

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

Agenda/Agenda  
 Friday, May 18, 2018/viernes, el 18 de mayo del 2018  
**5:30 p.m. in Room 7/5:30 p.m. en el salón 7**

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

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

**B. ROLL CALL/Asistencia**

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

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

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

a. April 20, 2018 minutes/minutos del 20 de abril de 2018 (p. 4-10)

**E. MISSION/Misión**

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

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

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

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

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

**B. INFORMATIONAL ITEMS/Artículos de Información:**

1. Student Council/*Concilio estudiantil* – Representative/*representante* (5 minutes) (p. 11-12)
2. Parent Council/Association/*ELAC/Concilio y asociación de padres/ELAC* – Representative/*representante* (5 min) (p. 13-14)

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

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

- i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)* (p. 15-129)

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. Finance Committee: Monthly Financials & Preliminary Budget FY2019/Finanzas Mensuales y presupuesto preliminar del año fiscal 2019 - (15 min) (p. 130-152)**

- 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:\_\_\_\_

**C. EPA Resolution/Resolución EPA - EdTec (5 min.) (p. 153-157)**

- 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:\_\_\_\_

**D. Title 1 Application/Solicitud de Title 1 – EdTec (5 min.) (p. 158-161)**

- 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:\_\_\_\_

**E. Certification of Assurances/Certificación de garantías - EdTec (5 min.) (p. 162-166)**

- 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:\_\_\_\_

**F. Protected Prayer Certification/Certificación de protección de oración – EdTec (5 min.) (p. 167-169)**

- 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:\_\_\_\_

**G. Homeless Education Policy/Póliza de educación para estudiantes sin vivienda - EdTec (5 min.) (p. 170-174)**

- 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:\_\_\_\_

**H. April Check Register/Registros de la cuenta bancaria del mes de abril**– School Leadership/Liderazgo escolar (5 min.) (p. 175-178)

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:\_\_\_\_\_

**I. Bylaws and Policy Committee: 1) Governing Board Nominations, Elections and Timeline/ Comité de pólizas y estatutos: Nominaciones de la Mesa Directiva, elecciones y línea de tiempo 2) Staff Social Media Policy/ – Bylaws Committee (10 min.) (p. 179-185)**

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:\_\_\_\_\_

**IV. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN**

A. CDT/ *Comité de diseño curricular*- Campos (5 min) (p. 186-187)

B. Director’s Evaluation/Evaluacion del Director – Zamora/Bacsafra (5 min) (p. 188-189)

**V. FUTURE MEETINGS/Próxima Junta –**

a. June 15, 2018 - Regular Board Meeting/18 de mayo del 2018 - Reunión de la Mesa Directiva

**VI. ADJOURNMENT/Clausura**

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

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



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



Regular Board Meeting - Minutes  
 Friday, April 20, 2018  
 5:30PM in Room 7

**I. Preliminary**

**I.A and B** Meeting was called to order by Kathy Petree at 5:37 PM. Board meeting procedures were reviewed.

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

**Agenda**

**Action**

<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	<p>A motion was made to approve the April 20, 2018 agenda with the following changes: 1) add item VI. Open Session: Announcement of Closed Session Board Action to the agenda and 2) add Future Agenda Items as item VIII to the agenda.</p> <p>1<sup>st</sup> Motion: Aracely Campa            2<sup>nd</sup> Motion: Irene Rodriguez            Absences: Fernando Aceves, Perla Campos, Erandi Zamora            Abstentions: None            The motion passed with six votes.</p>
<b>I.D</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	<p>A motion was made to approve the March 16, 2018 minutes with one correction: change Item III.A. absences to include Adriana Yañez-Gutiérrez &amp; Ravindar Singh. The change is not needed on the Spanish version of the March 16, 2018 minutes.</p> <p>1<sup>st</sup> Motion: Ravindar Singh            2<sup>nd</sup> Motion: Aracely Campa            Absences: Fernando Aceves, Perla Campos, Erandi Zamora            Abstentions: Adriana Yañez-Gutiérrez            The motion passed with five votes.</p>
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud.

**II. Communications Norms**

<b>II.A.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	<ol style="list-style-type: none"> <li>Ms. Yañez-Gutiérrez announced that there are Camellia Symphony Orchestra tickets available for an April 28, 2018 performance. Tickets are available to families as a result of our partnership with the organization.</li> <li>There was a public comment regarding the ASES enrollment process for next year, and appreciation was noted for parent input regarding changes.</li> <li>There was another public comment regarding the ASES enrollment process for next year, and potential concern regarding overnight camp-outs for spaces.</li> <li>Mr. de León made a comment that four board members attended the recent California Charter Schools Association conference. Attendees may share at the next board meeting.</li> </ol>
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		5) There was a public comment regarding the recent board elections. It was suggested to move the Town Hall meeting prior to ballot distribution, so parents can meet the candidates prior to voting.
<b>II.B.1.</b>	<b>Student Council Representative</b> <i>Concilio estudiantil representante</i>	Mr. de León reported that the Science and Health Fair organized by Student Council was successful last night. 131 students attended and multiple organizations participated. The next spirit day is “Tacky Tourist.” Student Council led a food donation drive and made a delivery to the Ronald McDonald House last week.
<b>II.B.2</b>	<b>Parent Council/Association/ ELAC Representative</b> <i>Concilio y asociación de padres/ELAC representante</i>	The April and May Parent Association, Parent Council, ELAC, and Coffee in the Garden dates were included in the board packet.  Ms. Hosino reported on the Coffee in the Garden/Cafecito en el Jardín program.
<b>III.</b>	<b>ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b>	
<b>III.A</b>	<b>Finance Committee: One-Time Funds for Outstanding Mandate Claims</b> <i>Fondos Únicos para reclamos mandatorios and Monthly Financials/Finanzas Mensuales</i>	Mr. de León shared that a preliminary draft of the 2018-19 budget will be available for review next month.  Mr. de León reviewed the EdTec Financial Summary of Activity through March 2018.  Ms. Campa shared that the Finance Committee is discussing a salary review for classified and SPED staff with EdTec. Different options are being considered.  <i>A motion was made to approve the resolution for the One Time Funds for Outstanding Mandate Claims.</i>  1st Motion: Irene Rodriguez 2nd Motion: Adriana Yañez-Gutiérrez Absences: c Abstentions: None Motion passed with six votes.
	<b>Public Comments</b> <i>Comentarios Públicos</i>	There was one public comment regarding teacher use of Google classrooms as a form of electronic communication between middle school students and teachers.  There was one public comment regarding funding for additional middle school teachers to reduce size classes for the upcoming year.  There was one public comment regarding health care coverage of LAS employee spouses.  There was one public comment regarding the LAS certificated salary schedule.
<b>III.B</b>	<b>March Check Register</b> <i>Registros de la cuenta bancaria del mes de marzo</i>	<i>A motion was made to approve the March 2018 check register.</i> 1st Motion: Kathy Petree 2nd Motion: Aracely Campa Absences: Fernando Aceves, Perla Campos, Erandi Zamora Abstentions: None Motion passed with six votes.
	<b>Public Comments</b> <i>Comentarios Públicos</i>	There was one public comment regarding whether personal reimbursements go through a budget approval process.
<b>III.C</b>	<b>Bylaws and Policy Committee: 1) Governing Board Nominations, Elections and Timeline</b> <i>Comité de pólizas y estatutos: Nominaciones de la Mesa Directiva, elecciones y línea de tiempo 2) Social Media Policy</i>	Mr. de León announced that the newly elected 2018-2021 parent board representative is Lourdes Gómez.  Mr. de León announced that there is one applicant for the 2018-2021 community board representative position. Two candidates are needed to hold an election.  There was discussion to move the 2018-2021 community board election to the beginning of next school year. This would also push the board training retreats to next fall. The Bylaws Committee will discuss board candidate eligibility criteria and length of terms at a future meeting.

		<p>Mr. de León announced that there was a recommendation to schedule future Town Hall meetings before election ballots are distributed, or to list the Town Hall meeting date on the ballot.</p> <p>Ms. Petree reviewed the Student, Parent, and Volunteer Social Media and Network Policy.</p> <p><i>A motion was made to approve the Student, Parent, and Volunteer Social Media and Network Policy.</i></p> <p>1st Motion: Aracely Campa  2nd Motion: Ravindar Singh  Absences: Fernando Aceves, Perla Campos, Erandi Zamora  Abstentions: None  Motion passed with six votes.</p>
	<p><b>Public Comments</b>  <i>Comentarios Públicos</i></p>	<p>There was one public comment regarding the 2018-19 parent election.</p> <p>There was one public comment regarding preview of the Social Media Policy.</p> <p>There was one public comment regarding timelines for posting future board meeting agendas and packets.</p> <p>There was one public comment regarding the return of previous LAS parents as candidates for the community representative position, and potential length of time before service.</p> <p>There was one public comment regarding the qualities being sought in a community board representative candidate.</p> <p>There was one public comment regarding the board's ability to respond to public comments.</p>
<b>Informational Items</b>		
IV.A	<p><b>CDT</b>  <i>Comité de diseño curricular</i></p>	Mr. de León provided an update from the CDT committee.
IV.B	<p><b>Director's Evaluation</b>  <i>Evaluación del Director</i></p>	Ms. Bacsafrá provided an update regarding the 2017-2018 Academic Director evaluation process.
V	<p><b>Closed Session: Student Discipline</b>  <i>Disciplina estudiantil</i></p>	Closed session began at 7:33pm. Closed session ended at 7:57pm.
VI	<p><b>Open Session: Announcement of Closed Session Board Action</b>  <i>Sesión abierta: Anuncio de la acción tomada durante la sesión cerrada</i></p>	There was no action taken in closed session.
<b>VII. Future Meetings</b>		
1. May 18, 2018 - Regular Board Meeting/18 de mayo del 2018 - Reunión de la Mesa Directiva		
<b>VIII. Future Agenda Items</b>		
1) None		
<b>IX. Adjournment/Clausura</b>		
<p><i>A motion was made to adjourn the board meeting.</i></p> <p>1<sup>st</sup> Motion: Jennifer Bacsafrá  2<sup>nd</sup> Motion: Ravindar Singh  Absences: Fernando Aceves, Perla Campos, Erandi Zamora  Abstentions: None  The motion passed unanimously by all board members present.</p> <p>The board meeting was adjourned at 7:59 PM.</p>		



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



Minutos de la reunión  
 viernes, 20 de abril del 2018  
 5:30 PM – salón 7

**I. Preliminar**

**I. A y B** La reunión fue comenzada por Erandi Zamora a las 5:35PM

	<b>Nombre</b>	<b>Papel</b>	<b>Presente</b>	<b>Ausente</b>
	Kathy Petree	Madre (17-20)	X	
	Jennifer Bacsafra	Madre (16-19)	X	
	Fernando Aceves	Padre (17-18)		X
	Adriana Yañez-Gutiérrez	Personal (17-20)	X	
	Perla Campos	Maestra (16-19)		X
	Irene Rodríguez	Maestra (17-18)	X	
	Aracely Campa	Representante comunitario (17-20)	X	7:18 pm
	Erandi Zamora	Representante comunitario (16-19)		X
	Ravindar Singh	Representante comunitario (17-18)	X	
	Representante	Representante del concilio estudiantil		X
	Eduardo de León	Director Académico	X	
	Teejay Bersola	Especialista de responsabilidad académica		X

**Agenda**

**Acción**

<b>I.C</b>	Aprobación de la agenda	<p><i>Se hizo una moción para aprobar la agenda del 20 de abril del 2018 con los siguientes cambios: 1) añadir artículo VI. Cesión abierta: Anuncio de la acción tomada durante la cesión cerrada. 2) añadir artículo VIII a la lista de artículos futuros.</i></p> <p>1ª Moción: Aracely Campa                      2ª Moción: Irene Rodríguez                      Ausencias: Fernando Aceves, Perla Campos, Erandi Zamora                      Abstenciones: Ninguna                      La moción fue aprobada con seis votos.</p>
<b>I.D</b>	Aprobación de los minutos	<p><i>Se hizo una acción para aprobar los minutos del 16 de marzo del 2018 con la siguiente corrección: cambiar el artículo IIIA para que refleje las ausencias de Adriana Yañez-Gutierrez y Ravindar Singh. El cambio no es necesario en la versión en español.</i></p> <p>1ª Moción: Ravindar Singh                      2ª Moción: Aracely Campa                      Ausencias: Fernando Aceves, Perla Campos, Erandi Zamora                      Abstenciones: Adriana Yañez-Gutiérrez                      La moción fue aprobada con cinco votos.</p>
<b>I.E</b>	Misión	La misión fue leída en voz alta.

**II. Normas de comunicación**

<b>II.A.</b>	Comentarios públicos	<ol style="list-style-type: none"> <li>1) La Sra. Yañez-Gutierrez anunció que hay boletos disponibles para el concierto de la orquesta sinfónica Camellia el 28 de abril del 2018. Los boletos están disponibles a las familias gracias a la asociación que se hizo con la organización.</li> <li>2) Se hizo un comentario público sobre el proceso de matriculación de ASES y se notó la apreciación de la participación de los padres este año.</li> <li>3) Se hizo otro comentario público sobre el proceso de matriculación de ASES y la preocupación sobre como los padres interesados de quedan a campar la noche anterior.</li> <li>4) El maestro de León hizo un comentario público sobre como cuatro de los miembros de la Mesa Directiva asistieron a la conferencia de la Asociación de escuelas constitucionales de California. Los participantes hablarán más sobre eso durante la siguiente reunión.</li> <li>5) Se hizo un comentario público sobre las elecciones de la Mesa Directiva. Se sugirió que la asamblea se mueva a una fecha antes que la distribución de boletas para que los padres conozcan a los candidatos.</li> </ol>
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<b>II.B.1.</b>	Concilio estudiantil	Maestro de León reportó que la feria de salud organizada por el concilio estudiantil fue todo un éxito. 131 estudiantes estuvieron presentes y múltiples organizaciones estuvieron participaron. El siguiente día de espíritu es “Tacky Tourist.” El concilio estudiantil también preparó una recaudación de comida enlatada para llevarla a la Casa Ronald McDonald.
<b>II.B.2</b>	Concilio y asociación de padres	Las fechas para las reuniones de Asociación de Padres, Concilio de Padres, ELAC, y Cafecito en el Jardín de abril y mayo están incluidas en el paquete.  La Sra. Hosino reportó sobre Cafecito en el Jardín.
<b>III. ARTÍCULOS DE DISCUSIÓN Y/O ACCION</b>		
<b>III.A</b>	Comité de finanzas	El Maestro de León comentó que un borrador del presupuesto del año fiscal 2018-2019 estará disponible durante la siguiente reunión.  El Maestro de León presentó un resumen de las actividades del mes de marzo del 2018.  La Sra. Campa compartió que el comité de finanzas está discutiendo el salario del personal clasificado de Educación Especial. Opciones diferentes se están considerando.  <i>Se hizo una moción para aprobar la resolución de los fondos de uso único para reclamaciones de mandatos pendientes.</i> 1ª Moción: Irene Rodríguez 2ª Moción: Adriana Yañez-Gutierrez Ausencias: Fernando Aceves, Perla Campos, Erandi Zamora Abstenciones: Ninguna La moción fue aprobada con seis votos.
	Comentarios públicos	<ol style="list-style-type: none"> <li>1) Se hizo un comentario público sobre el use de Google Classrooms como medio de comunicación entre los estudiantes de la secundaria y maestro/as.</li> <li>2) Se hizo un comentario público sobre los fondos para contratar a maestro/as adicionales y reducir el tamaño de las clases.</li> <li>3) Se hizo un comentario público sobre la cobertura médica de parejas de empleados de LAS.</li> <li>4) Se hizo un comentario público sobre el salario del personal certificado.</li> </ol>
<b>III.B</b>	Registros de la cuenta bancaria del mes de marzo	<i>Se hizo una moción para aprobar los registros de la cuenta bancaria del mes de marzo.</i> 1ª Moción: Kathy Petree 2ª Moción: Aracely Campa Ausencias: Fernando Aceves, Perla Campos, Erandi Zamora Abstenciones: Ninguna La moción fue aprobada con seis votos.
	Comentarios públicos	Se hizo un comentario público sobre reembolsos personales y el proceso de aprobación.
<b>III.C</b>	Comité de pólizas y estatutos	El maestro de León anunció que la representante de padres a la Mesa Directiva es Lourdes Gómez.  El maestro de León anunció que hay solo un solicitante para representante comunitario a la Mesa Directiva. Se necesitan dos candidatos.  Hubo una conversación sobre la posibilidad de mover las elecciones de representante comunitario hasta el principio del año siguiente. Esto cambiaría la fecha de entrenamiento hasta el otoño.  El maestro de León anunció que hubo una recomendación de mover las asambleas de candidatos antes de la distribución de boletas o anunciar la asamblea de candidatos dentro de las boletas.  La Sra. Petree repasó la póliza de redes sociales de estudiantes, padres y voluntarios.

		<p><i>Se hizo una moción para aprobar la póliza de redes sociales de estudiantes, padres y voluntarios.</i></p> <p>1ª Moción: Aracely Campa 2ª Moción: Ravindar Singh</p> <p>Ausencias: Fernando Aceves, Perla Campos, Erandi Zamora Abstenciones: Ninguna</p> <p>La moción fue aprobada con seis votos.</p>
	Comentarios públicos	<ol style="list-style-type: none"> <li>1) Se hizo un comentario público sobre la elección de padre 2018-2019.</li> <li>2) Se hizo un comentario público sobre la póliza de redes sociales.</li> <li>3) Se hizo un comentario público sobre la disponibilidad de las agendas y paquetes de la Mesa Directiva.</li> <li>4) Se hizo un comentario público sobre la posibilidad de tener a padres como candidatos a representantes comunitarios.</li> <li>5) Se hizo un comentario público sobre las cualidades que se buscan en un candidato a representante comunitario.</li> <li>6) Se hizo un comentario sobre la habilidad de la Mesa Directiva de responder a comentarios públicos.</li> </ol>
<b>Artículos de Información</b>		
<b>IV.A</b>	Comité de diseño curricular	La Maestra campos dio un resumen sobre el progreso que se ha hecho en la comité de diseño curricular.
<b>IV. B</b>	Evaluación del Director	La Sra. Bacsafra presentó noticias recientes sobre el proceso de evaluación del Director Académico del 2017-2018.
<b>IV. C</b>	Cesión cerrada: Disciplina estudiantil	Sesión cerrada comenzó a las 7:33 pm. Cesión cerrada terminó a las 7:57pm.
<b>IV. D</b>	Cesión abierta: Acción tomada durante cesión cerrada.	No se tomó acción durante la sesión cerrada.
<b>V. Próximas reuniones</b>		
18 de mayo del 2018 – Reunión de la Mesa Directiva		
<b>VI. Artículos para la próxima reunión</b>		
1) Ninguno		
<b>VII. Clausura</b>		
<p><i>Se hizo una moción para terminar la reunión.</i></p> <p>1ª Moción: Jennifer Bacsafra 2ª Moción: Ravindar Singh</p> <p>Ausencias: Fernando Aceves, Perla Campos, Erandi Zamora Abstenciones: Ninguna</p> <p>La moción fue aprobada con unanimidad por todos los presentes. La reunión fue terminada a las 7:59 pm.</p>		



A California Public School

Agenda Item#IIB1

**Board Meeting Date:** May 18, 2018

**Subject:** Student Council

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

**Committee:** Student Council (SC)

**Information:**

1. The last Student Council meeting was on May 3, 2018.
2. Treasure's Report: SC current funds are: \$2,197.51
3. **Student Council Reports:**
  - Public comments: 1<sup>st</sup> grade students from Maestra Rodriguez' class read letter with Maestro Pedro León voicing their opinion about the participation of the lower grades in Student Council. Students made comments about having a greater variety of drink choice in the cafeteria. Recommendation to make Day of the Woman and official Spirit Day with a Spirit Day banner.
  - Debrief of the Health Fair. The Health Fair had more than 200 people in attendance and the vendors claimed that it was one of the best events they had ever attended. Vendors praised students for their respectful behavior and hospitality.
  - Student Council agreed on hosting an End of the Year Rally on Friday May 25 and an End of the Year dance on Friday May 25. The dance will be free of charge.
  - Executive Member applications were sent out. Students will begin campaigning for the offices of President, Vice-President, Secretary, and Treasurer for the 2018-2019 school year
  - Upcoming events: Neon and Pattern Day-May 24; End of the Year Rally, End of the Year Dance-May 25

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Student Council  
**Date:** 05/14/2018

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



A California Public School

Agenda Artículo#IIB1

**Fecha de la Reunión:** 18 de mayo del 2018

**Tema:** Concilio estudiantil

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

**Comité:** Concilio Estudiantil

**Información:**

1. La última reunión del concilio estudiantil fue el 3 de mayo del 2018.
2. Reporte del tesorero: Los fondos del concilio estudiantil son de \$2,197.51
3. **Reporte del concilio estudiantil**
  - Comentarios públicos: Los estudiantes de primer grado de la clase de la maestra Rodríguez, con la ayuda del Maestro Pedro León, leyeron cartas que ellos escribieron donde dan su opinión sobre la participación de estudiantes de primer grado en el concilio estudiantil. Estudiantes del concilio estudiantil hicieron comentarios sobre tener una variedad de bebidas en la cafetería. Recomendación de hacer el Día de la Mujer un día oficial de espíritu con su banderilla.
  - Feria de salud: Hubieron más de 200 participantes y las organizaciones participantes mencionaron que ha sido el mejor evento al que han asistido. Se mencionó el comportamiento respetuoso y hospitalidad de los estudiantes.
  - El concilio estudiantil acordó tener una asamblea de fin de año el 25 de mayo al igual que un baile de fin de año ese mismo día. No habrá costo por la entrada al baile.
  - Solicitudes para candidatura ejecutiva se mandaron. Los estudiantes comenzarán su campaña para Presidente, Vicepresidente, Tesorero, y Secretario para el año escolar 2018-2019.
  - Eventos próximos: Día de neón y patrones, 24 de mayo; asamblea de fin de año y baile de fin de año, 25 de mayo.

