DATA REPORTING</p> <ul style="list-style-type: none"> ▪ Client shall be responsible for all attendance and student data reporting, including but not limited to, monthly local and state attendance reporting, as well as non-attendance reporting such as CALPADS and CBEDS reporting. Client shall provide EdTec monthly attendance reports, P-1, P-2, Annual Attendance Report, and other data submissions related to CALPADS and CBEDS within 2 (two) calendar days of submission to either a state or local agency. EdTec can advise Client on an hourly billing basis. |
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| | <p>8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Financial reports – EdTec prepares customized financial reports for grant purposes, within reason. ▪ Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants. ▪ Public Charter School Grant Program (PCSGP) grant reporting – EdTec assists the school in preparing and submitting the PCSGP Quarterly Expenditure Report (QER) to the CDE, and manages the review/finalization process. ▪ Consolidated Application (ConApp) – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS). ▪ State Revolving Loan – EdTec prepares the application for this loan program (up to \$250,000). ▪ After School Education and Safety Program (ASES) – EdTec submits annual budget and quarterly expenditure reports. ▪ School-Based Medi-Cal Administrative Activities (SMAA) – EdTec completes quarterly reports. ▪ Charter School Facilities Incentive Grant (CSFIG) – EdTec completes semi-annual disbursement requests. ▪ Deferral Exemption Application – EdTec completes the application for the school. ▪ Charter renewal – <i>On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.</i> |
| <p>Excluded Services:</p> | <p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p> |
| <p>Compensation:</p> | <ul style="list-style-type: none"> ▪ Back Office Services: Our fees for back-office services range from 3.0% to 7.5% of the school's government revenues accrued for the then-current school fiscal year, depending on the size of your school. "Government Revenues" include all attendance-driven government funding, plus government grants, but exclude Special Education funding, Federal subsidized meal funding, and State child nutrition payments. This fee <u>includes</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. The fee <u>excludes</u> a charge on private philanthropy that you raise, unless there are extra-ordinary reporting requirements for these funds, in which case we would mutually-agree on a solution. The fee is payable monthly commencing on July 1, 2016, based on a pro-rated estimate of the annual fee derived from the projected enrollment and funding rates reflected in the materials submitted to the State by July 1. <ul style="list-style-type: none"> ○ We charge a higher percentage rate for your first 200 students (ADA) and then a lower rate on additional students because of our economies of scale in servicing larger schools. Our rate for your first |

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| | <p>0-200 students is 3.5%. The <u>incremental</u> rate for 201 to 300 students is 3.25% of <u>those</u> students; 301 to 400 students, 3.0%; 401 to 500 students, 2.75%; 501 to 600 students, 2.50%; and 601 and above students, 2.25%. [To calculate your total rate, apply 3.5% to the first 200 ADA; 3.25% for the next 100 ADA, and so on.]</p> <ul style="list-style-type: none"> ○ <u>For the 2016/17 fiscal year, the annual fee resulting from the above fee schedule will be reduced by \$25,000 for the period ending June 30, 2017.</u> ○ Notwithstanding the above fee schedule, the minimum fee for our back office service for a school fiscal year is \$60,250. ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. <ul style="list-style-type: none"> ▪ Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses. ▪ Setup Charges: EdTec will absorb the expenses of setting up clients on our systems. However, if reconciliations due to incomplete or unorganized records require more than twenty hours of our staff time, we will charge for the additional reconciliation time at our discounted hourly consulting rate. ▪ Fee Increases: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Initial Term or then-current Renewal Term, as applicable. ▪ Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due. |
| School Obligations | <p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the attached Roles and Responsibilities document (Attachment 1).</p> |
| Termination | <p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for</p> |

Amended & Restated Statement of Work #12 by and between
EdTec Inc. and Language Academy of Sacramento
Page 9 of 10, June 1, 2016

breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2016, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.