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Concilio estudiantil  
**Fecha:** 05/14/2018

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



A California Public School

Agenda Item# IIB2

**Board Meeting Date:** May 18, 2018

**Subject:** Parent Council

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

**Committee:** Parent Council/Parent Association/ELAC

Since the last Governing Board meeting, the following has taken place:

- **Parent Council/ELAC**
  - Meeting on May 3, 2018
- **Parent Association/ELAC**
  - Meeting on May 3, 2018 (am and pm)
- **Coffee in the Garden**
  - Gathering: May 3, 2018
  - Next gathering: May 30, 2018
- **Volunteer Appreciation Breakfast**
  - Tuesday, May 29<sup>th</sup> at 9am

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Parent Council  
**Date:** 5.15.18

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



A California Public School

Agenda Artículo# IIB2

**Fecha de la Reunión:** 18 de mayo, 2018

**Tema:** Concilio de padres

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

**Comité:** Concilio de padres/Asociación de padres/ELAC

Desde la última junta de la mesa directiva, lo siguiente se llevó a cabo:

- **Concilio de padres/ELAC**
  - Junta: 3 de mayo de 2018
- **Asociación de padres/ELAC**
  - Junta: 3 de mayo de 2018 (am y pm)
- **Cafecito en el jardín**
  - Reunión: 3 de mayo de 2018
  - Próxima reunión: 30 de mayo de 2018
- **Celebración en honor a Voluntarios (desayuno)**
  - 29 de mayo de 2018 a las 9am

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Concilio de padres  
**Fecha:** 5.15.18

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



A California Public School

Agenda Item# IIIA

**Board Meeting Date:** May 18, 2018

**Subject:** LCAP Annual Update

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

**Committee:** School Leadership

**Information:**

*Background:*

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

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

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

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

*On March 20, 2014, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. LAS charter renewal work, which began in the Spring of 2013, involved school community reflection and involvement in the development of the Charter Mission, State Priorities and has been instrumental in the establishing the groundwork for the LCAP. Throughout the 2017-18 school year, stakeholder groups via Parent Association, Parent Council/English Learner Advisory Council, Staff Meetings, Professional Development, Committee Meetings, and Governing Board Meetings, continued to learn about, share feedback, and improve on the LAS LCAP.*



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

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

**WHAT – WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

April 16 –May 11, 2018

LAS

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

By June 4, 2018

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

LCAP Stakeholder Outreach and Consultation Dates 2017-2018:

<b>Stakeholder Group</b>	<b>Date</b>
Governing Board Meeting and Retreat	2017: 8/18 , 9/15, 10/20, 12/1 2018: 2/16, 3/16, 4/20, 5/18, 6/15
Parent Council Meeting/PC Executive Group	2017: 9/7, 10/5, 11/2, 12/7 2018: 2/7, 3/7, 4/5, 5/3
Parent Association Meeting and ELAC Meeting	2017: 9/13, 10/11, 11/8    2018: 2/14, 3/14, 4/11, 5/3
Staff Meeting and PD Meetings	2017: 9/21, 10/12, 11/9, 12/14, 2018: 1/11, 2/8, 3/8, 4/6, 5/10, 5/18
CDT Committee Meeting	2017: 10/5, 12/7 2018: 1/17, 2/1, 3/1, 4/5

*ITEM 3: LAS Public Hearing*

*Public comments are welcome at all monthly*

*Governing Board Meetings*

Friday, May 18, 2018 and June 15, 2018 @ 5:30PM

LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826

For more information call: 916.277.7137





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



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

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

**Attachments:**

- 1) Alphas and Deltas 2017-18
- 2) LAS LCAP Draft v5.18.18: New Template and Annual Update 2017-18

**Recommendations:**

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

<b>MOTION LCAP Draft 5.18.18</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola  
**Date:** 5.15.18

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



**Fecha de la Reunión:** 18 de mayo del 2018

**Tema:** Actualizaciones anuales de LCAP

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

**Comité:** Liderazgo Escolar

**Información:**

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

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

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

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

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



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

**QUÉ – CUÁNDO - DÓNDE:**

*PUNTO 1: Distribuir Encuestas de las Comunidades LAS*  
16 de abril – 11 de mayo del 2018  
LAS

*PUNTO 2: LCAP disponible en el sitio de internet de LAS*  
No mas tardar del 4 de junio, 2018  
en el sitio web: [www.lasac.info](http://www.lasac.info)

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

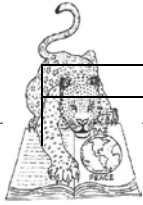
<b>Grupos Interesados</b>	<b>Fechas</b>
Reuniones de la Mesa Directiva	2017: 8/18 , 9/15, 10/20, 12/1 2018: 2/16, 3/16, 4/20, 5/18, 6/15
Reuniones de Concilio de Padres/Miembros Executivos	2017: 9/7, 10/5, 11/2, 12/7 2018: 2/7, 3/7, 4/5, 5/3
Reuniones de Asociación de Padres y ELAC	2017: 9/13, 10/11,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

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

Para más información llame al: 916.277.7137



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



# Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

*El dinero viene del federal y el estado.*

*¿Que tipo de plan escolar tenemos?*

*Mensajes de texto y correos electrónicos*

*Cuales son las metas para el futuro?*

A California Public School

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



A California Public School

**Documentos adjuntos:**

1. ALPHAS- Highlights ( Puntos altos de este ano) y DELTAS- Improve (Areas para mejorar) 2017-18
2. Borrador v5.18.18 de LCAP de LAS: nuevo formulario y actualizaciones anuales 2017-2018.

**Recomendación:**

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

<b>MOCION</b> Borrador v5.18.18 de LCAP	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Tiempo estimado para la presentación:** 40 min.  
**Entregado por:** Bersola  
**Fecha:** 5.15.18

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

### Reuniones de Concilio de Padres, Reuniones de Asociación de Padres y ELAC, 3 de mayo del 2018

	ALPHAS- Highlights (Puntos altos)	DELTAS (Areas para mejorar)
1	Fuerte sentido de comunidad	Mejor comunicación entre el representante de grado y los padres con respecto a eventos / inscripciones.
2	Taller educacional y de crianza para padres.	Boletín de calificaciones de la clase para todos los padres que no pudieron asistir.
3	Ex: Acoso Cibernético/Conciencia de las redes sociales	Más participación de los padres en los puestos y no solo para venir a disfrutar.
4	Taller de PIQUE	Lo negativo de los conos anaranjados es que se requiere mas tiempo para dejar/recojer a los estudiantes. El lado negativo de los conos anaranjados es que hacen más largo el dejar y recojer de los estudiantes.
5	Seguridad adicional con los conos anaranjados	El día del niño se puede celebrar en un día diferente (sábado) para permitir un mayor tiempo de juego.
6	Día de la salud: Comida saludable, zumba, la comida que vendieron.	Desayuno y almuerzo. ¿La comida es diferente según el nivel de grado? ¿Vuelven a calentar la comida del día anterior?
7	En el concilio de padres se nos da buena información.	
9	La recaudación de fondos para las actividades escolares fueron divididas en grados. Ej: Festival de Invierno, Fiesta de la cosecha.	¿Todos los grados tienen el mismo número de excursiones? 3er grado solo tenía uno.
10	Las excursiones de los estudiantes fueron organizadas y divertidas.	Los estudiantes de TK y K están fuera de control por la mañana y las guardias estan muy están distraídas y platicando.
11	Gracias por la transportacion escolar del autobús que trae y lleva a los estudiantes.	Clases de enriquecimiento: ¿podría haber más control sobre todas las cancelaciones que tienen?
12	La cantidad de alumnos por aula es perfecta.	¿Por qué no tenemos coro y banda?
13	La adición de polisas que involucra las redes sociales con padres y estudiantes .	Más organización durante la hora del almuerzo.
14	Fondos para los excursiones.	¿Podemos agregar el Día de la Madre como un evento?
15	La comunicación ha mejorado.	Participación de los padres para eventos de recaudación de fondos para excursiones
16		Reforzar la ayuda para los estudiantes que ingresan como estudiantes de 6 ° grado
17	Dia del niño fue genial.	Los estudiantes se están quedando atrás una vez que llegan a la escuela secundaria.



18	Las excursiones de 2do grado fueron un éxito.	Es difícil para nuestros estudiantes tener muchos maestros y clases diferentes.
19	Cafecito en el jardín fue un éxito.	Asegúrense de que haya suficientes comidas para el almuerzo para todos los estudiantes.
20	Hay muchas oportunidades de dar nuestro tiempo voluntario.	Tener orden en el estacionamiento.
21	Los contenedores de basura mantienen la escuela limpia.	Traer de regreso el Programa de Talentos.
22	Los eventos durante el año.	Tener una celebración combinada del día de madres / padres.
23	Las reuniones en la tarde.	Más oportunidades en el programa de enriquecimiento.
24	El jardín.	Clases de educación de recursos para padres. Ej: español, inglés, tecnología, formas de motivar a los niños, talleres de tareas, violencia doméstica, drogas, intimidación.
25	El evento de feria de ciencias/matemáticas	Use un programa en general para la comunicación.
26	La batalla de los libros.	Los grados del 5-8vo para la educación de sexo: debería de ser una nota para optar si y no para optar no, ser transparentes de quien va a dar las clases, hagan una lista de los topics que van a ser discutidos.
27	Ed Connect	¿Hay solo un número limitado de almuerzos calientes, entonces los estudiantes mayores solo tienen almuerzos fríos disponibles?
28	La pre-venta de boletos para los eventos.	Elecciones
29	Cualquier evento en el gimnasio/patio.	Días sombra de 7 ° grado para escuelas secundarias.
30	Las juntas de Asociación de Padres en las tardes.	Horario de venta de bocadillos
31	Los eventos escolares estuvieron muy bien organizados.	Oportunidades disponibles para voluntarios.
32	Buena comunicación entre la escuela y los padres.	¿Carnaval?
33	Se vendió una buena cantidad de bocadillos	Concurso de ortografía, concurso de matemáticas.
34	Buena comunicación con los maestros.	Proceso de entrada de ASES.
35	El progreso académico con los estudiantes que están en el programa de looping.	Consistencia en las clases de enriquecimiento (robótica) y notificación de cancelación de enriquecimiento.

36	La forma en que los eventos se dividieron en grupos.	Más oportunidades de enriquecimiento musical (incluso si se requiere pago).
37	Hubo una mejor organización entre los grados y los representantes	Mejores respuestas / comunicación entre los maestros de escuela intermedia a los representantes de padres.
38	Feria de salud fue genial.	Aumentar la participación de los padres para alcanzar la meta.
39	El día del niño fue genial	Coloquen una sombra para los estudiantes que están esperando el autobús.
40	Buena comunicación.	Concurso de talentos.
41	Café en el jardín	Coloquen una sombra para los estudiantes que están esperando el autobús
42	PIQUE	Mejor comunicación entre los representantes y los padres
43	La manera en que separarón las ventas de grado por evento.	Coloquen una sombra en el área de parada de autobús.
44	Los conos en la línea para bajar a los estudiantes.	Programa de apoyo para padres.
45	Buena organización de eventos.	No vendan bocadillos poco sanos.
46	Este año los eventos han sido un éxito.	Tener un representante por grupo para tener mejor comunicación y participación.
47	Este año todos los eventos han sido exitosos.	Proveer mejores contenedores para basura y reciclaje. Ej: Los contenedores pueden ser de metal y colocados en un lugar fijo.
48	Este año la forma en que se dividieron los eventos fue un éxito.	Actualizae y agregar fuentes de agua adicionales en toda la escuela.
49		Disminuir a 80% Ideas para incrementar los votos: Maestras- La maestra que gane tendra un estacionamiento especial. Incentivos para niños. Quiosco en el sitio para votar a pedido o votar en el evento / reunión. Yo voté pegatina.
50		Mantener el objetivo del 90% o más. Alentarse entre los padres para que se recuerden de votar. Introducir a los representantes antes de enviar su información por correo.
51		Disminuir a 85% Incentivos para maestros y/o estudiantes. Auto-servicio para entregar las boletas. Tambien para la hora de recogerlas.
52		Dejarlo a 90% pero utilizar las sugerencias mencionadas anteriormente. Tener una rifa.

### Reuniones de Concilio de Padres, Reuniones de Asociación de Padres y ELAC, 3 de mayo del 2018

	ALPHAS- Highlights (Puntos altos)	DELTA (Areas para mejorar)
1	Fuerte sentido de comunidad	Mejor comunicación entre el representante de grado y los padres con respecto a eventos / inscripciones.
2	Taller educacional y de crianza para padres.	Boletín de calificaciones de la clase para todos los padres que no pudieron asistir.
3	Ex: Acoso Cibernético/Conciencia de las redes sociales	Más participación de los padres en los puestos y no solo para venir a disfrutar.
4	Taller de PIQUE	Lo negativo de los conos anaranjados es que se requiere mas tiempo para dejar/recojer a los estudiantes. El lado negativo de los conos anaranjados es que hacen más largo el dejar y recojer de los estudiantes.
5	Seguridad adicional con los conos anaranjados	El día del niño se puede celebrar en un día diferente (sábado) para permitir un mayor tiempo de juego.
6	Día de la salud: Comida saludable, zumba, la comida que vendieron.	Desayuno y almuerzo. ¿La comida es diferente según el nivel de grado? ¿Vuelven a calentar la comida del día anterior?
7	En el concilio de padres se nos da buena información.	
9	La recaudación de fondos para las actividades escolares fueron divididas en grados. Ej: Festival de Invierno, Fiesta de la cosecha.	¿Todos los grados tienen el mismo número de excursiones? 3er grado solo tenía uno.
10	Las excursiones de los estudiantes fueron organizadas y divertidas.	Los estudiantes de TK y K están fuera de control por la mañana y las guardias estan muy están distraídas y platicando.
11	Gracias por la transportacion escolar del autobús que trae y lleva a los estudiantes.	Clases de enriquecimiento: ¿podría haber más control sobre todas las cancelaciones que tienen?
12	La cantidad de alumnos por aula es perfecta.	¿Por qué no tenemos coro y banda?
13	La adición de polisas que involucra las redes sociales con padres y estudiantes .	Más organización durante la hora del almuerzo.
14	Fondos para los excursiones.	¿Podemos agregar el Día de la Madre como un evento?
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21	Los contenedores de basura mantienen la escuela limpia.	Traer de regreso el Programa de Talentos.
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24	El jardín.	Clases de educación de recursos para padres. Ej: español, inglés, tecnología, formas de motivar a los niños, talleres de tareas, violencia doméstica, drogas, intimidación.
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27	Ed Connect	¿Hay solo un número limitado de almuerzos calientes, entonces los estudiantes mayores solo tienen almuerzos fríos disponibles?
28	La pre-venta de boletos para los eventos.	Elecciones
29	Cualquier evento en el gimnasio/patio.	Días sombra de 7 ° grado para escuelas secundarias.
30	Las juntas de Asociación de Padres en las tardes.	Horario de venta de bocadillos
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32	Buena comunicación entre la escuela y los padres.	¿Carnaval?
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35	El progreso académico con los estudiantes que están en el programa de looping.	Consistencia en las clases de enriquecimiento (robótica) y notificación de cancelación de enriquecimiento.

36	La forma en que los eventos se dividieron en grupos.	Más oportunidades de enriquecimiento musical (incluso si se requiere pago).
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38	Feria de salud fue genial.	Aumentar la participación de los padres para alcanzar la meta.
39	El día del niño fue genial	Coloquen una sombra para los estudiantes que están esperando el autobús.
40	Buena comunicación.	Concurso de talentos.
41	Café en el jardín	Coloquen una sombra para los estudiantes que están esperando el autobús
42	PIQUE	Mejor comunicación entre los representantes y los padres
43	La manera en que separarán las ventas de grado por evento.	Coloquen una sombra en el área de parada de autobús.
44	Los conos en la línea para bajar a los estudiantes.	Programa de apoyo para padres.
45	Buena organización de eventos.	No vendan bocadillos poco sanos.
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47	Este año todos los eventos han sido exitosos.	Proveer mejores contenedores para basura y reciclaje. Ej: Los contenedores pueden ser de metal y colocados en un lugar fijo.
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50		Mantener el objetivo del 90% o más. Alentarse entre los padres para que se recuerden de votar. Introducir a los representantes antes de enviar su información por correo.
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52		Dejarlo a 90% pero utilizar las sugerencias mencionadas anteriormente. Tener una rifa.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

The Language Academy of Sacramento (LAS)

Contact Name  
and Title

Teejay Bersola – Academic  
Accountability Specialist

Email and  
Phone

tbersola@lasac.info  
916.277.7137

## 2017-20 Plan Summary

### THE STORY

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

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

### LAS Demographics

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

### LAS Mission

To create a learning environment where **students**:

- 1) Biliteracy:** Utilize bilingual academic knowledge and skills in real-world situations and diverse settings
- 2) Confidence and Life Skills:** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others
- 3) Leadership and Critical Thinking:** Demonstrate leadership skills in order to build bridges

between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

**LAS Academics**

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 14<sup>th</sup> year, LAS has become the areas only TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

**Two-Way Immersion  
90-10 Model**

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

**LCAP HIGHLIGHTS**

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

**LAS Facts**

**Academics:**

- ❖ Congruent to dual immersion research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district and the State of California peer group in English, while **simultaneously** learning Spanish.
- ❖ LAS 2015 Cohort for Grades 5-7 Standards Met or Exceeded in ELA and Math: XXXXXX out of 26 comparative categories or XX%, showed cohort growth in achievement with CAASPP 2017 data.
- ❖ LAS’ educational model provides the area high schools with the only students prepared to enroll in Advanced Placement foreign language courses.

**Basic Environmental Infrastructure:**

- ❖ As of 2017, XX% of LAS teachers have two years or more classroom teaching experience and over XX% have five or more years of experience.

**Climate and Parent Engagement:**

- ❖ Based on 2017 student survey, XX% of students agree with the statement, “It is important to me to learn to read and write in Spanish and English,” and XX% stated that, “I like my school.”
- ❖ Since its inception, LAS continues to meet its parent satisfaction goal with ~XX% stating overall satisfaction with the school and ~XX% stating they would recommend the school to others.
- ❖ LAS has a shared governance model that includes parents, staff and community members.

## REVIEW OF PERFORMANCE

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

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

### State Dashboard

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

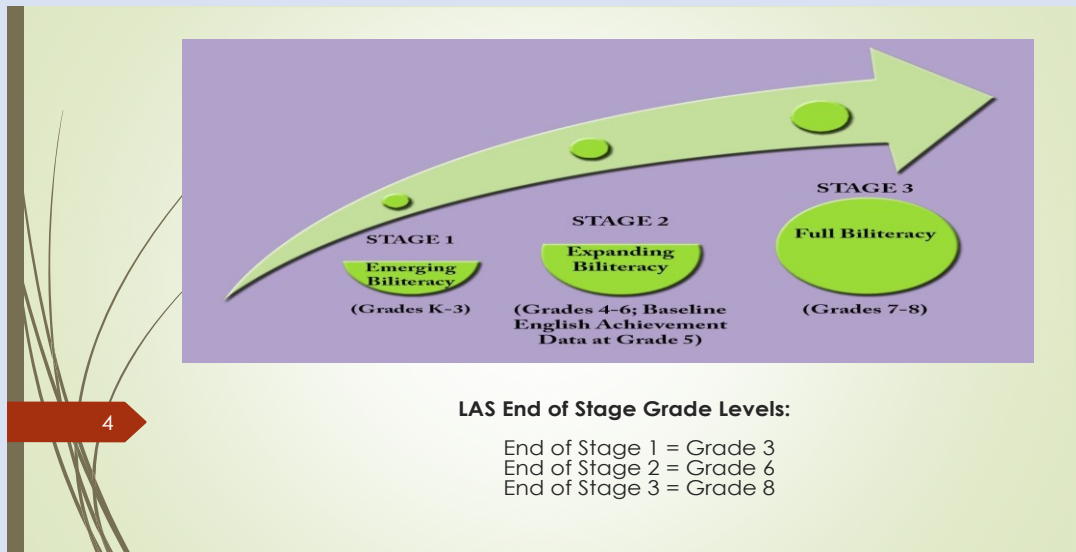
LAS received the following marks based on the Spring 2017 CAASPP:

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

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

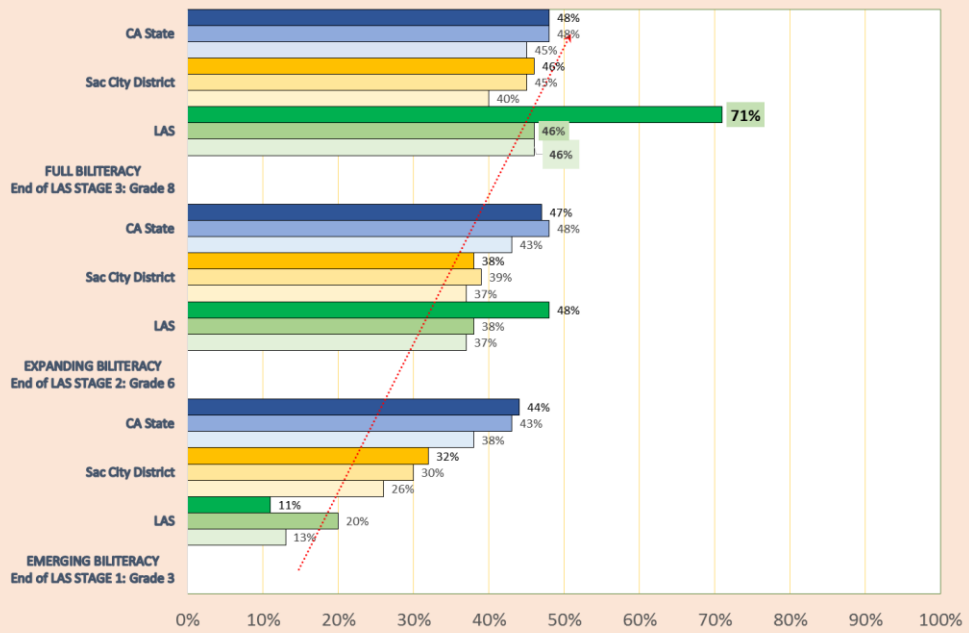
### Comparative Data: CA State, Sac City District, and LAS

GREATEST PROGRESS

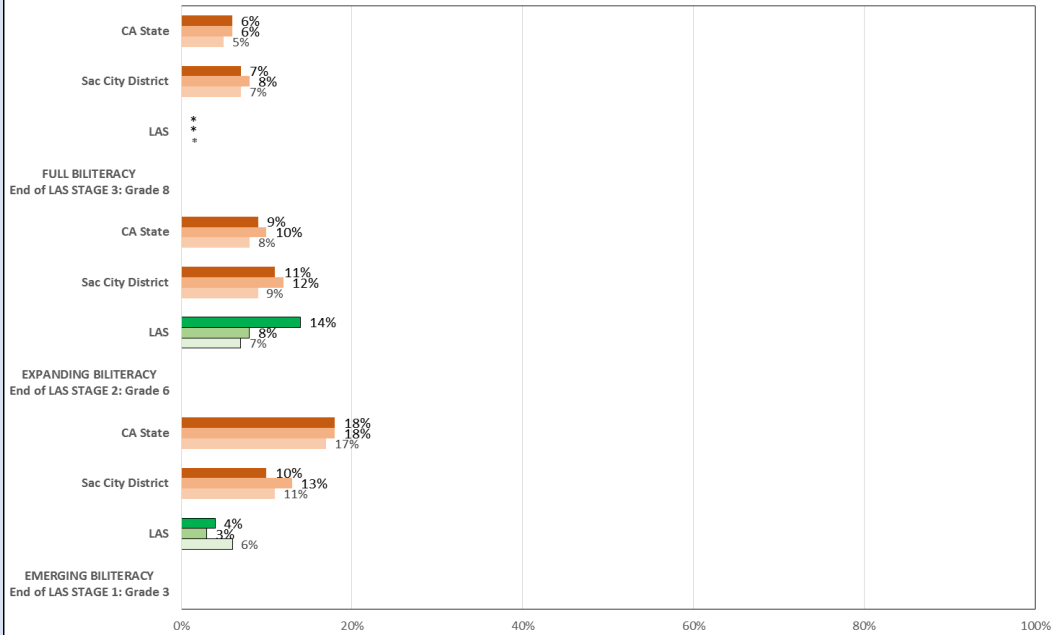




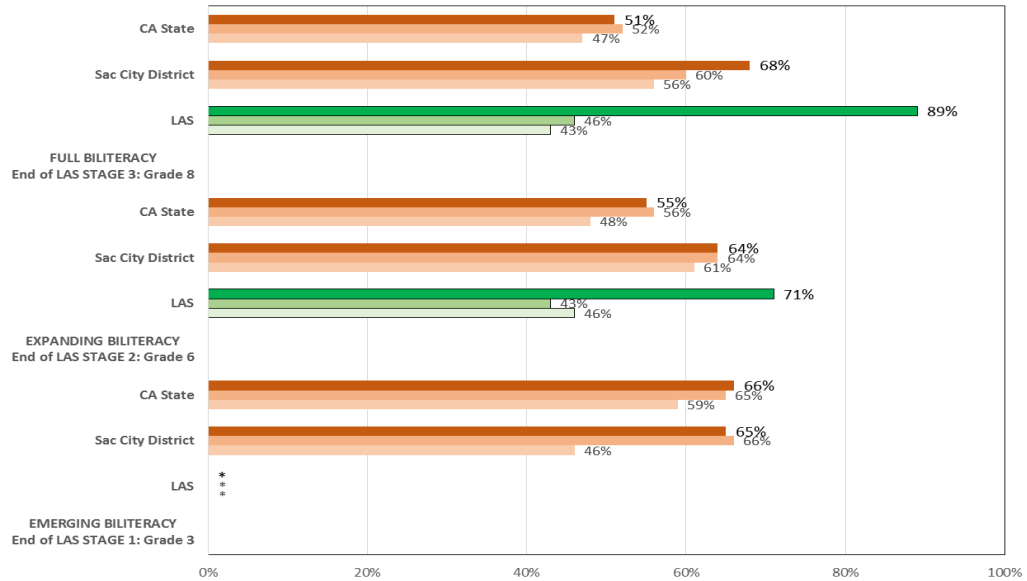
**ALL STUDENTS: Percentage of Students At Standards Met and Exceeded in ELA  
CAASPP 2015, 2016, and 2017 (Darkest Shade)  
Comparative Data: CA State, Sac City District and LAS**