EDTEC INC

DocuSigned by:

By:

Steve Campo

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Name: Steve Campo

Title: President & CEO

Date: 6/5/2016

1410A 62nd Street
Emeryville, CA 94608

Fax: 510.663.3503

LANGUAGE ACADEMY OF SACRAMENTO

DocuSigned by:

Signature:

Eduardo De Leon

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Eduardo De Leon

Name:

Title:

Date:

Address:

Email:

Phone:

Fax:

Academic Director

6/4/2016

2850 49th Street

Sacramento, CA

edeleon@lasac.info

9162777137

9162777141

ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and Language Academy of Sacramento ("Client") will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

| | EdTec | Client |
|-------------------------|---|---|
| Accounts Payable | <ul style="list-style-type: none"> ▪ Timely and accurate check payments ▪ Payment of invoices according to client's approval policies ▪ Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors ▪ Payment systems linked to financial statements and analyses for informed managerial decision-making ▪ Bank account reconciliations ▪ Invoice/payment research ▪ Advising clients on outstanding checks to ensure adequate cash availability | <ul style="list-style-type: none"> ▪ Submission of payment and deposit information; view-only access to bank account <ul style="list-style-type: none"> ○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes ○ Coding all expenses and non-State funding deposits using EdTec forms and processes and codes from the most recent budget. ▪ Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations; securing view-only access to school bank account(s) for use by EdTec. |

1. LATE FEES and PROCESSING CHARGES

Accounts Payable:

- **Weekly submittal:** Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of \$35.
- As a courtesy, EdTec may waive the first two occurrences (i.e. up to \$70) of the Weekly Submittal processing fee.



A California Public School

Agenda Item# V

Board Meeting Date: June 17, 2016

Subject: CLOSED SESSION – Personnel Contract: Director’s Evaluation

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

Committee: Director’s Evaluation Committee: Mellor, Ruiz

Information:

Director’s Evaluation Committee presents AD evaluation to Board

Process:

Meet with the Director, discuss constituent feedback and evaluation document, and set goals for next year’s evaluation.

Next Steps in June Meeting:

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

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| <p>Estimated Time of Presentation: 10 minutes Submitted By: Mellor/Ruiz Date: 6.17.16</p> |
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| <p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p> |
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A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# V

Fecha de la Reunión: 17 de junio del 2016

Tema: Sesión cerrada – Contratos del personal: Evaluación del director.

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

Comité: Comité de Evaluación del Director: Mellor, Ruiz

Información:

Comité de evaluación del Director presenta la evaluación del director académico

Proceso: Comité de Evaluación del Director se reúne con el Director Académico (AD) para establecer metas para la evaluación del año siguiente.

Pasos siguientes para la reunión de junio:

- a) Porque la evaluación del director es una acción del personal, la evaluación del director y renovación de contratos se hace durante una sesión cerrada. Durante esta sesión, todos los miembros del personal se van de la reunión. Solo miembros que no son parte del personal participan en la discusión durante la sesión cerrada.
- b) Durante la sesión cerrada, la Mesa Directiva hace una recomendación de acción y conduce una votación, anotando como voto cada miembro.
- c) La Mesa Directiva clausura la sesión cerrada y convoca una sesión abierta.

Tiempo estimado para la presentación: 10 min.
Entregado por: Mallor/Ruiz
Fecha: 6.17.16

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



A California Public School

Agenda Item# VI

Board Meeting Date: June 17, 2016

Subject: OPEN SESSION –Announcement of Closed Session Board Action

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

Committee: Director’s Evaluation Committee: Mellor, Ruiz

Information:

Director’s Evaluation Committee presents AD evaluation to Board

Process:

- a. During the open session, the board announces the closed session board action, identifying how each board member voted.

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| <p>Estimated Time of Presentation: 10 minutes Submitted By: Mellor/Ruiz Date: 6.17.16</p> |
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| <p>Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____</p> |
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A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

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Agenda Artículo# VI

Fecha de la Reunión: 17 de junio del 2016

Tema: Sesión abierta – Anuncio de la acción tomada durante la sesión cerrada

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

Comité: Comité de Evaluación del Director: Mellor, Ruiz

Información:

Comité de evaluación del Director presenta la evaluación del director académico

Proceso:

- a) Durante la sesión abierta, la Mesa Directiva anuncia la acción tomada durante la sesión cerrada, anotando como voto cada miembro.

Tiempo estimado para la presentación: 10 min.
Entregado por: Mallor/Ruiz
Fecha: 6.17.16

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