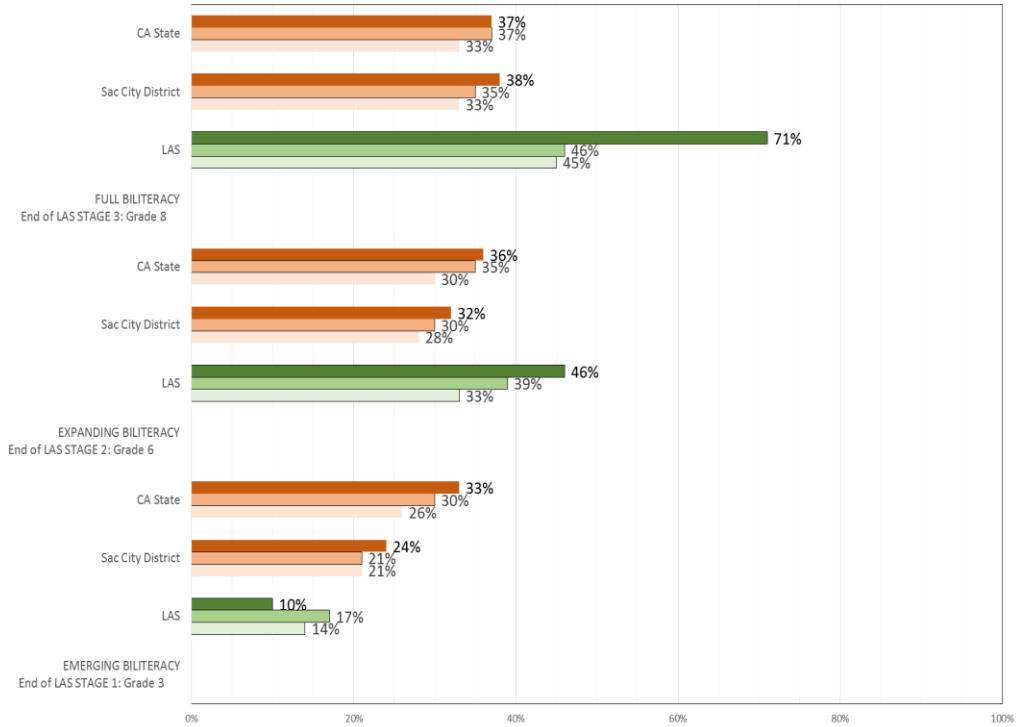
**ENGLISH LEARNERS (ELs): Percentage of Students At Standards Met and Exceeded in ELA CAASPP  
2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City and LAS**  
\* = 10 or fewer students (RFEP by Gr8: LAS 3yr Range 74%-90% Ave. 83%)



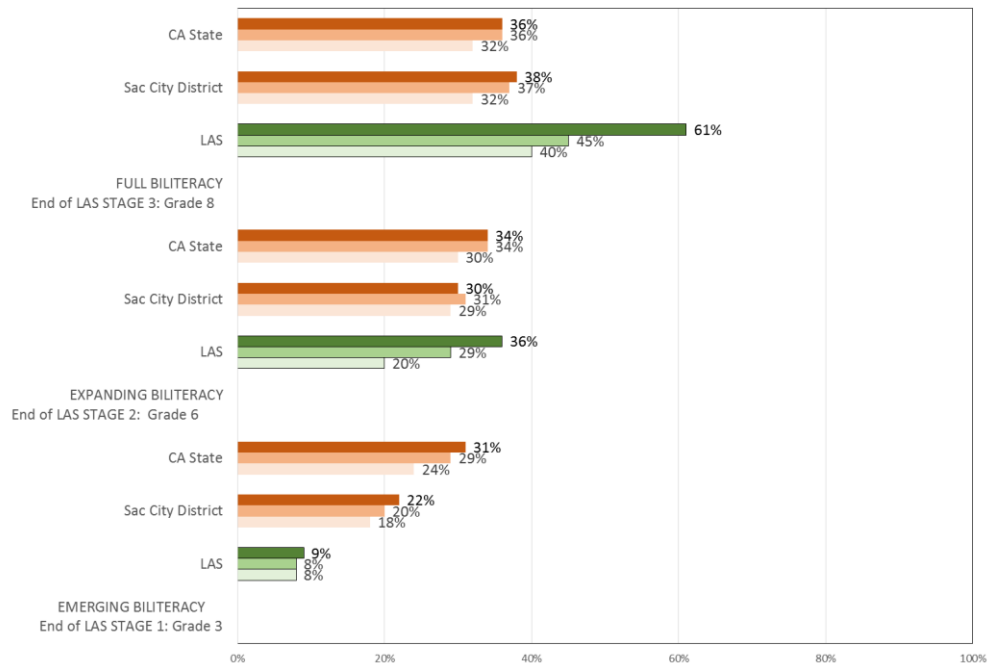
**RECLASSIFIED FLUENT ENGLISH PROFICIENT Learners (RFEPs): Percentage of Students At Standards Met and Exceeded in ELA CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City and LAS**



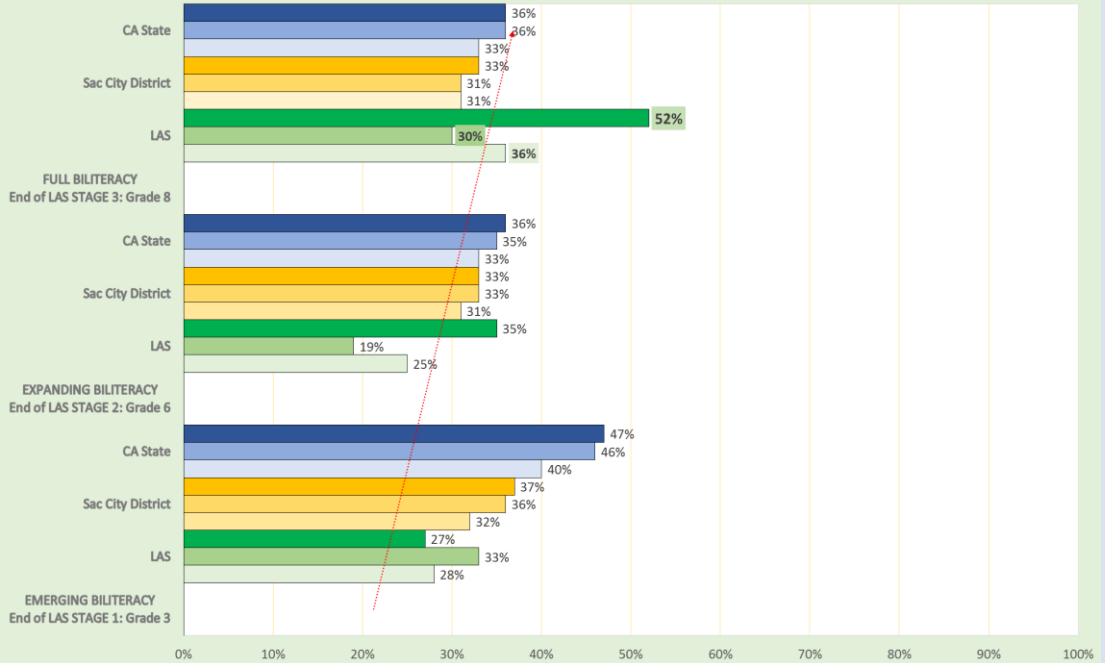
**LATINO: Percentage of Students At Standards Met and Exceeded in ELA CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City and LAS**



**ECONOMICALLY DISADVANTAGED: Percentage of Students At Standards Met and Exceeded in ELA CAASPP 2015, 2016, and 2017 (Darkest Shade)- Comparative Data: CA State, Sac City and LAS**

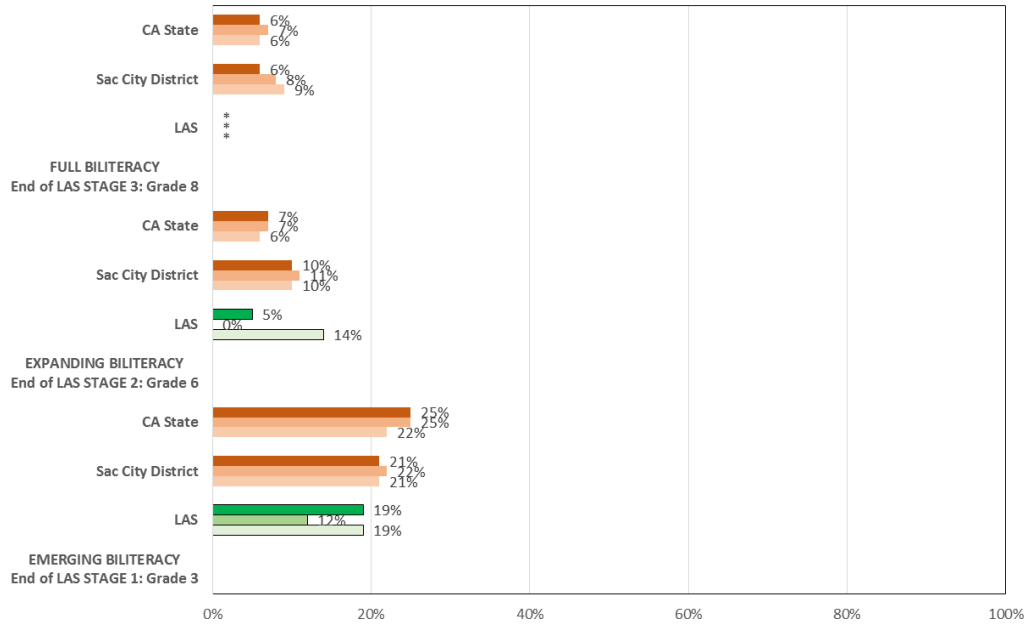


**ALL STUDENTS: Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City District, and LAS**

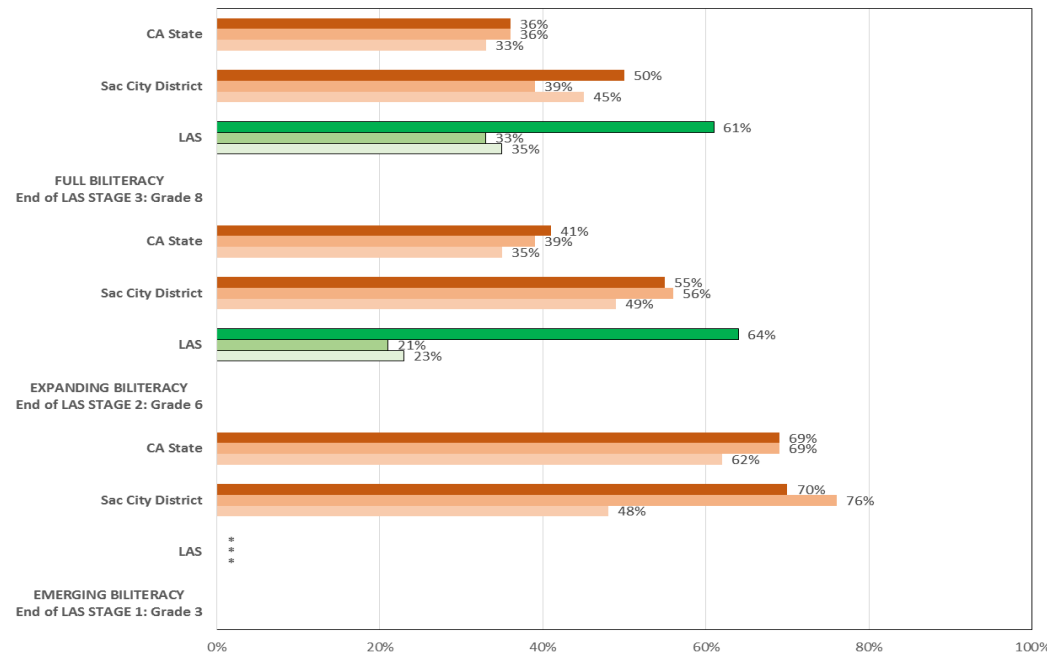


**ENGLISH LEARNER (ELs): Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, 2017 (Darkest Shade)  
Comparative Data: CA State, Sac City and LAS**

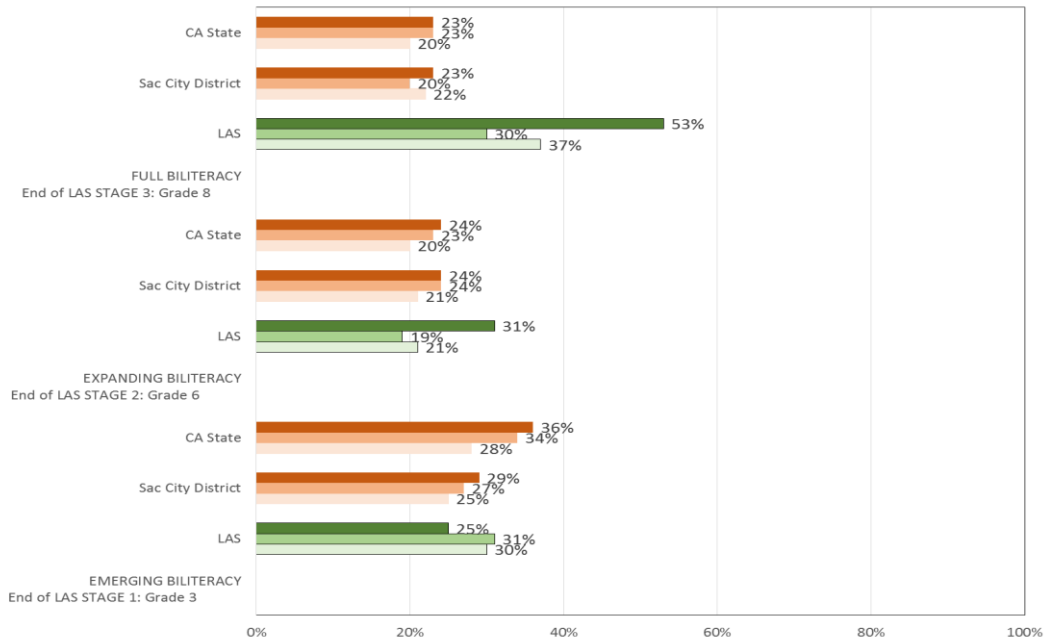
\* = 10 or fewer



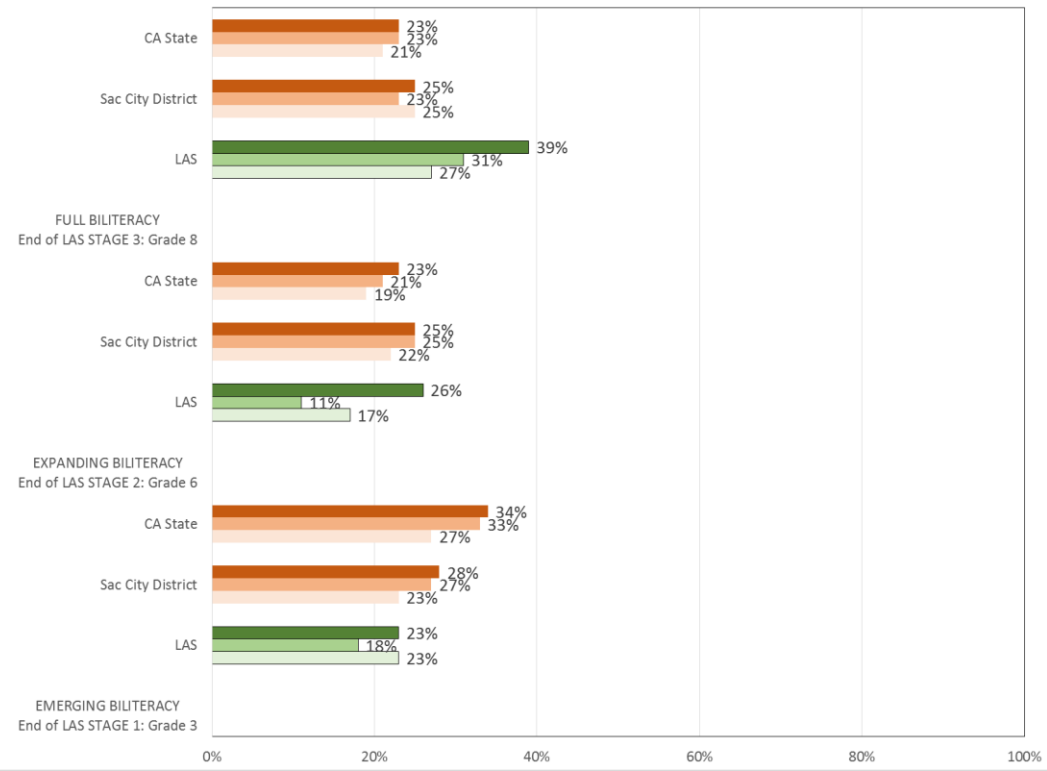
**RECLASSIFIED FLUENT ENGLISH PROFICIENT Learners (RFEPs): Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac Cit**



**LATINO: Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State , Sac City and LAS**



**ECONOMICALLY DISADVANTAGED: Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade)- Comparative Data: CA State, Sac City and LAS**



## **(LAS) Local Dashboard**

Parent Participation supporting LCAP school goal

LCAP YEAR 1 Baseline: 2014-15

LCAP YEAR 2: 2015-2016

LCAP YEAR 3: 2016-2017

Cycle 2:

LCAP Year 4: 2017-2018

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

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

Cycle 1:

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

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

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

Cycle 2:

LCAP Year 4: 2017-2018

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

Cycle 1:

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

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

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

Cycle 2:

LCAP Year 4: 2017-2018

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

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

Cycle 1:

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

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

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

Cycle 2:

LCAP Year 4: 2017-2018

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

Cycle 1:

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

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

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

Cycle 2:

LCAP Year 4: 2017-2018

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

Cycle 1:

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

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

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

Cycle 2:

LCAP Year 4: 2017-2018

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

Cycle 1:

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

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

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

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

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

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

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

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

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

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 98%

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

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

Cycle 2:

LCAP Year 4: 2017-2018

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

**GREATEST NEEDS**

**State Dashboard**

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

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

**Local Dashboard**

As mentioned above, LAS continues to improve its teaching and learning infrastructure in English Language Arts and Mathematics with hope that it will propel even higher student achievement in these areas as appropriate in the developmental stages of dual language settings. XXX Add re: RFEP goal per new ELPAC.

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

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

**PERFORMANCE GAPS**

**State Dashboard**

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

LAS CAASPP results for all students do not reflect performance gaps by definition.” There were no student groups that reflect two or more performance levels below the “all student” performance marks. Moreover, our school continues to monitor our student academic progress in English Language Arts



and Mathematics to ensure continued growth in these areas as *expected within the research framework of dual language immersion educational programs.*

**INCREASED OR IMPROVED SERVICES**

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

*Components:*

*MTSS= Multi-Tier Systems of Support*

*IPT = Individual Progress Team*

*Literacy Coaches: 1FT and 0.5PT*

*Counselor and Counselor Intern*

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

*Psychologist*

*Technology ratio*

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school’s student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ TBD
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ TBD

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures specified above for the LCA year not included in the LCAP includes expenses related to the recent LAS Prop 1D construction project: 1) \$90XXK (5843)- LAS interest payment due to its facilities loan for the Pro 1D construction and 2) \$519,423XX (6900) – depreciation expense. Check if still accurate XX.

\$ TBD

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2017–18

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

<b>Goal 1</b>	<b>LAS MISSION: #1 BILITERACY</b> Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.
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State and/or Local  
Priorities Addressed by this  
goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**PREMISES FOR DATA ANALYSIS (PDA)**

1. LAS will meet or exceed the state API targets for school wide and LAS significant subgroups
2. LAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC)

### ACTUAL

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

LAS received the following marks:

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

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

CAASPP Overview and Analysis:  
Overview of LAS Accountability System and CAASPP Analysis:  
Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS

3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests
4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6-8 students' progress
5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet or exceed goals
6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.

**SP#1: Student achievement and biliteracy for all students**

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

STAGE 1 Emerging Biliteracy  
 Grades K-3

strategically monitors student achievement at critical grade spans. LAS' biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

CAASPP 2015, 2016 and 2017 Analysis: Comparative Data Based on LAS Three Stages of Biliteracy Continuum– LAS, SCUSD, and CA State  
 (Visuals are located in the Review of Performance section above)

School-wide:

By the End of LAS Stage 3, LAS students performed at comparative levels with both SCUSD and CA, ranging between 30%-36% in Math and 46% in ELA, for percentage of students at Standards Met and Exceeded in 2015 and 2016. In 2017, LAS outperformed both SCUSD and CA State with 71% in ELA and 52% in Math, for percentage of students at Standards Met and Exceeded performance levels. This statement is contextualized in a dual language setting where students are simultaneously learning how to read and write in another language, Spanish.

Subgroups:

Economically Disadvantaged:

By the End of LAS Stage 3, LAS students from economically disadvantaged background outperformed both SCUSD and CA for percentage of students at Standards Met and Exceeded for ELA and Math, in 2015, 2016 and 2017.

English Learner:

By the End of LAS Stage 3, there are fewer than 10 students at LAS who are still designated as English Learner (CDE does not provide data for items tested with 10 or fewer students).

Redesignated Fluent in English (RFEP):

By the End of LAS Stage 3, LAS RFEP students performed at comparative levels with both SCUSD and CA for ELA and Math, in 2015 and 2016. In 2017, LAS RFEP students outperformed both SCUSD and CA State with 89% in ELA and 61% in Math, for percentage of students at Standards Met and Exceeded performance levels.

Latino:

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

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

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

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

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

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

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

**Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)**  
**STAGE 1: Emerging Biliteracy (Gr K-3)**  
**STAGE 2: Expanding Biliteracy (Gr 4-6)**  
**STAGE 3: Full Biliteracy (Gr 7-8)**

STAGE 3: Full Biliteracy (Gr 7-8)  
 3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments  
 3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments  
 3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses

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

**CELDT 2017 Data**

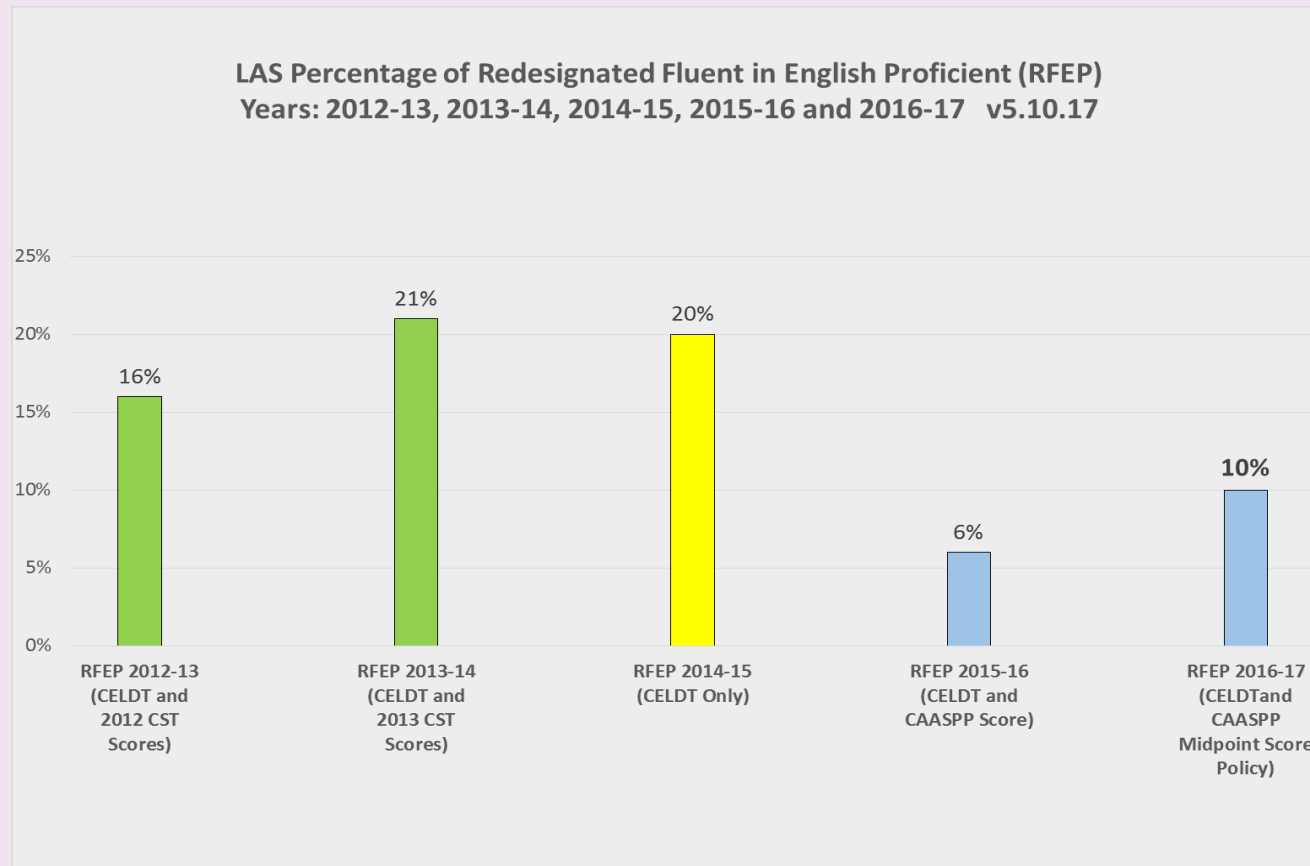
Note: Data is the same for EOS 1 Gr3 (FY17 Cohort) and for EOS 2 for Gr6 (FY17 Cohort) since CELDT for FY18 was not administered to Gr1-8 (Only CELDT initials were administered for Gr TK-K). EOS Gr8 (FY18 Cohort) data reflects CELDT 2017 and CAASPP FY17 criteria qualification per LAS redesignation criteria.

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

**Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students**

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

LAS RFEP Historical Data (TBD)



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



TOTAL	32	44	41	13	24
% of RFEP	16%	21%	20%	6%	10%

SP#1: 2.2 and 3.2 (TBD)

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

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

<i>Low Income Pupil (LIP)</i>	8%	11%
<i>Redesignated English Learners (RFEP)</i>	67%	21%
<i>English Learners (EL)</i>	4%	0%
<b>Cohort 2015 Grade 6 Math: 25%</b>	<b>25%</b>	<b>47%</b>
<i>Latino</i>	21%	45%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	27%	35%
<i>Redesignated English Learners (RFEP)</i>	23%	55%
<i>English Learners (EL)</i>	14%	NA
<b>Cohort 2015 Grade 7 Math: 26%</b>	<b>26%</b>	<b>30%</b>
<i>Latino</i>	26%	30%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	27%	31%
<i>Redesignated English Learners (RFEP)</i>	35%	33%
<i>English Learners (EL)</i>	7%	*

Cohort Growth Grades 6-8

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

**Cohort 2015 Grade 5 (Grade 6):**

ELA: 48%

Math: 26%

**Cohort 2015 Grade 6 (Grade 7):**

ELA: 63%

Math: 43%

**Cohort 2015 Grade 7 (Grade 8):**

ELA: 69%

Math: 60%

<b>Analysis Per Cohort (Standard Met/Exceeded)</b>	
Green (Higher number)	23

Total Comparative Categories	26
<b>% Growth</b>	<b>88%</b>
Red (Lower number) Total Comparative Categories	3
<b>% Decline</b>	<b>12%</b>

Note:

* or NA = 10 or fewer names; State data not available
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**PDA#6**

During the day, XX out of XX teacher requested students received additional academic intervention support which is equivalent to XX%.

In addition, XX students were identified for the MTSS process during the school year. Out of this number, XX remain as active files for close monitoring and X students of the group exited the MTSS process and Xstudents were properly served or identified for program support in Tier 3 level such as an IEP.

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

**SP#3**

LAS LCAP Professional Reflections video archives from June 2015, captured the beginning discussions on defining significant internal assessments as well as student progress in various internal assessments in 2014-15. In 2015-16, Curriculum Development Team (CDT) received grade level cohort performances of grade level determined internal assessments. 2016-18 provided a more consistent internal accountability data with the implementation of DRA/EDL reading assessments.

**SP#7:**

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

**INTERNAL ACCOUNTABILITY**

**STAGE 1**

**Emerging Biliteracy**

**Grades K-3**

**Based on Illuminate Fall 2017 Data:**

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

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

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

3rd English Comprehends grade-level text
80%

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

4th Spanish - Comprehends grade level-text	4th Math - Uses the operations with whole numbers to solve problems
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94%	82%
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2.2B (English Gr4 only) 70% or more of all students will meet grade level mark or above in their course by the end of the year

<b>4th English Comprehends grade-level text</b>
98%

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

5th Spanish Language Arts	5th English Language Arts	6th Spanish Language Arts	6th English Language Arts
85%	91%	83%	91%

5th Math= 97%

6th Math= 97%

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

7th Spanish Language Arts	7th English Language Arts	8th Spanish Language Arts	8th English Language Arts
90%	81%	86%	69%

7th Math= 81%

8th Math= 90%

Based on LAS DRA/EDL Reading Assessments, June 2017: TBD

[ACTIONS / SERVICES](#)

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

Action **1**

PLANNED
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p><b>Action 1:</b>  <b>R= Research</b>  <b>PD= Professional Development</b></p> <p>Action 2:            CD= Curriculum Design            AA= Assessments and Accountability</p> <p>Action 3:            I= Instruction            SS= Support Structure</p> <p><b>RESEARCH</b></p> <p>1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)</p> <p>1.2 Continue study on most recent two-way immersion research and its efficacy for all students, including the subgroups above</p> <p>1.3 Research and/or use of standardized Spanish assessments</p> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction PBIS</p>

ACTUAL
<p>R1.1 In the fall, staff began the year analyzing data trends from the spring CAASPP exams. Moreover, staff also analyzed EL performance from the CELDT and identified RFEP candidates. As of June 2018, LAS will have two years data of the College Board PSAT practice tests as administered to Grade 8 students.</p> <p>R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above:            1) Sent a LAS teacher to attend Writer’s Workshop (WW) Implementation Leadership training (2015-16).            2) Sent several more teachers to attend statewide WW training.            3) Sent a second teacher to Columbia University for Writer’s Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16).</p> <p>R1.3 This continues to be work in progress. For the first time, LAS administered the College Board AP Spanish testing and SAT Subject Test in Spanish practice examinations to its Gr8 students in the fall of 2017. In retrospect, LAS is considering administering the exam early spring instead during the 2018-19 school year.</p> <p>PD 2.1 Provided differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:</p> <ul style="list-style-type: none"> <li>• Data analysis ( EL CELDT, Benchmarks)</li> <li>• Common Core State Standards (CCSS)</li> <li>• Designing CCSS redefined rubrics</li> <li>• Differentiated Instruction</li> <li>• Response to Interventions</li> <li>• Writer’s Workshop K-8</li> <li>• Reader’s Workshop K-8</li> <li>• PBIS</li> </ul> <p>Did not happen in 2016-17:</p> <ul style="list-style-type: none"> <li>• Executive Functions such as ROPES</li> </ul>

<p><i>Writer's Workshop</i> <i>DRA/EDL Assessments</i></p>	<ul style="list-style-type: none"> <li>• Expository Reading and Writing Training such as (ERWC)</li> <li>• Constructive Academic Conversations</li> </ul> <p>Teacher requests for more kindergarten specific professional development training.</p>
<p><b>BUDGETED</b> (R: 1.1, 1.2, 1.3 PD: 2.1) \$21,500 TBD</p>	<p><b>ESTIMATED ACTUAL</b> (R: 1.1, 1.2, 1.3 PD: 2.1) \$28,050 TBD</p>

Expenditures

ANALYSIS

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

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

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

**LAS MISSION: #1 BILITERACY**  
Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.  
Action/Services Implementation: Full implementation with all available resources directed towards meeting LAS Charter External and Internal Accountability Goals on academic achievement. LAS has focused on the listed professional development topics and has scheduled them accordingly, depending on staff readiness and resource availability.

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

Overall, LAS most recent research and PD efforts have been aligned to the Common Core State Standards (CCSS). Collectively, the PD training listed above have contributed to the increase in teaching and learning effectiveness at LAS this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences mostly reflect increase in professional development expenses: conferences and supplies, such as out of state conference to Columbia University in New York for two staff members: literacy coach and middle school teacher, to receive Writers Workshop Training.

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

There has been a request to provide a more focused professional development training for primary grades, particularly in the kindergarten next year. Moreover, LAS needs to revive ROPES: Executive Functions of the Brain Training for the upcoming year considering that it will have several new teachers joining the faculty.

**ACTIONS / SERVICES**

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

Action **2**

Actions/Services

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



3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17)

3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)

4.2 Administer CDT defined curriculum and benchmark assessments

4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)

Expenditures

**BUDGETED**  
(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$40,470 TBD

**ESTIMATED ACTUAL**  
(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) **\$75,168 TBD**

ANALYSIS

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

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

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

**LAS MISSION: #1 BILITERACY**

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

Action/Services Implementation: Partial implementation due to shift on PD focus for the year. UbD and SIPPs were not emphasized this past year. The focus has been on establishing consistency in

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

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

**2017 Highlights (Alphas):** Common assessments and curriculum for readers/writers workshops, Literacy Coach, new report cards, first year of PSAT 8/9 Gr8 results, expanded summer school, no retention in kindergarten (first time status), increased funding for classroom library books, more opportunities to attend conferences for professional development, and consistency in school site professional development. **(Deltas/Areas for Improvement):** increase students love for Spanish, set trainings for Science (NGSS), Social Studies, and English Language Development (ELD).

**2018 Highlights (Alphas)** More authentic literature available, Earlier decision about looping, every grade level, trying ENGAGE NEW YORK, looping, support with readers and writer's workshop, earlier decision about next year's looping, Remind app, Kindergarten and First-Grade teams both at summer session, Student Council participation in assemblies, School wide RW and WW; school wide Reading and writing data, NGSS transition, Substitutes available for staff, reading and writing school wide data, SEL & Circle Up, Student Council involvement in assemblies, SSR (students like reading) A-Z Reading School Climate Committee SPED Support K/1 Intervention Books in classrooms NGSS training, 8th HS Admissions.

**Deltas/Areas for Improvement:** ELD Professional development + school agreements, Math Program, science and social studies implementation, do not have enough leveled books for RW, Internet often did not work properly, using a shared printer is inconvenient, not efficient, and wastes time, Social Studies, Science, and ELD support and next steps, Science/ social studies and ELD P.D, PD in Spanish, Improve "healthy" snack sales Social Sciences PD Library (organization and updating books)

The differences for this section include purchase of materials related to Units of Study for grade level implementation of Writers Workshop in the classrooms as well as DRA and EDL reading assessments. Expenses were also allocated for assessment administration staff support.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Due to the fact that it is no longer available, LAS will not be participating/administering Spanish assessments from WIDA. Moreover, LAS will revisit its UbD action item and decide if it's still applicable for the upcoming LCAP years.

[ACTIONS / SERVICES](#)

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

Action **3**

Actions/Services

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

6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)

**BUDGETED**

(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$1,687,427 TBD

**ESTIMATED ACTUAL**

(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$2,594,324 TBD

Expenditures

ANALYSIS

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

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

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

**LAS MISSION: #1 BILITERACY**

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

Action/Services Implementation: Full implementation. Summer school implemented for rising Kindergarteners as well as reading intervention session for rising Gr2 students. LAS created an ad-hoc task force to address alignment of homework expectations schoolwide.

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

Establishing MTSS and IPT process has created a formal structure for addressing student needs for academic intervention. During the day interventionists received on-going training via the on-site literacy coach. In 2016-17, LAS ad-hoc committee completed the update of LAS report cards and progress reports to reflect better alignment with CCSS and internal accountability assessments. Overall, LAS concentrated effort this year has led to a consistent increase trajectory in academic achievement for all students.

MTSS and IPT structure will continue to be improved as feedback is analyzed from the recently gathered surveys. **In addition, staff would like to see math interventions established and stronger relationships between general education and RSP support to ensure optimal learning for our student with exceptionalities.** Overall, there is a need to have a comprehensive evaluation in place with data indicating a positive correlation between high levels of school implementation of MTSS and improved achievement of identified students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

There are no changes made to this action item for Goal 1. LAS plans to continue summer school programs for the summer of 2018 both for kindergarteners and for identified students in primary grades who need support in Spanish reading.

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

## Goal 2

### LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

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

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

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

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

#### ACTUAL

#### SP#2 Goals:

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

#### SP#3

#### #4

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

#### #5

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

#### #6

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

#### SP#7

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

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

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

SP#4  
 #8 Did not meet goal: Suspension and expulsion at 1.9% TBD  
 #9 Goal met with XXX of Grades 2-8 and XXX TK-Gr1 students who participated with survey, representing XX% of the student body  
 #10 Goal met with XX% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish  
 #11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Basketball, Soccer, Violin, 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. Some also feel that there are not enough opportunities for the younger grades TK-1 to participate in after-school activities on site.

[ACTIONS / SERVICES](#)

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

Action	1						
Actions/Services	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left; color: purple;">PLANNED</th> <th style="text-align: left; color: purple;">ACTUAL</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Actions/Services</td> <td></td> </tr> <tr> <td> <u>LAS Program Six Design Components:</u>  <b>Action 1:</b>  <b>R= Research</b>  <b>PD= Professional Development</b>            Action 2:            CD= Curriculum Design            AA= Assessments and Accountability            Action 3:         </td> <td>           R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in 2016-17, PBIS and SEL)            R 1.2 Need to revisit research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)         </td> </tr> </tbody> </table>	PLANNED	ACTUAL	Actions/Services		<u>LAS Program Six Design Components:</u> <b>Action 1:</b> <b>R= Research</b> <b>PD= Professional Development</b> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3:	R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in 2016-17, PBIS and SEL) R 1.2 Need to revisit research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)
PLANNED	ACTUAL						
Actions/Services							
<u>LAS Program Six Design Components:</u> <b>Action 1:</b> <b>R= Research</b> <b>PD= Professional Development</b> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3:	R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in 2016-17, PBIS and SEL) R 1.2 Need to revisit research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)						



*I= Instruction*  
*SS= Support Structure*

**RESEARCH**

1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups

1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections

**PROFESSIONAL DEVELOPMENT**

2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in:

A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students

B. Performance task rubrics design and calibration, and multiple measures of achievement

C. Training on how to implement physical activities to stimulate attention and focus in the classroom

2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes

PD 2.1 Provided differentiated professional development (Training - Coaching - Mentoring) in:

A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES, PBIS – Implementation of a non-classroom setting system in cafeteria)

1) PBIS August 2015, 2016, 2017 and year round = Entire staff training

2) CASP October 2015, 2016, 2017 = SEL staff attended

3) CARS PLUS February 2016, 2017, 2018= SEL staff attended

4) Restorative Justice Conference, June 2017- SEL and staff attended

5) Responsive Classroom, June 2017 = Gr5 staff attended

6) Circle Up (Year round), 2017-18 = Entire staff training

B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress)

C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES- not this year)

1) PE teachers attended and presented at CAHPERDS Conference in March 2016, 2017

2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor

**BUDGETED**

(R: 1.1, 1.2 PD: 2.1, 2.2) \$8,800 TBD

**ESTIMATED ACTUAL**

(R: 1.1, 1.2 PD: 2.1, 2.2) \$12,208 TBD

Expenditures

ANALYSIS

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

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

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

**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS**

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

Action/Services Implementation: Full implementation with all available resources (ROPES training not offered this year). There has been consistency in providing opportunities for staff instrumental in implementing actions delineated above to attend statewide conferences on their subject matter expertise.

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

Both the PE/Kinesiology Team and the SEL/PBIS Team have received ongoing training on how to keep improving their area of expertise. This has translated to strong teaching and learning in the classrooms as well as schoolwide systematic coordination of addressing socio-emotional needs of students. There is still a need to develop a stronger program evaluation of this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

The stated action above remains the same for the upcoming school year.

[ACTIONS / SERVICES](#)

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

Action

**2**

Actions/Services

PLANNED	ACTUAL
Actions/Services	

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

**Action 2:**

**CD= Curriculum Design**

**AA= Assessments and Accountability**

Action 3:

I= Instruction

SS= Support Structure

**CURRICULUM DESIGN**

3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design

3.2 Incorporate “Brain Break” into lesson planning

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families

4.2 Encourage classroom and grade level incentives

4.3 Administer and analyze yearly student survey

4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)

4.5 Analyze student achievement in Physical Education

CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design as well full implementation of the Second Step curriculum schoolwide.  
CD 3.2 Incorporated “Brain Break” into lesson planning; less participation of students in classroom located on the second floor of MS building; space not conducive to the activities due to excessive noise.

AA 4.1 Conducted regular attendance assemblies; consistent with LIFESKILLS recognition assemblies; invited families to all events. Schoolwide reinforcement with Manchas Jaguares has been effective particularly to primary grades.

AA 4.2 Encouraged classroom and grade level incentives

AA 4.3 Administered and analyzed yearly student survey

Grades TK-8: XX% stated, “I like my school.”

Grades TK-8: XX% stated, “I feel safe at school.”

Grades TK-8: XX% stated, “My school is clean.”

AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (Inconsistent; still work in progress)

PE

4.5 Analyzed student achievement in Physical Education; historical PFT data analysis available.

Baseline for Grade 5 in HFZ

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

<b>FY2015 Gr 5 Cohort</b>	<b>FY2017 Gr7 Cohort TBD</b>
Aerobic Capacity 95.5%	
Body Composition 52.3%	
Abdominal Strength 65.9%	
Trunk Extension 70.5%	
Upper Body Strength 52.3%	
Flexibility 90.9%	

Expenditures

<b>BUDGETED</b> (CD: 3.1 AA: 4.1, 4.2, 4.3) \$9,250 TBD	<b>ESTIMATED ACTUAL</b> (CD: 3.1 AA: 4.1, 4.2, 4.3) \$29,766 TBD

ANALYSIS

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

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

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

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

Action/Services Implementation: Partial implementation due to the fact that the second floor of the middle school building does not lend itself to implementation of “Brain Breaks” video series as it causes too much noise for the bottom floor classrooms. In addition, there is still a need to be consistent in posting 100% perfect attendance banners outside classrooms.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

The stated action above remains the same for the upcoming school year. However, middle school team will need to redefine their “Brain Breaks” activity to resolve the noise issue being in a two story building.

ACTIONS / SERVICES

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

Action **3**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u>  <b>Action 1:</b>  <i>R= Research</i>  <i>PD= Professional Development</i>  <b>Action 2:</b>  <i>CD= Curriculum Design</i>  <i>AA= Assessments and Accountability</i>  <b>Action 3:</b>  <b>I= Instruction</b>  <b>SS= Support Structure</b></p> <p>INSTRUCTION</p> <p>5.1 Integrate lessons on life skills and healthy life style choices during instruction</p> <p>5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p> <p>SUPPORT STRUCTURE</p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p>	<p>I 5.1 Not consistent schoolwide; need to revisit this goal to integrate lessons on life skills and healthy life style choices during instruction</p> <p>I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance (need to revisit this goal; work in progress)</p> <p>SS 6.3 Highlighted students’ progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances – Talent Show and work display in the cafeteria</p> <p>SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS- i.e. respect and anti-bullying behavior</p> <p>SS 6.5 Ensured students’ access to technology and communication venues such as school website, intercom and Blackboard to encourage engagement in civic actions</p> <p>SS 6.6 Although there is a school wide promotion of healthy snacks, many fundraising events still served unhealthy choices. On an annual basis, Student Council organizes a Health Fair to provide information on healthy life style</p>

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

choices. In May 2017, Parent Council established a metric for this goal: every event with food will have at least one offering of a healthy food choice.

SS 6.7 Did not maintain a suspension and expulsion rate at less than 1% per year; this is an area for improvement.

**Expenditures**

**BUDGETED**  
(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 339,089 TBD

**ESTIMATED ACTUAL**  
(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 646,363 TBD

**ANALYSIS**

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

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

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

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

Action/Services Implementation: Partial implementation due to lack of coordinated and concentrated effort for all stakeholder groups to define "healthy lifestyle and nutritional choices" and create action plan based on it.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

In May 2017, Parent Council established a metric for Item 6.6 “Promote school-wide healthy snacks choices” goal and it is that at “every school event with food, there will have at least one offering of a healthy food choice.” (Page 40) This goal remains elusive since it is difficult to monitor for adherence to the stated goal.

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

## Goal 3

**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2:

Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

1. More than 90%of students participate in the election process for Student Council Officers
2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives

#### ACTUAL

SP#3

#1-4: All goals are met  
 #5 and 7: These items are still work in progress and need program structures. This spring, Student Council and Action Civics student leaders organized schoolwide cleaning schedules for all classes. This has created wonderful morale for the school.

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

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

#8 Goals met

SP #4

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

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

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

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

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
<p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p>	<p>R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom,</p>



**Action 1:**  
**R= Research**  
**PD= Professional Development**  
 Action 2:  
 CD= Curriculum Design  
 AA= Assessments and Accountability  
 Action 3:  
 I= Instruction  
 SS= Support Structure

**RESEARCH**  
 1.1 Document student driven projects based on current community needs:  
 Classroom, grade level, school-wide, and community at large  
 1.2 Analyze community survey for responses to questions about community service projects

**PROFESSIONAL DEVELOPMENT**  
 2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement  
 2.2 Continued training in student directed participatory research

grade level, school-wide, and community at large (work in progress). In 2016-17, LAS has invested on creating a Google School status where students have school email addresses and a means to store and share their work.  
 R 1.2 Need to design a community survey about community service projects (work in progress)

PD 2.1 Need to establish professional development on performance task rubric design, calibration, and multiple measures of achievement (work in progress). Need training on implementing LifeSkills  
 PD 2.2 Need to reintroduce the concept to whole staff - directed participatory research; MS teachers are members of the Action Civics Education team from Sacramento County Office of Education (SCOE).

**BUDGETED**  
 (R: 1.2, PD: 2.1) \$10,000 TBD

**ESTIMATED ACTUAL**  
 (R: 1.2, PD: 2.1) \$10,858 TBD

Expenditures

ANALYSIS

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

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

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

**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2:

Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

Action/Services Implementation: Partial implementation due to the need to still establish the logistics of ad-hoc task groups to tackle evaluation or progress monitoring of delineated action/services above.

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

LAS is at the novice stage of establishing and implementing Google School accounts for students and the school looks forward to seeing the full potential of an electronic means to document student community activism and leadership endeavors. LAS is working on adopting an updated policy on technology use and social media to address emerging needs as the school expands its technological infrastructure.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The minimal difference accounts for the estimated actual cost for the year.

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

There are no updates for this section. LAS will continue to pursue delineated actions towards the stated goal.

ACTIONS / SERVICES

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

Action **2**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p>	<p>CD 3.1 Ensured curriculum includes leadership and critical thinking components. MS Environmental Science elective class</p>

*Action 1:*  
*R= Research*  
*PD= Professional Development*  
**Action 2:**  
**CD= Curriculum Design**  
**AA= Assessments and Accountability**  
*Action 3:*  
*I= Instruction*  
*SS= Support Structure*

**CURRICULUM DESIGN**

*3.1 Ensure curriculum includes leadership and critical thinking components*

*3.2 Include community service projects in curriculum design based on student reflections on survey results*

**ASSESSMENTS AND ACCOUNTABILITY**

*4.1 Administer yearly student survey*

*4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives*

*4.3 Analyze student achievement in middle school elective courses*

has taken the leadership to establish the school’s amazing garden.

CD 3.2 Need to establish systematic expectations on how to include community service projects in curriculum design based on student reflections on survey results (work in progress)

AA 4.1 Administered yearly student survey

AA 4.2 Ensured participation in the election process for Student Council Officers and Grade Level Representatives

AA 4.3 Analyzed student achievement in middle school elective courses

**BUDGETED**  
 (AA: 4.1, 4.3) \$ 4,000 TBD

**ESTIMATED ACTUAL**  
 (AA: 4.1, 4.3) \$21,125 TBD

Expenditures

ANALYSIS

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

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

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

**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2:

Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

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

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

Middle school staff has led the schoolwide focus on student action based leadership experiences. As members of SCOE’s Action Civics training series for the past couple of years, the group, along with their students, participated in the statewide annual showcase of student activism. There is, however, still room for improvement particularly in expanding the program schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

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

The MS Environmental Science elective class along with various stakeholder groups have taken the lead to create an amazing school garden where the synthesis of academics and leadership has blossomed this year. (Page 46)

[ACTIONS / SERVICES](#)

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

Action **3**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p>	

*Action 1:*  
*R= Research*  
*PD= Professional Development*  
*Action 2:*  
*CD= Curriculum Design*  
*AA= Assessments and Accountability*  
**Action 3:**  
**I= Instruction**  
**SS= Support Structure**

**INSTRUCTION**

- 5.1 Highlight student led participatory action research projects and events during class*
- 5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration*
- 5.3 Offer elective classes in middle school*

**SUPPORT STRUCTURE**

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

- I 5.1 Highlighted student led participatory action research projects and events during class (Action Civics)
- I 5.2 Continued to ensure multiple opportunities for students to practice critical thinking and collaboration
- I 5.3 Continued to offer elective classes in middle school

- SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school
- SS 6.2 Journalism elective middle school class published newsletter information and articles on leadership and citizenship
- SS 6.3 Ensured students' access to technology and communication venues such as the school website and Blackboard to encourage engagement in leadership and critical thinking
- SS 6.4 Provided opportunities for students to participate in school wide cleaning
- SS 6.5 Encouraged classroom and grade level incentives for those who participated in Student Council sponsored activities

Expenditures

**BUDGETED**  
(I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$8,000

**ESTIMATED ACTUAL**  
(I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$18,180

ANALYSIS

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

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

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

**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2:

Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the differences reflect the increase in technology device purchases as well as infrastructure set ups such as internet and bandwidth increase. TBD

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

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

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

<h2 style="margin: 0;">Goal 4</h2>	<b>LAS MISSION: #4 LAS SCHOOLWIDE GOALS</b> School-wide implementation of key infrastructures to support fulfillment of LAS mission
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State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL   _____
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ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p><b><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></b></p> <ol style="list-style-type: none"> <li>1. Eighty percent (80%) or above of families complete annual parent survey</li> <li>2. Families recommend the school to others at 85% or above rating</li> <li>3. Ninety percent (90%) completion of Parent Student Teacher Compact</li> <li>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</li> <li>5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress</li> </ol> <p><b><u>SP#6: Basic services and its role in supporting the fulfillment of LAS Mission</u></b></p> <ol style="list-style-type: none"> <li>6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments</li> <li>7. LAS utilizes standards-aligned materials which are available to all students</li> </ol>	<p>SP#5</p> <p>Item 1: Did not meet; XX% of families completed the annual survey. Of the XX% submitted: XX% paper survey and XX% online.</p> <p>Item 2: XX% of families stated that they would recommend the school to others. (Paper and online data combined)</p> <p>Item 3: Met goal</p> <p>Item 4: Partial implementation. (Reading Buddies is no longer being implemented)</p> <p>Parent Volunteer Hours: FY2015 and FY2016: Parent volunteer hours in the last two years averaged about 3,000 hr/yr with about 51% of families participating. FY2017: This school year, volunteer hours is 3947 hr/yr with 56% of families participating. FY2018: TBD</p> <p>Governing Board Elections Voter Participation: 2014-15: (Goal 80% or above) Did not meet goal 8/2015: 69% 10/2015: 47%</p>
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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

2015-16:

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

Goal 16-17:

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

Goal 17-18:

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

Item 5:

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

**2014-15 (Goal 80% or above)**

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

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

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

**2015-16 (Goal 85% or above)**

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

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

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

**2016-17 (Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 98%

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

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

**2017-18 (Goal 90% or above) TBD**

Q: Satisfied with Spanish Progress: Met goal XX%

Q: Satisfied with English Progress: Met goal XX%

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

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



SP#6 All three goals are met

SP#7 All three goals are met; LAS is researching current state adopted curriculum for Social Studies and Science (#11- LAS has not revisited UbD implementation)

SP#8 All three goals are met; LAS is looking into the core building improvement for the upcoming year 2018-19

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> <b>Action 1:</b> <b>R= Research</b> <b>PD= Professional Development</b> <i>Action 2:</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> <i>Action 3:</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>RESEARCH 1.1 School leadership researches and establishes rigorous hiring process</p>	<p>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</p> <p>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</p>

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

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

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

#### PROFESSIONAL DEVELOPMENT

2.1 Ensure all faculty are highly qualified

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

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

2.4 Faculty receives on-going training on EL teaching methodology

2.5 Implement an extensive professional development:

- Data analysis
- CCSS
- Expository Reading and Writing Course (ERWC)
- Designing CCSS redefined rubrics, and differentiation
- ROPES
- PBIS
- Writer's Workshop
- Reader's Workshop

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

PD 2.4 Need to revisit training on EL teaching methodology; Provided ELD and ELPAC professional development in FY18

PD 2.5 Implemented an extensive professional development:

- Data analysis
- CCSS Math and ELA
- Expository Reading and Writing Course (ERWC) (did not have training in 2016-17)
- Designing CCSS redefined rubrics, and differentiation
- ROPES (did not have training in 2016-17)
- PBIS
- Writer's Workshop
- Reader's Workshop

Expenditures

**BUDGETED**  
(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$13,750 TBD

**ESTIMATED ACTUAL**  
(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$16,620 TBD

ANALYSIS

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

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

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

**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission  
  
Action/Services Implementation: Full implementation with all available resources (Note: ERWC and ROPES PD training were not offered this year due to the focus on Writers Workshop implementation initiative.

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

LAS effectively implemented the actions/services noted above and this is evident based on the consistent academic growth as evidenced by the external and internal accountability data stated in Goal 1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slight differences reflect estimated actual costs for this action/service item.

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

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

ACTIONS / SERVICES

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

Actions/Services

Expenditures

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u>  <b>Action 1:</b>  <i>R= Research</i>  <i>PD= Professional Development</i>  <b>Action 2:</b>  <b>CD= Curriculum Design</b>  <b>AA= Assessments and Accountability</b>  <b>Action 3:</b>  <i>I= Instruction</i>  <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN</p> <p>3.1 Integrate CCSS in yearlong backwards planning                      3.2 Ensure use of state approved standards based Materials</p> <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Administer yearly parent surveys                      4.2 Completion of Parent - Student - Teacher Compact                      4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	<p>CD 3.1 Continue learning how to Integrate CCSS in yearlong backwards planning (work in progress); Created a goggle doc delineating writing tasks for the entire 2016-17 for Grades TK-8.                      CD 3.2 Ensured use of state approved standards based materials. Expanded budget for classrooms libraries.</p> <p>AA 4.1 Administered yearly parent surveys                      AA 4.2 Families completed Parent - Student - Teacher Compact                      AA 4.3 Administered student and parent surveys and analysis of responses pertinent to materials, and teacher performance. There is a need to revisit the surveys to address facilities.</p>
<p><b>BUDGETED</b>                      (CD: 3.1, 3.2 AA: 4.1) \$20,969 TBD</p>	<p><b>ESTIMATED ACTUAL</b>                      (CD: 3.1, 3.2 AA: 4.1) \$41,125 TBD</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p><b>LAS MISSION: #4 LAS SCHOOLWIDE GOALS</b> School-wide implementation of key infrastructures to support fulfillment of LAS mission</p> <p>Action/Services Implementation: Full implementation with all available resources.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Effective implementation of actions/services on this item has contributed to the overall growth in academic achievement for students this year. Consequently, teachers have increased collaboration and articulation about student reading levels and writing proficiency. Moreover, LAS continues to thrive as a learning community as it solicits feedback from its stakeholders on an annual basis.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Most of the differences on this category reflect budget items such as purchase of General Ed adopted textbooks and core curriculum materials, instructional materials and supplies, office supplies as well as SPED textbook purchases. TBD</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>LAS will continue to implement the actions/services delineated above. It will also expand school surveys to include more specific questions regarding facilities for the future. (Page 54)</p>

[ACTIONS / SERVICES](#)

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

Action **3**

<p>PLANNED</p> <p>Actions/Services</p>	<p>ACTUAL</p>
<p><u>LAS Program Six Design Components:</u></p> <p><i>Action 1:</i>  <i>R= Research</i>  <i>PD= Professional Development</i></p> <p><i>Action 2:</i>  <i>CD= Curriculum Design</i>  <i>AA= Assessments and Accountability</i></p> <p><b>Action 3:</b>  <b>I= Instruction</b>  <b>SS= Support Structure</b></p> <p>INSTRUCTION</p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)</p> <p>SUPPORT STRUCTURE</p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p>	<p>I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (work in progress)</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders' active participation in school.</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; provided PIQUE training for interested families in the fall of 2017</p> <p>SS 6.3 Designated time for parent representatives to meet with school leadership for feedback</p> <p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Need consistent Facilities Committee annual facilities checklist survey (work in progress)</p> <p>SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9<sup>th</sup> grade.</p> <p>SS 6.8 Continued to ensure technology infrastructure is compatible with CCSS implementation. Expanded technology budget to increase student to computer ratio of 1:1 from Grades 2-8. Expanded schoolwide bandwidth to double capacity to meet usage needs. Established Google school accounts.</p>

6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.  
 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs



**BUDGETED**  
 (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 37,000 TBD

**ESTIMATED ACTUAL**  
 (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 1,337,703 TBD

Expenditures

ANALYSIS

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

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

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

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

Action/Services Implementation: Partial implementation; there is a need to establish a formal facilities checklist for evaluation purposes. Moreover, UbD was not implemented this year.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The major differences reflect the changes in budgeting allocation from previous year’s LCAP to the end of the year-estimated actuals. The actuals include all other instrumental personnel including classified staff: salaries and compensations, which were not previously accounted for on this action/service item.

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

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

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

### **WHAT – WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

April 16 –May 11, 2018

LAS

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

By June 4, 2018

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

LCAP Stakeholder Outreach and Consultation Dates 2017-2018:

<b>Stakeholder Group</b>	<b>Date</b>
Governing Board Meeting and Retreat	2017: 8/18 , 9/15, 10/20, 12/1 2018: 2/16, 3/16, 4/20, 5/18, 6/15
Parent Council Meeting/PC Executive Group	2017: 9/7, 10/5, 11/2, 12/7 2018: 2/7, 3/7, 4/5, 5/3
Parent Association Meeting and ELAC Meeting	2017: 9/13, 10/11, 11/8    2018: 2/14, 3/14, 4/11, 5/3
Staff Meeting and PD Meetings	2017: 9/21, 10/12, 11/9, 12/14, 2018: 1/11, 2/8, 3/8, 4/6, 5/10, 5/18
CDT Committee Meeting	2017: 10/5, 12/7 2018: 1/17, 2/1, 3/1, 4/5

*ITEM 3: LAS Public Hearing*

*Public comments are welcome at all monthly*



*Governing Board Meetings*  
Friday, May 18, 2018 and June 15, 2018 @ 5:30PM  
LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826

For more information call: 916.277.7137

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

The following lists the milestones of LAS LCAP work for 2017-18:

- 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2017. With spring 2017 CAASPP results, LAS had three years of achievement data to use to refine the school's metrics for external accountability of student achievement in English, in the context of a dual immersion program.
- 2) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the new language exam ELPAC.. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.
- 3) LAS teaching staff has created support structures and/or task forces in order to advance the school's internal accountability goals.
  - a. Homework expectations school-wide
  - b. Designing schoolwide implementation plan for DRA/EDL– a reading assessment. There is also a need to fine tune assessment agreements for students in Gr6-Gr8.
  - c. Designing schoolwide implementation plan for writing assessment.
- 4) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
- 5) A continuation from previous year, LAS LCAP Advisory group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 6) As of June 2018, LAS has collected XX (Yr1: 88, Yr2: 94, Yr3: 88, and Yr4: XX) "What I Know" and XX (Yr1: 108, Yr2: 75, Yr3: 36 and Yr4:XX) "What I Want to Know" statements. Thus far, XXX total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.

- 7) An emerging theme from the stakeholder comments is the area of COMMUNICATION. There is a need to improve on ways to communicate with families, particularly regarding forms that need parent feedback – i.e. ballots, surveys, etc. A parent suggested an idea to adopt a set paper color: golden rod, to be used solely for parent communication that needs urgent response.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19
Refer to data from Annual Update Section		<b>PREMISES FOR DATA ANALYSIS (PDA)</b> <ol style="list-style-type: none"> <li>LAS will meet or exceed the state API targets for school wide and LAS significant subgroups</li> <li>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)</li> </ol>	<b>PREMISES FOR DATA ANALYSIS (PDA)</b> <ol style="list-style-type: none"> <li>LAS will meet or exceed the state API targets for school wide and LAS significant subgroups, within the framework of the LAS 3 Stages of Biliteracy continuum.</li> <li>LAS will meet or exceed new goals upon the official implementation of the new state assessments: CAASPP and ELPAC, within the</li> </ol>

3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests
4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress
5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet or exceed goals
6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.

**SP#1: Student achievement and biliteracy for all students**

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

**STAGE 1: Emerging Biliteracy (Gr K-3)**

**STAGE 2: Expanding Biliteracy (Gr 4-6)**

**STAGE 3: Full Biliteracy (Gr 7-8)**

STAGE 1 Emerging Biliteracy Grades K-3

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

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

STAGE 2 Expanding Biliteracy Grades 4-6

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

- a. Early Advanced level or above in listening and speaking sections and;
  - b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2
- 2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) \*SED\*Latino\*SWD \*EL

framework of the LAS 3 Stages of Biliteracy continuum.

3. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress. There will be a consistent increase in the percentage of students who demonstrate growth on CAASPP per Difference from Level 3 (DF3) definition.
4. End of Grade Level Span ELPAC goals will be assessed in the fall of the following year. ELPAC goals will guide the monitoring of EL progression based on LAS 3 Stages of Biliteracy continuum
5. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet stated goals.

**SP#1: Student achievement and biliteracy for all students**

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

**STAGE 1: Emerging Biliteracy (Gr K-3)**

**STAGE 2: Expanding Biliteracy (Gr 4-6)**

**STAGE 3: Full Biliteracy (Gr 7-8)**

STAGE 1 Emerging Biliteracy Grades K-3

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

- a. TBD (per ELPAC) in the listening and speaking sections and;
- b. TBD (per ELPAC) in the reading and writing sections of the ELPAC by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6

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

- a. TBD (per ELPAC) above in listening and speaking sections and;

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

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

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

**STAGE 1: Emerging Biliteracy (Gr K-3)**

**STAGE 2: Expanding Biliteracy (Gr 4-6)**

**STAGE 3: Full Biliteracy (Gr 7-8)**

STAGE 3: Full Biliteracy (Gr 7-8)  
3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments  
3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments  
3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses

**SP#7: Full implementation of Common Core State Standards**

**(CCSS) and aligned English Language Alignment of (ELD)**

**Standards within the dual immersion context to ensure biliteracy for all students**

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

b. TBD (per ELPAC) in the reading and writing sections of the ELPAC by the end of Stage 2  
2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the CAASPP per DF3  
2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the CAASPP per DF3 \*SED\*Latino\*SWD \*EL

STAGE 3 Full Biliteracy Grades 7-8

3.1 (ENGLISH) TBD (per ELPAC) XX% or more of EL students will be reclassified by the end of Stage 3  
3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the CAASPP per DF3  
3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the CAASPP per DF3 \*SED\*Latino\*SWD \*EL

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

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

**STAGE 1: Emerging Biliteracy (Gr K-3)**

**STAGE 2: Expanding Biliteracy (Gr 4-6)**

**STAGE 3: Full Biliteracy (Gr 7-8)**

STAGE 3: Full Biliteracy (Gr 7-8)  
3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments  
3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments  
3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses

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

- |  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ol style="list-style-type: none"><li>1. 100% of teachers trained in basics of CCSS &amp; ELD &amp; NGSS as applicable to their grade</li><li>2. Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes</li></ol> |  |
|--|--|--|--|--|

[PLANNED ACTIONS / SERVICES](#)

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

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

1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)

1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above

1.3 Research and/or use of standardized Spanish assessments

**PROFESSIONAL DEVELOPMENT**

2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:

- Data analysis (API, Benchmarks)
- Common Core State Standards (CCSS)
- Expository Reading and Writing Training such as (ERWC)
- Designing CCSS redefined rubrics
- Differentiated Instruction
- PBIS
- Writer’s Workshop
- Reader’s Workshop
- DRA/EDL Assessments
- 

**RESEARCH**

1.1 Research CAASPP DF3 and ELPAC Performance Levels and analyze achievement data within the framework of the LAS 3 Stage of Biliteracy continuum: school- wide, grade level, and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)

1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above

1.3 Research and/or use of standardized Spanish assessments

**PROFESSIONAL DEVELOPMENT**

2.2 Provide differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:

- Data analysis (External and Internal Accountability Metrics)
- Common Core State Standards (CCSS)
- Expository Reading and Writing Training such as (ERWC)
- Designing CCSS redefined rubrics
- Differentiated Instruction
- PBIS
- Writer’s Workshop
- Reader’s Workshop
- DRA/EDL Assessments

**BUDGETED EXPENDITURES**

**2017-19**

Amount

(R-1.1, 1.2, 1.3 PD-2.1) \$24,867

Source

EPA, LCFF Base, Supplemental, Title2

Budget Reference

Object: 1000, 4000, 5000

**2018-19**

TBD



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

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Actions/Services	Actions/Services
<u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure  CURRICULUM DESIGN	<u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure  CURRICULUM DESIGN

3.1 Use of CCSS aligned core and supplementary materials  
 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT  
 3.3 Create yearlong backward plans for curriculum  
 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17)  
 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)  
 4.2 Administer CDT defined curriculum and benchmark assessments  
 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)

3.1 Use of CCSS aligned core and supplementary materials  
 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. ELPAC  
 3.3 Create yearlong backward plans for curriculum

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)

**BUDGETED EXPENDITURES**

**2017-18**

Amount	(CD: 3.1, 3.2, 3.3 AA- 4.1, 4.2)
Source	LCFF Base, Supplemental, Concentration
Budget Reference	Object: 4000, 5000

**2018-19**

Amount	TBD
Source	
Budget Reference	

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

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

New  Modified  Unchanged

New  Modified  Unchanged

Actions/Services

Actions/Services

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

**Action 3:**

**I= Instruction**

**SS= Support Structure**

INSTRUCTION

5.1 Implementation of CCSS aligned core curriculum

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

**Action 3:**

**I= Instruction**

**SS= Support Structure**

INSTRUCTION

5.1 Implement CCSS aligned core curriculum

5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction

5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP

**SUPPORT STRUCTURE**

6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)

6.2 School-wide agreements on homework expectation

6.3 100% of middle school SWDs who need extra study skills support will receive assistance

6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)

5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction

5.3 Utilize second language learning strategies trainings such as SDAIE, GLAD

**SUPPORT STRUCTURE**

6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration, year round intervention cycles)

6.2 School-wide agreements on homework expectation

6.3 100% of middle school SWDs who need extra study skills support will receive assistance

6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

Amount

(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4)

TBD

Source

EPA, LFCC Base, Supplemental, Concentration, Title 2

Budget Reference

Object: 1000, 2000, 3000, 4000, 5000

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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# Goal 2

## LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS

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

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

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

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19
Refer to data from Annual Update Section		<p><b><u>SP#2 Student engagement and building confidence and life skills for all students</u></b></p> <ol style="list-style-type: none"> <li>Attendance rate of 95% or above</li> <li>Absenteeism (chronic) at rate of less than 1%</li> <li>Dropout for middle school at zero rate</li> </ol> <p><b><u>SP#3 Other student outcomes and building confidence and life skills for all students</u></b></p> <ol style="list-style-type: none"> <li>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</li> <li>Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses</li> <li>100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded</li> </ol>	<p><b><u>SP#2 Student engagement and building confidence and life skills for all students</u></b></p> <ol style="list-style-type: none"> <li>Attendance rate of 95% or above</li> <li>Absenteeism (chronic) at rate of less than 2%</li> <li>Dropout for middle school at zero rate</li> </ol> <p><b><u>SP#3 Other student outcomes and building confidence and life skills for all students</u></b></p> <ol style="list-style-type: none"> <li>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</li> <li>Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses</li> </ol> <p><b><u>SP#4 School climate and building confidence and life skills for all student</u></b></p> <ol style="list-style-type: none"> <li>Suspension and expulsion rate at less than 2% per year</li> </ol>

by the Physical Activity Plus Grant Program (Not applicable for 2016-17 school year)

7. 100% of K-8 students participate in daily "Brain Breaks" physical activities

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

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

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

[PLANNED ACTIONS / SERVICES](#)

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18

2018-19

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

**RESEARCH**

1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups

1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections

**PROFESSIONAL DEVELOPMENT**

2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in:

A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students

B. Performance task rubrics design and calibration, and multiple measures of achievement

C. Training on how to implement physical activities to stimulate attention and focus in the classroom

2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes

**RESEARCH**

1.1 Study recent brain research in relation to socio-emotional wellness and intellectual development, particular to LAS significant subgroups

1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections

**PROFESSIONAL DEVELOPMENT**

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B. Performance task rubrics design and calibration, and multiple measures of achievement

C. Training on how to implement physical activities to stimulate attention and focus in the classroom

2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes

**BUDGETED EXPENDITURES**

**2017-18**

Amount

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

Source

EPA, LCFF Base, Supplemental, Concentration

Budget Reference

Object: 1000, 5000

**2018-19**

TBD

Action **2**



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

2018-19

New  Modified  Unchanged

New  Modified  Unchanged

Actions/Services

Actions/Services

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

Action 3:

I= Instruction

SS= Support Structure

CURRICULUM DESIGN

3.1 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

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

Action 3:

I= Instruction

SS= Support Structure

CURRICULUM DESIGN

3.1 (New) Implement the Second Step curriculum to address SEL areas of need.

3.2 (New) Implement Cyber Civics in middle school and introduce the program in Gr5.

ASSESSMENTS AND ACCOUNTABILITY

ASSESSMENTS AND ACCOUNTABILITY

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

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

BUDGETED EXPENDITURES

2017-18

2017-18

Amount (CD: 3.1 AA: 4.1, 4.2, 4.3) \$25,788

Source: EPA, LCFF Base, Supplemental, Concentration

Budget Reference: Object: 4000, 5000

TBD

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

New  Modified  Unchanged

New  Modified  Unchanged

Actions/Services

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

**Action 3:**

**I= Instruction**

**SS= Support Structure**

INSTRUCTION

- 5.1 Integrate lessons on life skills and healthy life style choices during instruction
- 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond

SUPPORT STRUCTURE

- 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate
- 6.2 Publish newsletter information on health, nutrition choices in relation to attendance
- 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes
- 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS
- 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions

Actions/Services

LAS Program Six Design Components:

Action 1:

R= Research

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

**Action 3:**

**I= Instruction**

**SS= Support Structure**

INSTRUCTION

- 5.1 Integrate lessons on life skills and healthy life style choices during instruction
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- 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 2% per year

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

BUDGETED EXPENDITURES

**2018-19**

Amount	(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$600,586	TBD
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2, ASES, Title 1	
Budget Reference	Object: 1000, 2000, 4000, 5000	

## Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

New       Modified       Unchanged

### Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need opportunities to develop and apply leadership skills to create change

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19
	Refer to data from Annual Update Section	<p><b><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></b></p> <ol style="list-style-type: none"> <li>1. More than 90%of students participate in the election process for Student Council Officers</li> <li>2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives</li> <li>3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8.</li> <li>4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days</li> <li>5. More than 90%of students participate in school-wide cleaning.</li> <li>6. By the end of Gr 8, more than 90%students will have participated in a student directed community based research such as National Latino Education Research Agenda Project ( NLERAP) Participatory Action Research (PAR)</li> <li>7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service.</li> <li>8. Subject emphasis: Electives (Middle School only) <ul style="list-style-type: none"> <li>-LAS will offer five or more elective courses annually</li> <li>-85% or more of students earning a passing grade of C or above in their elective course</li> <li>- More than 90% of students who need extra study skills support will receive assistance during elective block</li> </ul> </li> </ol>	<p><b><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></b></p> <ol style="list-style-type: none"> <li>1. More than 90%of students participate in the election process for Student Council Officers</li> <li>2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives</li> <li>3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8.</li> <li>4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days</li> <li>5. More than 90%of students participate in school-wide cleaning.</li> <li>6. Subject emphasis: Electives (Middle School only)</li> <li>7. -LAS will offer five or more elective courses annually</li> <li>8. -85% or more of students earning a passing grade of C or above in their elective course <ul style="list-style-type: none"> <li>- More than 90% of students who need extra study skills support will receive assistance during elective block</li> </ul> </li> </ol> <p><b><u>SP#4 Student climate and building leadership and critical thinking skills for all students</u></b></p> <ol style="list-style-type: none"> <li>9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need</li> <li>10. 95% or above of students participate in student survey completion</li> <li>11. Parent surveys indicate a rating of 90% or above overall satisfaction with the school</li> </ol>

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

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

[PLANNED ACTIONS / SERVICES](#)

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18

2018-19

New  Modified  Unchanged

Actions/Services

LAS Program Six Design Components:  
**Action 1:**  
**R= Research**  
**PD= Professional Development**  
 Action 2:  
 CD= Curriculum Design  
 AA= Assessments and Accountability  
 Action 3:  
 I= Instruction  
 SS= Support Structure

New  Modified  Unchanged

Actions/Services

LAS Program Six Design Components:  
**Action 1:**  
**R= Research**  
**PD= Professional Development**  
 Action 2:  
 CD= Curriculum Design  
 AA= Assessments and Accountability  
 Action 3:  
 I= Instruction  
 SS= Support Structure

**RESEARCH**

1.1 Document student driven projects based on current community needs:

Classroom, grade level, school-wide, and community at large

1.2 Analyze community survey for responses to questions about community service projects

**PROFESSIONAL DEVELOPMENT**

2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement

2.2 Continued training in student directed participatory research

**RESEARCH**

1.1 Document student driven projects based on current community needs:  
Classroom, grade level, school-wide, and community at large

**PROFESSIONAL DEVELOPMENT**

2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement

2.2 Continued training in student directed participatory research

**BUDGETED EXPENDITURES**

**2018-19**

Amount	(R: 1.2, PD: 2.1) \$6,667	TBD
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	
Budget Reference	Object: 5000	

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)



[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

New  Modified  Unchanged

New  Modified  Unchanged

Actions/Services

Actions/Services

LAS Program Six Design Components:

LAS Program Six Design Components:

Action 1:

Action 1:

R= Research

R= Research

PD= Professional Development

PD= Professional Development

Action 2:

Action 2:

**CD= Curriculum Design**

**CD= Curriculum Design**

**AA= Assessments and Accountability**

**AA= Assessments and Accountability**

Action 3:

Action 3:

I= Instruction

I= Instruction

SS= Support Structure

SS= Support Structure

**CURRICULUM DESIGN**

**CURRICULUM DESIGN**

3.1 Ensure curriculum includes leadership and critical thinking components

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

3.2 Include community service projects in curriculum design based on student reflections on survey results

**ASSESSMENTS AND ACCOUNTABILITY**

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Administer yearly student survey

4.1 Administer yearly student survey

4.2 Ensure participation in the election process for Student Council Officers and

4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives

Grade Level Representatives

4.3 Analyze student achievement in middle school elective courses

4.3 Analyze student achievement in middle school elective courses

[BUDGETED EXPENDITURES](#)

**2018-19**

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

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u>  <b>Action 1:</b>  <i>R= Research</i>  <i>PD= Professional Development</i>  <b>Action 2:</b>  <i>CD= Curriculum Design</i>  <i>AA= Assessments and Accountability</i>  <b>Action 3:</b>  <i>I= Instruction</i>  <i>SS= Support Structure</i></p> <p><b>INSTRUCTION</b>            5.1 Highlight student led participatory action research projects and events during class</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u>  <b>Action 1:</b>  <i>R= Research</i>  <i>PD= Professional Development</i>  <b>Action 2:</b>  <i>CD= Curriculum Design</i>  <i>AA= Assessments and Accountability</i>  <b>Action 3:</b>  <i>I= Instruction</i>  <i>SS= Support Structure</i></p> <p><b>INSTRUCTION</b>            5.1 Highlight student led participatory action research projects and events during class</p>	

5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration

5.3 Offer elective classes in middle school

**SUPPORT STRUCTURE**

6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school

6.2 Publish newsletter information on leadership and citizenship

6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking

6.4 Provide opportunities for students to participate in school wide cleaning

6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities

5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration

5.3 Offer elective classes in middle school with action civics emphasis

**SUPPORT STRUCTURE**

6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school

6.2 Publish newsletter information on leadership and citizenship

6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking

6.4 Provide opportunities for students to participate in school wide cleaning

6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities

**BUDGETED EXPENDITURES**

**2017-18**

Amount

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

Source

EPA, LCFF Base, Supplemental, Concentration

Budget Reference

Object: 5000

**2018-19**

TBD

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need a school infrastructure that support their learning

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19
Refer to data from Annual Update Section	<p><b><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></b></p> <ol style="list-style-type: none"> <li>Eighty percent (80%) or above of families complete annual parent survey</li> <li>Families recommend the school to others at 85% or above rating</li> <li>Ninety percent (90%) completion of Parent Student Teacher Compact</li> </ol>	<p><b><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></b></p> <ol style="list-style-type: none"> <li>Eighty percent (80%) or above of families complete annual parent survey</li> <li>Families recommend the school to others at 85% or above rating</li> <li>Ninety percent (90%) completion of Parent Student Teacher Compact</li> </ol>	

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

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 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

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

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  
 [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  
 Low Income

Scope of Services  LEA-wide  Schoolwide  
**OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Actions/Services  
LAS Program Six Design Components:

**2018-19**

New  Modified  Unchanged

Actions/Services  
LAS Program Six Design Components:



**Action 1:**

**R= Research**

**PD= Professional Development**

**Action 2:**

*CD= Curriculum Design*

*AA= Assessments and Accountability*

**Action 3:**

*I= Instruction*

*SS= Support Structure*

**RESEARCH**

- 1.1 School leadership researches and establishes rigorous hiring process
- 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials
- 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them
- 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction

**PROFESSIONAL DEVELOPMENT**

- 2.1 Ensure all faculty are highly qualified
- 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year
- 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations
- 2.4 Faculty receives on-going training on EL teaching methodology
- 2.5 Implement an extensive professional development:
  - Data analysis
  - CCSS

**Action 1:**

**R= Research**

**PD= Professional Development**

**Action 2:**

*CD= Curriculum Design*

*AA= Assessments and Accountability*

**Action 3:**

*I= Instruction*

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  - Expository Reading and Writing Course (ERWC)
  - Designing CCSS redefined rubrics, and differentiation
  - PBIS
  - Writer's Workshop

- Expository Reading and Writing Course (ERWC)
- Designing CCSS redefined rubrics, and differentiation
- ROPES
- PBIS
- Writer’s Workshop
- Reader’s Workshop

Reader’s Workshop

BUDGETED EXPENDITURES

**2017-18**

Amount	(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$13,867	TBD	
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2		
Budget Reference	Object: 1000, 5000		

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities   
 [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific  
 Schools: \_\_\_\_\_  Specific  
 Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  
 Low Income

Scope of Services  LEA-wide  Schoolwide  
 OR  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific  
 Schools: \_\_\_\_\_  Specific  
 Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Actions/Services

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

2018-19

New  Modified  Unchanged

Actions/Services

LAS Program Six Design Components:  
 Action 1:  
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**Action 2:**  
**CD= Curriculum Design**

**AA= Assessments and Accountability**

Action 3:

I= Instruction

SS= Support Structure

**CURRICULUM DESIGN**

3.1 Integrate CCSS in yearlong backwards planning

3.2 Ensure use of state approved standards based Materials

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Administer yearly parent surveys

4.2 Completion of Parent - Student - Teacher Compact

4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance

**AA= Assessments and Accountability**

Action 3:

I= Instruction

SS= Support Structure

**CURRICULUM DESIGN**

3.1 Integrate CCSS in yearlong backwards planning

3.2 Ensure use of state approved standards based materials for all subjects

**ASSESSMENTS AND ACCOUNTABILITY**

4.1 Administer yearly parent surveys

4.2 Completion of Parent - Student - Teacher Compact

4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance

BUDGETED EXPENDITURES

**2018-19**

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

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities   
 [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific  
 Schools: \_\_\_\_\_  Specific  
 Grade spans: \_\_\_\_\_

OR

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Students to be Served  English Learners  Foster Youth  
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Scope of Services  LEA-wide  Schoolwide  
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 Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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**2018-19**

New  Modified  Unchanged

Actions/Services

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 PD= Professional Development  
 Action 2:  
 CD= Curriculum Design

AA= Assessments and Accountability

**Action 3:**

**I= Instruction**

**SS= Support Structure**

**INSTRUCTION**

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

**SUPPORT STRUCTURE**

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

AA= Assessments and Accountability

**Action 3:**

**I= Instruction**

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- 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs

BUDGETED EXPENDITURES

**2018-19**

Amount

(I: 5.1 SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$1,246,717

TBD

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

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 775,157 TBD	<u>Percentage to Increase or Improve Services:</u>	TBD 17.61 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

Based on SBE formula calculator, LAS's 2018--19 LCFF Supplemental Grant is projected to be \$775,157. The increase in Supplemental funds are being utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6):

Research (C.1) and Professional Development (C.2) LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school. Consequently, for 2018-9, LAS has appropriated \$55,101 (Budget Series: 1000, 3000, 4000, 5000) for research and professional development.

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21<sup>st</sup> Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. This year, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. Consequently, related expenditures for these categories are **\$136,547 TBD** from Budget Series 4000, 5000.

Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are quality of the instructional team and the support structure to ensure student success - Personnel: *Classified staff, Education Specialists, Intervention teachers, Intervention Coordinator, Counseling, Translation services*, Technology (devices, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD. LAS instructional and support structure design components as delineated above equal an expenditure appropriation of **\$583,509 TBD** as reflected in Budget Series: 1000, 2000, 4000, and 5000.







A California Public School

Agenda Item# IIIB

**Board Meeting Date:** May 18, 2018

**Subject: Finance Committee**

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

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

**Summary:** The Finance Committee met on May 11, 2018. The following is a summary of the discussion that took place at the meetings:

- Reviewed Financial Summary highlights of activity through April 2018
- Reviewed preliminary 2018-2019 budget

**Recommendation:**

None at this time

**Documents Attached:**

1. Financial Summary
2. April 2018 Budgets v. Actuals
3. April 2018 Cash Flow
4. April 2018 Balance Sheet
5. Resolution

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

**Estimated Time of Presentation:** 15 min  
**Submitted By:** School Leadership  
**Date:** 05.14.2018

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



**Fecha de la Reunión:** 18 de mayo del 2018

**Tema: Reporte de Comité de Finanzas**

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

**Comité de Finanzas:** B. Luna, M. Pérez, E. Frederiksen, A. Hubbell, R. González, E. de León, J. Morales. Miembros de la mesa directiva presentes: Aracely Campa

**Resumen:** La junta del comité de finanzas se tomó acabo el 11 de mayo del 2018, y los siguientes puntos dan resumen de lo que se revisó:

- Resumen de actividad financiero hasta el abril del 2018
- Repaso preliminar del Presupuesto 2018-2018

**Recomendación:**

Ninguna recomendación para esta junta

**Documentos adjuntos:**

1. Resumen de Finanzas
2. Resumen de actividad financiera abril 2018
3. Finanzas del mes de abril 2018
4. Flujo de efectivo del mes de abril 2018
5. Saldo actual del mes de abril 2018
6. Resolución

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

**Tiempo estimado para la presentación:** 15 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 5.14.2018

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

# The Language Academy of Sacramento: Proposed FY 2019 Budget

GASPER MAGALLANES

MAY 15, 2018

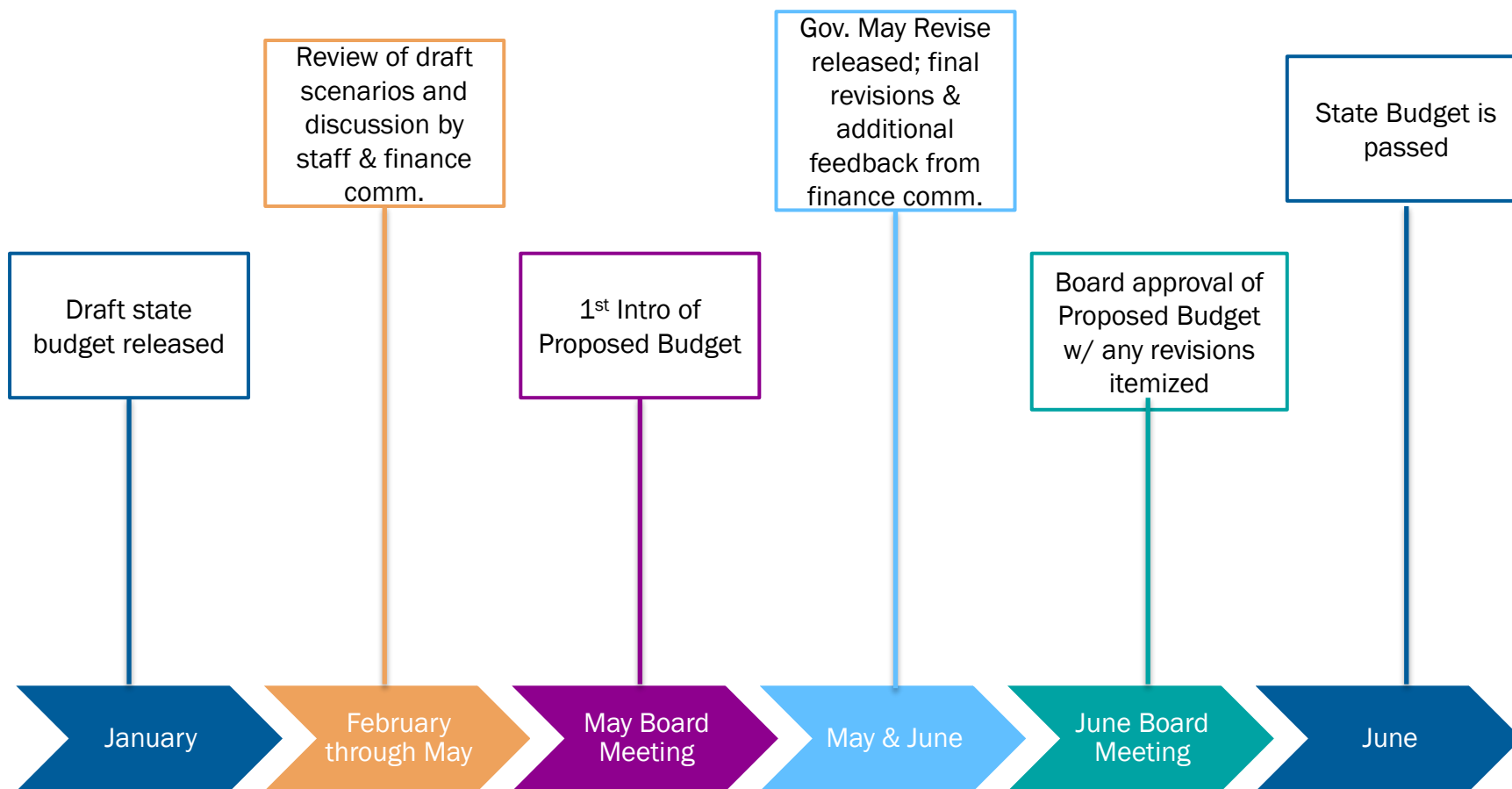
**edtec** 



- Timeline of FY 2019 Budget Process
- FY 2019 State Budget Updates
- One Time Funds Context
- Other Funding Levels in FY 2019 and Beyond
- Budget Snapshot over the next 6 years
- FY 2019 Payroll Notes Assumptions
- Comparison of Spending Areas

# Timeline of FY 2019 Budget Process

**Budget work has been going on since November 2017**



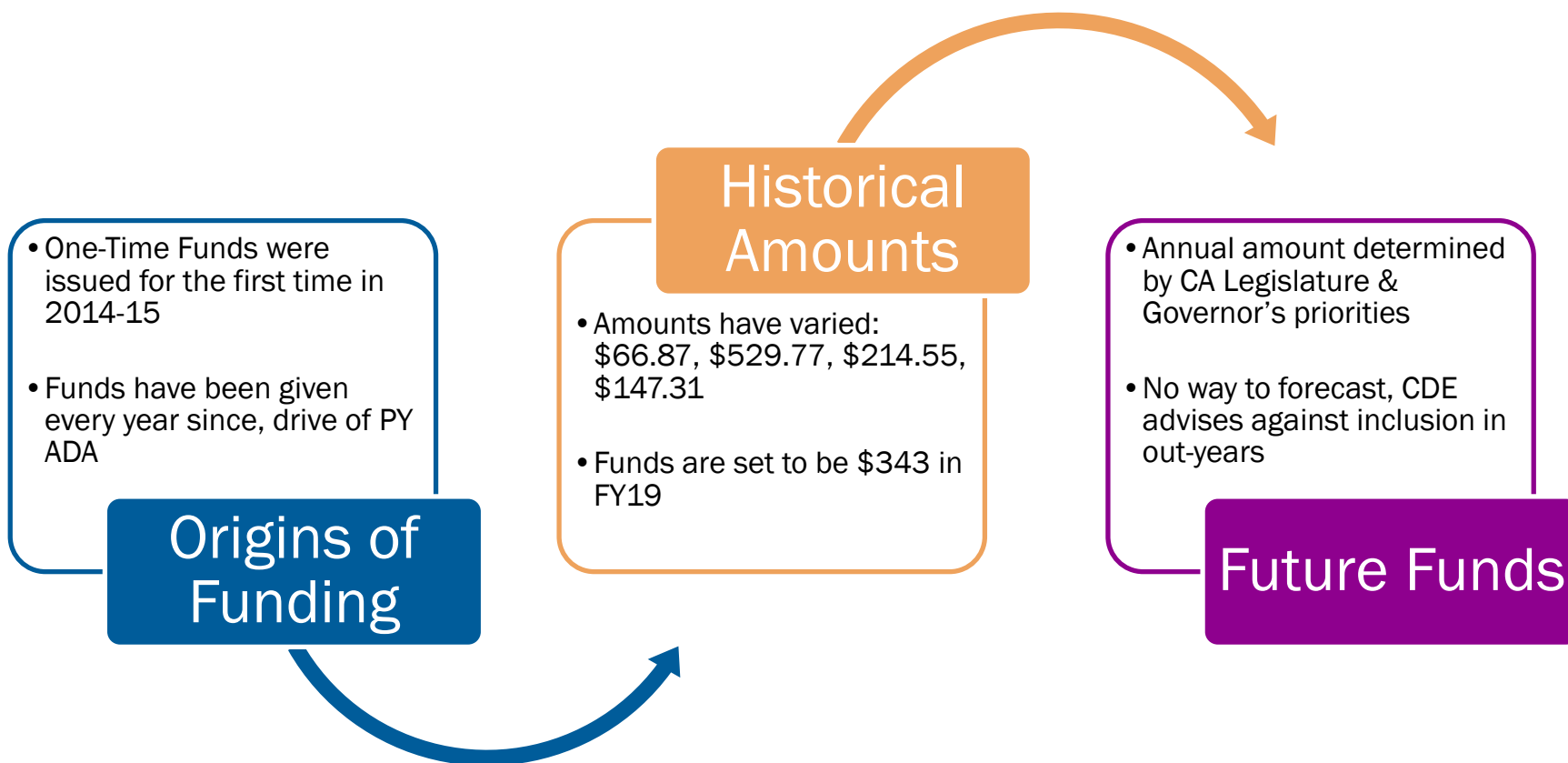
**After review by the finance committee, the proposed budget is being recommended for approval at the June board meeting**

## **May Revise released; funding assumptions for FY 2019 & beyond are an improvement to what was shared in January 2018**

- May Revise was released May 11, 2018; usually best indicator of the final state budget which should be (hopefully) approved by June 30, 2018 or earlier
- Slightly better implementation rate for FY 2018, which we will see in this year's finances
- 100% implementation of LCFF still slated for FY 2019 with LCFF rates growing by COLA only in FY 2020 and beyond
- COLA assumption for state budget purposes is being bumped to 2.71% vs 2.51%, which has minor but positive impact on the longer term for LCFF; more broadly, a positive indicator for funding environment and we should see a bump to other funding sources tied to COLA
- YTD revenues for California are above expectations through March 2018, which likely means the budget details coming out of the May Revise should hold through the approved budget

**An additional \$194K, or \$343 per prior year (17-18) ADA, in one time funding has also been added to the LAS budget upon closer review of the January state budget details, as well as the May Revise; may require being spent in a one time manner**

## One-Time Funds have been consistent, but won't last forever



One-Time Funds should not become a structural piece of school's budget, so even if not explicitly required, LAS should try to use or leverage in a one-time manner



# Other Funding levels in FY 2019 and beyond



## **80% of LAS budgeted revenue in a given year is LCFF with the rest coming from a variety of other federal, state, and local sources**

- For the remaining 20% of the LAS budget in a given year:
  - Title funding is anticipated to slightly dip or otherwise stay flat for LAS in FY 2019 and beyond based on some revisions to funding model/formulas
  - SPED funding, both federal and state, are slightly up in FY 2019; the state funding is likely to increase tied to COLA increases in future years
  - Lottery funding is increasing by just under 10% in FY 2019 and is likely to see small increases in future years
  - ASES is currently anticipated to stay the same, though may increase with the COLA increases each year, to be confirmed
  - Anticipating LAS will continue to receive some mandate claim funds in FY 2019 and beyond similar to FY 2018
  - Fundraising and donation activity expected to be modest and comparable to past years at LAS

**In addition to the one time funds from the state, LAS is also anticipating one time funding of \$334K from SCUSD to cover a portion of the parking lot project; this is to otherwise offset the one time costs and cash outlay in FY 2017 and FY 2018**

# Budget Snapshot over the next 6 years



		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		Current Forecast	Preliminary Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,174,927	5,608,464	5,790,163	5,933,768	6,136,096	6,336,097	6,336,097
	Federal Revenue	244,449	244,555	254,665	255,830	255,830	260,370	260,370
	Other State Revenues	700,752	781,050	581,955	582,001	582,001	582,001	582,001
	Local Revenues	40,228	371,000	37,000	37,000	37,000	37,000	37,000
	Fundraising and Grants	90,000	55,000	55,000	55,000	55,000	55,000	55,000
	<b>Total Revenue</b>	<b>6,250,355</b>	<b>7,060,069</b>	<b>6,718,782</b>	<b>6,863,599</b>	<b>7,065,927</b>	<b>7,270,468</b>	<b>7,270,468</b>
Expenses	Comp and Benefits	3,784,413	4,256,315	4,442,201	4,610,305	4,759,412	4,883,864	5,012,050
	Books and Supplies	290,727	268,082	274,127	279,609	180,562	184,174	187,857
	Services and Other Ops	1,407,030	1,325,399	1,343,804	1,365,614	1,388,440	1,411,678	1,433,664
	Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	555,000
	Other Outflows	-	-	-	-	-	-	-
	<b>Total Expenses</b>	<b>6,037,170</b>	<b>6,404,796</b>	<b>6,615,132</b>	<b>6,810,530</b>	<b>6,883,414</b>	<b>7,034,716</b>	<b>7,188,571</b>
	<b>Operating Income</b>	<b>213,185</b>	<b>655,273</b>	<b>103,650</b>	<b>53,070</b>	<b>182,512</b>	<b>235,752</b>	<b>81,897</b>
	Beginning Balance (Audited)	7,956,584	8,169,769	8,825,041	8,928,691	8,981,761	9,164,273	9,400,025
	Operating Income	213,185	655,273	103,650	53,070	182,512	235,752	81,897
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>8,169,769</b>	<b>8,825,041</b>	<b>8,928,691</b>	<b>8,981,761</b>	<b>9,164,273</b>	<b>9,400,025</b>	<b>9,481,922</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>135.32%</b>	<b>137.79%</b>	<b>134.97%</b>	<b>131.88%</b>	<b>133.14%</b>	<b>133.62%</b>	<b>131.90%</b>

- LCFF fully implemented and LAS essentially reaches full scale in FY 2019
- FY 2019 operating income propped up by one time funds from state and SCUSD
- Filtering out one time funds in FY 2019, operating income would be closer to \$127K
- Operating income hovers around an average of 2% over the next 6 year
- Funding anticipated to increase only modestly beyond FY 2019 with COLA, while expenses should steadily increase due to payroll, benefit expenses, and inflation



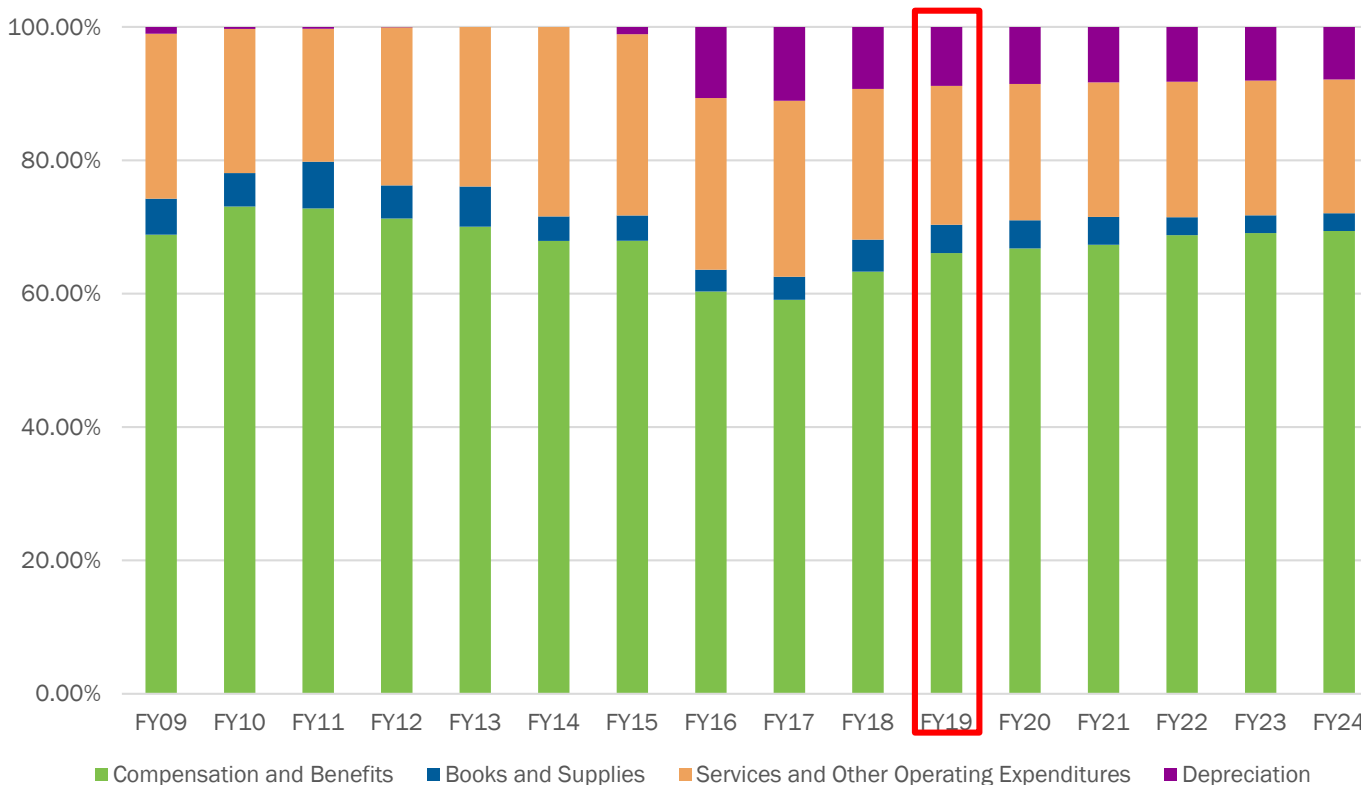
## Similar staffing plan to FY 2018

- Compensation spending of \$3.19MM for FY 2019 represents a \$262K increase in spending over \$2.93MM in FY 2018, which includes both new staff and raises
- 38 salaried positions; 8 full time hourly positions, plus a hodgepodge of part time hourly positions, substitutes, and stipends
- Benefits spending totals \$1.07MM, about 33% of total wages; biggest drivers are the increased STRS employer contributions and increased health insurance expenses
- Compensation and benefits for FY 2019 represents 66% of total spending, up from 63% of total spending for FY 2018; this is in line with trends for older schools and expect this to grow closer to 70% by FY 2024

# Comparison of Spending Areas Over Time



Spending Categories over Time



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Compensation and Benefits	68.86%	73.07%	72.79%	71.28%	70.05%	67.91%	67.93%	60.32%	59.08%	63.31%	66.08%	66.79%	67.33%	68.79%	69.09%	69.40%
Books and Supplies	5.39%	5.02%	7.00%	4.96%	6.04%	3.68%	3.80%	3.26%	3.46%	4.80%	4.26%	4.22%	4.18%	2.68%	2.67%	2.66%
Services and Other Operating Expenditures	24.75%	21.61%	19.94%	23.70%	23.92%	28.41%	27.18%	25.75%	26.39%	22.60%	20.83%	20.44%	20.18%	20.31%	20.20%	20.07%
Depreciation	1.01%	0.30%	0.27%	0.06%	0.00%	0.00%	1.08%	10.67%	11.06%	9.29%	8.83%	8.55%	8.31%	8.22%	8.04%	7.87%

**The Language Academy of Sacramento**

Multityear Projections through FY 2024  
As of May 15, 2018

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
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Fundraising and Grants	90,000	55,000	55,000	55,000	55,000	55,000	55,000
<b>Total Revenue</b>	<b>6,250,355</b>	<b>7,060,069</b>	<b>6,718,782</b>	<b>6,863,599</b>	<b>7,065,927</b>	<b>7,270,468</b>	<b>7,270,468</b>
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Compensation and Benefits	3,784,413	4,256,315	4,442,201	4,610,305	4,759,412	4,883,864	5,012,050
Books and Supplies	290,727	268,082	274,127	279,609	180,562	184,174	187,857
Services and Other Operating Expenditures	1,407,030	1,325,399	1,343,804	1,365,614	1,388,440	1,411,678	1,433,664
Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	555,000
<b>Total Expenses</b>	<b>6,037,170</b>	<b>6,404,796</b>	<b>6,615,132</b>	<b>6,810,530</b>	<b>6,883,414</b>	<b>7,034,716</b>	<b>7,188,571</b>
<b>Operating Income</b>	<b>213,185</b>	<b>655,273</b>	<b>103,650</b>	<b>53,070</b>	<b>182,512</b>	<b>235,752</b>	<b>81,897</b>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	7,922,016	8,169,769	8,825,041	8,928,691	8,981,761	9,164,273	9,400,025
Year End Adjustment	6,416	-	-	-	-	-	-
Audit Adjustment	28,152	-	-	-	-	-	-
Beginning Balance (Audited)	7,956,584	8,169,769	8,825,041	8,928,691	8,981,761	9,164,273	9,400,025
Operating Income	213,185	655,273	103,650	53,070	182,512	235,752	81,897
<b>Ending Fund Balance (including Depreciation)</b>	<b>8,169,769</b>	<b>8,825,041</b>	<b>8,928,691</b>	<b>8,981,761</b>	<b>9,164,273</b>	<b>9,400,025</b>	<b>9,481,922</b>

**The Language Academy of Sacramento**

Multityear Projections through FY 2024

As of May 15, 2018

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

**The Language Academy of Sacramento**

Multyear Projections through FY 2024  
As of May 15, 2018

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>LCFF Entitlement</b>								
8011	Charter Schools LCFF - State Aid	3,351,824	3,756,628	3,974,295	4,117,901	4,320,228	4,520,229	4,520,229
8012	Education Protection Account Entitlement	715,711	717,906	676,353	676,353	676,353	676,353	676,353
8096	Charter Schools in Lieu of Property Taxes	1,107,391	1,133,929	1,139,515	1,139,515	1,139,515	1,139,515	1,139,515
<b>SUBTOTAL - LCFF Entitlement</b>		<b>5,174,927</b>	<b>5,608,464</b>	<b>5,790,163</b>	<b>5,933,768</b>	<b>6,136,096</b>	<b>6,336,097</b>	<b>6,336,097</b>
<b>8100 Federal Revenue</b>								
8181	Special Education - Entitlement	70,625	73,125	76,125	76,500	76,500	76,500	76,500
8291	Title I	154,204	151,900	158,200	158,900	158,900	163,440	163,440
8292	Title II	19,591	19,530	20,340	20,430	20,430	20,430	20,430
8297	PY Federal - Not Accrued	29	-	-	-	-	-	-
<b>SUBTOTAL - Federal Income</b>		<b>244,449</b>	<b>244,555</b>	<b>254,665</b>	<b>255,830</b>	<b>255,830</b>	<b>260,370</b>	<b>260,370</b>
<b>8300 Other State Revenues</b>								
8319	Other State Apportionments - Prior Years	16,225	-	-	-	-	-	-
8381	Special Education - Entitlement (State)	279,520	302,003	303,491	303,491	303,491	303,491	303,491
8382	Special Education Reimbursement (State)	50,160	-	-	-	-	-	-
8550	Mandated Cost Reimbursements	8,718	9,210	9,430	9,477	9,477	9,477	9,477
8560	State Lottery Revenue	101,552	112,239	105,233	105,233	105,233	105,233	105,233
8590	All Other State Revenues (One-Time Funding)	80,777	193,798	-	-	-	-	-
8596	ASES	163,800	163,800	163,800	163,800	163,800	163,800	163,800
<b>SUBTOTAL - Other State Income</b>		<b>700,752</b>	<b>781,050</b>	<b>581,955</b>	<b>582,001</b>	<b>582,001</b>	<b>582,001</b>	<b>582,001</b>
<b>8600 Other Local Revenue</b>								
8636	Uniforms	6,000	6,000	6,000	6,000	6,000	6,000	6,000
8638	Merchandise Sales	2,728	1,000	1,000	1,000	1,000	1,000	1,000
8660	Interest	5,500	4,000	4,000	4,000	4,000	4,000	4,000
8670	Fees and Contracts	6,000	6,000	6,000	6,000	6,000	6,000	6,000
8693	Field Trips	15,000	15,000	15,000	15,000	15,000	15,000	15,000
8699	All Other Local Revenue	5,000	5,000	5,000	5,000	5,000	5,000	5,000
8781	All Other transfers from Districts or Charter Schools	-	334,000	-	-	-	-	-
<b>SUBTOTAL - Local Revenues</b>		<b>40,228</b>	<b>371,000</b>	<b>37,000</b>	<b>37,000</b>	<b>37,000</b>	<b>37,000</b>	<b>37,000</b>
<b>8800 Donations/Fundraising</b>								
8801	Donations - Parents	15,000	15,000	15,000	15,000	15,000	15,000	15,000
8802	Donations - Private	15,000	15,000	15,000	15,000	15,000	15,000	15,000
8803	Fundraising	60,000	25,000	25,000	25,000	25,000	25,000	25,000
<b>SUBTOTAL - Fundraising and Grants</b>		<b>90,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>
<b>TOTAL REVENUE</b>		<b>6,250,355</b>	<b>7,060,069</b>	<b>6,718,782</b>	<b>6,863,599</b>	<b>7,065,927</b>	<b>7,270,468</b>	<b>7,270,468</b>

**The Language Academy of Sacramento**

Multityear Projections through FY 2024

As of May 15, 2018

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>EXPENSES</b>								
<b>Compensation &amp; Benefits</b>								
<b>1000</b>	<b>Certificated Salaries</b>							
1100	Teachers Salaries	1,651,275	1,756,728	1,809,430	1,863,712	1,919,624	1,977,212	2,036,529
1101	Teacher - Stipends	17,930	25,800	26,574	27,371	28,192	29,038	29,909
1103	Teacher - Substitute Pay	58,450	89,900	92,597	95,375	98,236	101,183	104,219
1300	Certificated Supervisor & Administrator Salaries	106,489	107,675	110,905	114,233	117,660	121,189	124,825
1311	Certificated SPED	246,716	193,038	198,829	204,794	210,938	217,266	223,784
1920	Other Cert - Summer	3,680	17,010	17,520	18,046	18,587	19,145	19,719
1940	Academic Accountability & Intervention	138,524	198,338	204,288	210,417	216,729	223,231	229,928
<b>SUBTOTAL - Certificated Employees</b>		<b>2,223,065</b>	<b>2,388,489</b>	<b>2,460,144</b>	<b>2,533,948</b>	<b>2,609,967</b>	<b>2,688,266</b>	<b>2,768,914</b>
<b>2000</b>	<b>Classified Salaries</b>							
2100	Classified Instructional Aide Salaries	28,866	37,827	38,962	40,131	41,335	42,575	43,852
2103	SPED Classified	81,816	145,189	149,544	154,031	158,652	163,411	168,313
2200	Classified Support Salaries	88,501	124,283	128,011	131,851	135,807	139,881	144,078
2202	SES Tutoring	-	15,190	15,646	16,115	16,599	17,096	17,609
2300	Classified Supervisor & Administrator Salaries	130,706	129,232	133,109	137,102	141,215	145,452	149,815
2400	Classified Clerical & Office Salaries	98,458	68,868	70,934	73,062	75,254	77,511	79,837
2905	Other Classified - After School	186,825	184,994	190,544	196,260	202,148	208,212	214,459
2908	Climate	-	1,260	1,298	1,337	1,377	1,418	1,461
2925	Other Classified - Childcare	-	9,303	9,583	9,870	10,166	10,471	10,785
2930	Other Classified - Maintenance/grounds	90,025	85,614	88,182	90,828	93,553	96,359	99,250
<b>SUBTOTAL - Classified Employees</b>		<b>705,196</b>	<b>801,760</b>	<b>825,813</b>	<b>850,587</b>	<b>876,105</b>	<b>902,388</b>	<b>929,459</b>
<b>3000</b>	<b>Employee Benefits</b>							
3100	STRS	320,788	388,846	446,024	483,984	498,504	513,459	528,863
3300	OASDI-Medicare-Alternative	82,570	96,731	99,610	102,575	105,630	108,776	112,016
3400	Health & Welfare Benefits	383,606	513,000	538,650	565,583	593,862	593,862	593,862
3500	Unemployment Insurance	14,112	16,593	19,539	19,633	19,731	19,831	19,935
3600	Workers Comp Insurance	34,574	38,283	39,431	40,614	41,833	43,088	44,380
3900	Other Employee Benefits	20,500	12,613	12,991	13,381	13,782	14,196	14,622
<b>SUBTOTAL - Employee Benefits</b>		<b>856,152</b>	<b>1,066,066</b>	<b>1,156,245</b>	<b>1,225,770</b>	<b>1,273,341</b>	<b>1,293,211</b>	<b>1,313,677</b>



**The Language Academy of Sacramento**

Multyear Projections through FY 2024

As of May 15, 2018

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>4000</b>	<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	12,440	53,592	54,933	56,032	15,300	15,606	15,918
4101	Approved Textbooks & Core Curricula Materials - Custom	7,000	7,000	7,140	7,283	7,428	7,577	7,729
4102	Approved Textbooks & Core Curricula Materials - Custom	12,285	-	-	-	-	-	-
4200	Books & Other Reference Materials	64,350	55,005	56,381	57,509	15,300	15,606	15,918
4201	Library Resources	7,020	12,180	12,485	12,734	12,989	13,249	13,514
4315	Custodial Supplies	18,000	18,000	18,360	18,727	19,102	19,484	19,873
4320	Educational Software	2,107	-	-	-	-	-	-
4325	Instructional Materials & Supplies	25,000	15,225	15,606	15,918	16,236	16,561	16,892
4330	Office Supplies	21,000	18,000	18,360	18,727	19,102	19,484	19,873
4335	PE Supplies	5,870	6,090	6,212	6,336	6,463	6,592	6,724
4340	Professional Development Supplies	4,000	4,700	4,794	4,890	4,988	5,087	5,189
4352	Garden	4,000	2,000	2,040	2,081	2,122	2,165	2,208
4354	ASES materials	15,000	2,000	2,040	2,081	2,122	2,165	2,208
4355	Summer Preschool	600	1,200	1,224	1,248	1,273	1,299	1,325
4356	SPED Consumables	9,590	9,590	9,782	9,977	10,177	10,381	10,588
4410	Classroom Furniture, Equipment & Supplies	27,000	10,000	10,200	10,404	5,000	5,100	5,202
4420	Computers (individual items less than \$5k)	45,000	46,000	46,920	47,858	35,000	35,700	36,414
4423	Classroom Noncapitalized items 1	5,000	5,000	5,100	5,202	5,306	5,412	5,520
4430	Non Classroom Related Furniture, Equipment & Supplies	5,384	2,500	2,550	2,601	2,653	2,706	2,760
	<b>SUBTOTAL - Books and Supplies</b>	<b>290,727</b>	<b>268,082</b>	<b>274,127</b>	<b>279,609</b>	<b>180,562</b>	<b>184,174</b>	<b>187,857</b>
	Hidden							

**The Language Academy of Sacramento**

Multyear Projections through FY 2024

As of May 15, 2018

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>							
5210	Conference Fees	10,000	35,250	35,955	36,674	37,408	38,156	38,919
5215	Travel - Mileage, Parking, Tolls	2,000	9,400	9,588	9,780	9,975	10,175	10,378
5220	Travel and Lodging	10,500	23,500	23,970	24,449	24,938	25,437	25,946
5305	Dues & Membership - Professional	6,500	5,000	5,100	5,202	5,306	5,412	5,520
5450	Insurance - Other	45,000	50,000	51,000	52,020	53,060	54,122	55,204
5515	Janitorial, Gardening Services & Supplies	154,140	154,140	157,223	160,367	163,575	166,846	170,183
5535	Utilities - All Utilities	54,000	54,000	55,080	56,182	57,305	58,451	59,620
5605	Equipment Leases	21,000	27,600	28,152	28,715	29,289	29,875	30,473
5610	Rent	97,265	97,265	99,210	101,195	103,218	105,283	107,388
5615	Repairs and Maintenance - Building	20,000	10,000	10,200	10,404	10,612	10,824	11,041
5616	Repairs and Maintenance - Computers	2,500	2,500	2,550	2,601	2,653	2,706	2,760
5617	Repairs and Maintenance - Other Equipment	2,000	2,500	2,550	2,601	2,653	2,706	2,760
5803	Accounting Fees	11,000	11,000	11,220	11,444	11,673	11,907	12,145
5804	Parent Trainings	12,500	1,000	1,020	1,040	1,061	1,082	1,104
5805	Administrative Fees	17,507	18,756	15,175	15,175	15,175	15,175	15,478
5806	Assemblies	3,125	3,000	3,060	3,121	3,184	3,247	3,312
5809	Banking Fees	420	420	428	437	446	455	464
5812	Business Services	95,000	95,000	95,000	95,000	95,000	95,000	95,000
5813	Service 5	2,000	2,000	2,040	2,081	2,122	2,165	2,208
5818	SPED Legal Fees	5,000	1,000	1,020	1,040	1,061	1,082	1,104
5820	Title I SES	30,000	15,190	15,494	15,804	16,120	16,442	16,771
5824	District Oversight Fees	52,198	56,085	57,902	59,338	61,361	63,361	63,361
5830	Field Trips Expenses	87,750	54,810	56,182	57,305	58,451	59,620	60,813
5833	Fines and Penalties	552	552	563	574	586	598	609
5836	Fingerprinting	950	500	510	520	531	541	552
5839	Fundraising Expenses	45,000	36,000	36,720	37,454	38,203	38,968	39,747
5843	Interest - Loans Less than 1 Year	109,978	108,206	107,000	106,000	105,000	104,000	103,000
5845	Legal Fees	15,000	7,800	7,956	8,115	8,277	8,443	8,612
5848	Licenses and Other Fees	235	-	-	-	-	-	-
5851	Marketing and Student Recruiting	1,600	1,200	1,224	1,248	1,273	1,299	1,325
5857	Payroll Fees	15,000	15,000	15,300	15,606	15,918	16,236	16,561
5860	Printing and Reproduction	30,000	24,000	24,480	24,970	25,469	25,978	26,498
5861	Prior Yr Exp (not accrued)	7,893	-	-	-	-	-	-
5863	Professional Development	30,000	11,750	11,985	12,225	12,469	12,719	12,973
5864	Professional Development - Other	-	13,500	13,770	14,045	14,326	14,613	14,905
5866	Common Core Professional Development	7,000	3,500	3,570	3,641	3,714	3,789	3,864
5869	Special Education Contract Instructors	209,071	216,700	221,034	225,455	229,964	234,563	239,254
5874	Sports	14,675	15,225	15,530	15,840	16,157	16,480	16,810
5875	Staff Recruiting	7,250	1,000	1,020	1,040	1,061	1,082	1,104
5878	Student Assessment	11,490	12,180	12,485	12,734	12,989	13,249	13,514
5880	Student Health Services	1,761	3,045	3,121	3,184	3,247	3,312	3,378
5881	Student Information System	16,965	15,225	15,606	15,918	16,236	16,561	16,892
5884	Substitutes	30,000	-	-	-	-	-	-
5887	Technology Services	30,000	30,000	30,600	31,212	31,836	32,473	33,122
5893	Transportation - Student	50,000	50,000	51,000	52,020	53,060	54,122	55,204
5910	Communications - Internet / Website Fees	4,800	4,800	4,896	4,994	5,094	5,196	5,300
5915	Postage and Delivery	1,800	1,800	1,836	1,873	1,910	1,948	1,987
5920	Communications - Telephone & Fax	24,000	24,000	24,480	24,970	25,469	25,978	26,498
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,407,030</b>	<b>1,325,399</b>	<b>1,343,804</b>	<b>1,365,614</b>	<b>1,388,440</b>	<b>1,411,678</b>	<b>1,433,664</b>
	<b>Depreciation Calculation</b>							
	Prop 1D & Parking Lot	555,000	555,000	555,000	555,000	555,000	555,000	555,000
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>
	<b>TOTAL EXPENSES including Depreciation</b>	<b>6,037,170</b>	<b>6,404,796</b>	<b>6,615,132</b>	<b>6,810,530</b>	<b>6,883,414</b>	<b>7,034,716</b>	<b>7,188,571</b>

**The Language Academy of Sacramento**

FY 2019 Proposed Budget Draft

As of May 15, 2018

	2018/19	2018/19
	Preliminary Budget	Notes
<b>SUMMARY</b>		
<b>Revenue</b>		
LCFF Entitlement	5,608,464	
Federal Revenue	244,555	
Other State Revenues	781,050	
Local Revenues	371,000	
Fundraising and Grants	55,000	
<b>Total Revenue</b>	<b>7,060,069</b>	
<b>Expenses</b>		
Compensation and Benefits	4,256,315	
Books and Supplies	268,082	
Services and Other Operating Expenditures	1,325,399	
Depreciation	555,000	
<b>Total Expenses</b>	<b>6,404,796</b>	
<b>Operating Income</b>	<b>655,273</b>	
<b>Fund Balance</b>		
Beginning Balance (Unaudited)	8,169,769	
Year End Adjustment	-	
Audit Adjustment	-	
Beginning Balance (Audited)	8,169,769	
Operating Income	655,273	
<b>Ending Fund Balance (including Depreciation)</b>	<b>8,825,041</b>	

**The Language Academy of Sacramento**

FY 2019 Proposed Budget Draft  
As of May 15, 2018

	2018/19	2018/19
Detail	Preliminary Budget	Notes
<b>Enrollment Breakdown</b>		
K	84	
1	66	
2	66	
3	67	
4	66	
5	66	
6	66	
7	68	
8	60	
<b>Enrollment Summary</b>		
K-3	283	
4-6	198	
7-8	128	
<b>Total Enrolled</b>	<b>609</b>	
<b>ADA %</b>		
K-3	95%	
4-6	95%	
7-8	95%	
<b>Average</b>	<b>95%</b>	
<b>ADA</b>		
K-3	268.9	
4-6	188.1	
7-8	121.6	
Total ADA	<b>578.6</b>	
<b>Demographic Information</b>		
<b>Prior Year</b>		
ADA (P-2)	565.01	
CALPADS Enrollment (for unduplicated % calc)	585	
# Unduplicated Count (CALPADS)	471	
# Free & Reduced Lunch (FRL) (CALPADS)	434	
# ELL (CALPADS)	239	
<b>Current Year</b>		
CALPADS Enrollment (for unduplicated % calc)	609	
# Unduplicated Count (CALPADS)	490	
# Free & Reduced Lunch (FRL) (CALPADS)	452	
# ELL (CALPADS)	249	
New Students	24	
<b>School Information</b>		
Teachers	30	
# of school days	180	

**The Language Academy of Sacramento**  
 FY 2019 Proposed Budget Draft  
 As of May 15, 2018

		2018/19	2018/19
		Preliminary Budget	Notes
		Total LCFF Entitlement of \$9,694 per ADA	
<b>LCFF Entitlement</b>			
8011	Charter Schools LCFF - State Aid	3,756,628	Total LCFF less EPA and Prop Tax
8012	Education Protection Account Entitlement	717,906	Greater of: \$200 per ADA or 24% of State Aid
8096	Charter Schools in Lieu of Property Taxes	1,133,929	\$1959.95 per ADA
<b>SUBTOTAL - LCFF Entitlement</b>		<b>5,608,464</b>	<b>\$9694 per ADA per LCFF calculator as of 4/30/2018</b>
<b>8100</b>	<b>Federal Revenue</b>		
8181	Special Education - Entitlement	73,125	\$125 per PY CBEDS Enrollment
8291	Title I	151,900	\$350 per Title I eligible student
8292	Title II	19,530	\$45 per Title I eligible student
<b>SUBTOTAL - Federal Income</b>		<b>244,555</b>	
<b>8300</b>	<b>Other State Revenues</b>		
8319	Other State Apportionments - Prior Years	-	
8381	Special Education - Entitlement (State)	302,003	\$522 per CY ADA
8382	Special Education Reimbursement (State)	-	may end up receiving ERMHS reimbursement for FY 2019
8550	Mandated Cost Reimbursements	9,210	\$16 per PY ADA
8560	State Lottery Revenue	112,239	\$194 per ADA
8590	All Other State Revenues (One-Time Funding)	193,798	\$343 per PY ADA
8596	ASES	163,800	Fixed award amount; may increase
<b>SUBTOTAL - Other State Income</b>		<b>781,050</b>	
<b>8600</b>	<b>Other Local Revenue</b>		
8636	Uniforms	6,000	
8638	Merchandise Sales	1,000	
8660	Interest	4,000	
8670	Fees and Contracts	6,000	
8693	Field Trips	15,000	
8699	All Other Local Revenue	5,000	
8781	All Other transfers from Districts or Charter Schools	334,000	SCUSD contribution for parking lot
<b>SUBTOTAL - Local Revenues</b>		<b>371,000</b>	
<b>8800</b>	<b>Donations/Fundraising</b>		
8801	Donations - Parents	15,000	
8802	Donations - Private	15,000	
8803	Fundraising	25,000	
<b>SUBTOTAL - Fundraising and Grants</b>		<b>55,000</b>	
<b>TOTAL REVENUE</b>		<b>7,060,069</b>	

# The Language Academy of Sacramento

FY 2019 Proposed Budget Draft  
As of May 15, 2018

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

**The Language Academy of Sacramento**

FY 2019 Proposed Budget Draft  
As of May 15, 2018

		2018/19	2018/19
		Preliminary Budget	Notes
<b>4000</b>	<b>Books &amp; Supplies</b>		
4100	Approved Textbooks & Core Curricula Materials	53,592	\$88 per Student
4101	Approved Textbooks & Core Curricula Materials - Custom 1	7,000	
4200	Books & Other Reference Materials	55,005	\$90 per Student
4201	Library Resources	12,180	\$20 per Student
4315	Custodial Supplies	18,000	\$1500 per monthly rate
4325	Instructional Materials & Supplies	15,225	\$25 per Student
4330	Office Supplies	18,000	\$1500 per monthly rate
4335	PE Supplies	6,090	Recess equipment \$2K; PE Equipment \$2K
4340	Professional Development Supplies	4,700	
4352	Garden	2,000	
4354	ASES materials	2,000	
4355	Summer Preschool	1,200	12 summer school teachers (\$100 each)
4356	SPED Consumables	9,590	
4410	Classroom Furniture, Equipment & Supplies	10,000	1 new classroom
4420	Computers (individual items less than \$5k)	46,000	\$14.5K laptop upgrades, 12.5K other, \$19K chromebooks
4423	Classroom Noncapitalized items 1	5,000	
4430	Non Classroom Related Furniture, Equipment & Supplies	2,500	
<b>SUBTOTAL - Books and Supplies</b>		<b>268,082</b>	

**The Language Academy of Sacramento**

FY 2019 Proposed Budget Draft

As of May 15, 2018

		2018/19	2018/19
		Preliminary Budget	Notes
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>		
5210	Conference Fees	35,250	\$750 per 47 participating staff
5215	Travel - Mileage, Parking, Tolls	9,400	\$200 per 47 participating staff
5220	Travel and Lodging	23,500	\$500 per per 47 participating staff
5305	Dues & Membership - Professional	5,000	
5450	Insurance - Other	50,000	
5515	Janitorial, Gardening Services & Supplies	154,140	\$12845 per Monthly Rate
5535	Utilities - All Utilities	54,000	\$4500 per Monthly Rate
5605	Equipment Leases	27,600	\$2300 per Monthly Rate
5610	Rent	97,265	\$8105 per Monthly Rate
5615	Repairs and Maintenance - Building	10,000	
5616	Repairs and Maintenance - Computers	2,500	
5617	Repairs and Maintenance - Other Equipment	2,500	
5803	Accounting Fees	11,000	
5804	Parent Trainings	1,000	
5805	Administrative Fees	18,756	5% of state sped funding
5806	Assemblies	3,000	
5809	Banking Fees	420	\$35 per Monthly Rate
5812	Business Services	95,000	Edtec; last year of contract
5813	Board Development	2,000	
5818	SPED Legal Fees	1,000	
5820	Title I SES	15,190	10% of Title 1 allocation; other 10% in payroll (SES tutors)
5824	District Oversight Fees	56,085	1.0% of LCFF General Purpose Grant
5830	Field Trips Expenses	54,810	\$90 per Student
5833	Fines and Penalties	552	
5836	Fingerprinting	500	
5839	Fundraising Expenses	36,000	\$3K per month
5843	Interest - Loans Less than 1 Year	108,206	per current Prop 1D Schedule
5845	Legal Fees	7,800	
5851	Marketing and Student Recruiting	1,200	
5857	Payroll Fees	15,000	\$1250 per Monthly Rate
5860	Printing and Reproduction	24,000	
5861	Prior Yr Exp (not accrued)	-	
5863	Professional Development	11,750	
5864	Professional Development - Other	13,500	
5866	Common Core Professional Development	3,500	
5869	Special Education Contract Instructors	216,700	\$27K & \$3K Capital Elementary; \$4K OTFC; \$5K CARE; \$9.5K K12 Health; \$32K Learning Solutions, \$136K TES
5874	Sports	15,225	Soccer & Basketball
5875	Staff Recruiting	1,000	
5878	Student Assessment	12,180	\$20 per Student
5880	Student Health Services	3,045	\$5 per Student
5881	Student Information System	15,225	\$25 per Student
5887	Technology Services	30,000	
5893	Transportation - Student	50,000	
5910	Communications - Internet / Website Fees	4,800	
5915	Postage and Delivery	1,800	\$150 per Monthly Rate
5920	Communications - Telephone & Fax	24,000	\$2000 per Monthly Rate
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,325,399</b>	
	<b>Depreciation Calculation</b>		
	Prop 1D & Parking Lot	555,000	Estimated Prop 1D project and parking lot depreciation
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	<b>555,000</b>	
	<b>TOTAL EXPENSES including Depreciation</b>	<b>6,404,796</b>	





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

A California Public School

Agenda Item# IIIC

**Board Meeting Date:** May 18, 2018

**Subject:** EPA Resolution

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

**Committee:** School Leadership

**Information:**

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

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2018-2019 and the proposed spending allocation.

	Estimated Allocation	Approved EPA Spending
<b>FY 2019</b>	702,950	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
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 5.14.2018

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



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

A California Public School

Agenda Artículo# IIIC

**Fecha de la Reunión:** 18 de mayo del 2018

**Tema: Resolución de EPA**

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

**Comité:** Liderazgo Escolar

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

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2018-2019, así como los gastos asignados.

	<b>Estimated Allocation</b>	<b>Approved EPA Spending</b>
<b>FY 2019</b>	702,950	Account Code 1100 - Teacher Salaries

**Recomendación:**

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

**Documentos adjunto:**

1. Resolución de EPA

<b>MOCION Resolución de EPA</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 5.14.2018

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

**LANGUAGE ACADEMY OF SACRAMENTO RESOLUTION REGARDING THE  
EDUCATION PROTECTION ACCOUNT FOR FY 2019**

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 30<sup>th</sup> 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.

	<b>Estimated Allocation</b>	<b>Approved EPA Spending</b>
<b>FY 2019</b>	<b>702,950</b>	Account Code 1100 - Teacher Salaries

Approval of resolution this \_\_\_\_\_, 2018

\_\_\_\_\_  
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# IIID

**Board Meeting Date:** May 18, 2018

**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 30<sup>th</sup>. 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 1 Application	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafrá				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

<p><b>Estimated Time of Presentation:</b> 5 min.  <b>Submitted By:</b> School Leadership  <b>Date:</b> 5.14.2018</p>	<p><b>Pertinent Pages in</b>          ( ) Charter, pages _____          ( ) MOU, pages _____</p>
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A California Public School

Agenda Artículo# IIID

**Fecha de la Reunión:** 18 de mayo del 2018

**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

MOCION Solicitud de Title 1	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 5.14.2018

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

## Language Academy of Sacramento 2018-19 Application for Title Funding

### Background Information

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

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

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

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

### An Overview of the Intended Programs

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

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

Each program is accompanied by a list of assurances which can be found at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2017.asp>. In order to receive funding, the school must comply with those assurances.

### Fiscal Impact

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

	2017-18 School Year	2018-19 School Year
Title I, Part A	\$154,204	\$151,900
Title II, Part A	\$19,591	\$19,530
Title IV	\$0	TBD
<b>Total Title Funding</b>	<b>\$173,795</b>	<b>\$171,430*</b>

\*estimated



### Use

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

### Parent Involvement

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

### General Disclaimer

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

Approval of Application this \_\_\_\_\_, 2018

\_\_\_\_\_  
Signature of Secretary or Board Chair



A California Public School

Agenda Item# III

**Board Meeting Date:** May 18, 2018

**Subject:** Certification of Assurances

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

**Background:**

The Language Academy of Sacramento receives funding from federal and state sources. There are compliance mandates that are attached to the funding, including the certification of assurances.

**Recommendation:**

School leadership recommends that the Board approve the certification of assurances as attached.

**Documents Attached:**

- Certification of Assurances

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 5.14.2018

**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# III

**Fecha de la Reunión:** 18 de mayo del 2018

**Tema:** Certificación de garantías

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

**Información:**

La Academia de Idiomas de Sacramento recibe fondos de fuentes estatales y federales. Hay mandatos de conformidad que vienen con dichos fondos, incluyendo la certificación de garantías.

**Recomendación:**

El Liderazgo Escolar solicita que la Mesa Directiva apruebe la certificación de garantías.

**Documento adjunto:**

- Certificación de garantías

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo escolar  
**Fecha:** 5.14.2018

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

# General Assurances 2017-18

General Assurances and Certifications required for grants supported by state or federal funds in 2017-18.

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1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 11 §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. School site councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records

which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §6318; PL 111-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 11-95, §8524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 11-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B); PL 114-95, §8306)
18. The LEA will participate in the California Assessment of Student Performance and Progress. EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e)

- to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
  22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
  23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)
  24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
  25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
  26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
  27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.
  28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management Web page at <https://www.sam.gov/portal/SAM/#1>.

**Questions: Education Data Office | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297**

Last Reviewed: Friday, June 9, 2017



A California Public School

Agenda Item# IIIF

**Board Meeting Date:** May 18, 2018

**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
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

<p><b>Estimated Time of Presentation:</b> 5 min.  <b>Submitted By:</b> School Leadership  <b>Date:</b> 5.14.2018</p>	<p><b>Pertinent Pages in</b>          ( ) Charter, pages _____          ( ) MOU, pages _____</p>
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A California Public School

Agenda Artículo# IIIF

**Fecha de la Reunión:** 18 de mayo del 2018

**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

MOCION Certificación de Protección de Oración	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 5.14.2018

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



## Language Academy of Sacramento 2018-19 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."<sup>1</sup>

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 \_\_\_\_\_, 2018

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Signature of Secretary or Board Chair

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<sup>1</sup> [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)



A California Public School

Agenda Item# IIIG

**Board Meeting Date:** May 18, 2018

**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 2018-2019 Homeless Education Policy

MOTION LAS 2018-2019 Homeless Education Policy	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 5.14.2018

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



A California Public School

Agenda Artículo# IIIG

**Fecha de la Reunión:** 18 de mayo del 2018

**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 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 2018-2019

<b>MOCIÓN</b> <b>Póliza de educación para</b> <b>estudiantes sin vivienda</b> <b>2018-2019</b>	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafrá				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 5.14.18

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

## **Language Academy of Sacramento 2018-19 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](mailto: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 [www.lasac.info](http://www.lasac.info)

### **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# IIII

**Board Meeting Date:** May 18, 2018

**Subject:** April 2018 Check Register

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the April 2018 check register.

**Documents Attached:**

1. April 2018 Check Register

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

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 5.14.2018

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



A California Public School

Agenda Artículo# IIII

**Fecha de la Reunión:** 18 de mayo de 2018

**Tema:** Registros de la cuenta bancaria: marzo 2018

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

**Comité:** Liderazgo Escolar

**Recomendación:** El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe los registros de la cuenta bancaria del mes de abril de 2018.

**Documentos adjuntos:**

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

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

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 5.14.2018

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



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

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
4/10/2018	6772	CCHAT Center	Student SPED Services	225.25
4/10/2018	6773	Charter Safe	Insurance Premium (Mar 2018)	5,740.00
4/10/2018	6774	De Lage Landen Financial Services, Inc	copier lease	879.52
4/10/2018	6775	DirectEd	Substitute Services	654.00
4/10/2018	6776	EdTec Inc.	EdTec Monthly Service- Mar 2018	8,381.55
4/10/2018	6777	Alex Hayes	Conference Lunch	19.58
4/10/2018	6778	Illuminate Education, Inc.	Illuminate Student Information System (SIS)	12,412.50
4/10/2018	6779	JCL Electronics, LLC	Technology Support (Mar18)	10,470.00
4/10/2018	6780	Gemma Jauregui	Reimb: Supplemental instruction materials	31.54
4/10/2018	6781	Kaiser Foundation Health Plan Inc	Monthly Health Premium: MAY 2018	14,615.98
4/10/2018	6782	Michael's Transportation Service	Daily Bus Transportation	3,437.50
4/10/2018	6784	Museum of Tolerance	Reservation for Field Trip: May 10, 2018	3,195.00
4/10/2018	6785	Neumann LTD	Field Trip transportation 5/9 and 5/11	7,600.00
4/10/2018	6786	Ana Novoa	Reimb: Supplemental instruction materials	97.10
4/10/2018	6787	Occupational Therapy for Children	Student SPED Services	535.00
4/10/2018	6788	Office Depot	Teacher Ink	2,879.97
4/10/2018	6789	Ilesica Prado	grade level snack sales	416.75
4/10/2018	6790	SchoolMint, Inc.	Student Enrollment online platform	4,500.00
4/10/2018	6791	Cynthia Suarez	Library Books	565.75
4/10/2018	6792	Esmeralda Velasquez	Reimb: ASES instruction materials	14.34
4/10/2018	6793	Rosario Adriana Yanez-Gutierrez	Conf Mileage	44.94
4/20/2018	6794	Pedro Aguilera	reibm: Folklorico supplies/ASES Materials	251.65
4/20/2018	6795	Broadway Bakery Cafe	Student council - Health fair	134.63
4/20/2018	6796	Eduardo De Leon	Reimb: Conference meals	72.06
4/20/2018	6797	Department of Justice	Fingerprinting apps	64.00
4/20/2018	6798	DirectEd	Substitute Services	1,104.00
4/20/2018	6799	Diverse Network Associates, Inc.	Website Hosting (Apr 18)	99.00
4/20/2018	6800	Stephanie Dobkin	Reimb: Supplemental materials and SC events	106.86
4/20/2018	6801	Elevator Industries	Elevator Monthly Maintenance	100.00
4/20/2018	6802	Ana Luna Franco	Reimb: Supplemental material and snack sales	162.48
4/20/2018	6803	Erika Frederiksen	reimb: class T-shirts/snack sales supplies	316.07
4/20/2018	6804	Rebecca Heredia	Reimb: Conference transportation	54.56
4/20/2018	6805	Illuminate Education, Inc.	Illuminate User conference	798.00
4/20/2018	6806	Jennifer Bacsafr	Reimb: Conference meals	46.41
4/20/2018	6807	K12 Health	Student SPED Services	1,264.00
4/20/2018	6808	Learning Solutions	Student SPED Services	4,838.25
4/20/2018	6809	Laura Lomeli	Reimb: teacher appreciation	141.56
4/20/2018	6810	Lourdes Gomez-Godinez	reimb: Career Day	100.00
4/20/2018	6811	Michael's Transportation Service	4th grade field trip 4/4/2018, Bus Transportation - daily route	4,723.00

4/20/2018	6812	Mixed Bag Designs	school fundraiser	2,803.65
4/20/2018	6813	Multi-Health Systems Inc	SPED material	385.00
4/20/2018	6814	Network Office Systems	Copy Machine Meter	296.58
4/20/2018	6815	Office Depot	Office supplies	633.33
4/20/2018	6816	Planned Parenthood Mar Monte, Inc.	Human Development classes	2,100.00
4/20/2018	6817	Riso Products of Sacramento	ink for Riso machines	760.35
4/20/2018	6818	SYNCB/AMAZON	IT supplies, PE Materials, SPED Materials, Office Supplies	469.19
4/20/2018	6819	SCUSD/Accounting Services	Salary/Benefits: staff - February'18	7,751.91
4/20/2018	6820	Sacramento County Office of Education	2017-2018 Annual PERS/STRS Processing Fee	1,200.00
4/20/2018	6821	Jorge Santana	Reimb: Health and Science fair	77.74
4/20/2018	6822	Sierra Nevada Journeys	Health and Science fair	400.00
4/20/2018	6823	Squar Milner LLP	First Installment Audit contract	3,499.00
4/20/2018	6824	Cynthia Suarez	reimb: library books, student incentive, PD/Classroom supp material	660.35
4/20/2018	6825	Supply Works	Custodial Supplies	142.89
4/20/2018	6826	Sutter Health Plus	Health Insurance (May 2018)	8,453.27
4/20/2018	6827	Elias Tejada	Reimb: Robotics supplies	128.47
4/20/2018	6828	Lisa Togioka-Fong	Professional Development	195.00
4/20/2018	6829	UNUM Life Insurance Company of America	Insurance Premium (May 2018)	4,515.79
4/20/2018	6830	Erika Vazquez	Reimb: Health and Science Fair	31.35
4/20/2018	6831	Rene Villiareal	Reimb: Folklorico supplies	622.13
4/20/2018	6832	Western Health Advantage	Medical Benefits (May 2018)	7,200.61
4/20/2018	6833	Windstream/PAETEC	Communication and Internet Services	2,632.38
4/20/2018	6834	World's Finest Chocolate	Fundraiser	1,595.00
4/23/2018	6835	All About Fun, Inc.	Dia del Nino	765.00
4/23/2018	6836	Athletics Unlimited	soccer equipment	136.00
4/23/2018	6837	De Lage Landen Financial Services, Inc	Copy Machine Lease	2,600.03
4/23/2018	6838	DirectEd	Substitute Services	1,172.00
4/23/2018	6839	EdTec Inc.	EdTec Monthly Service- Apr 2018	7,916.67
4/23/2018	6840	Julia Newlin	Dynamic Movement Training	89.00
4/27/2018	6841	ARCG	6th grade field trip	8,105.00
4/27/2018	6842	B Street Theatre	Dia del Niño	900.00
4/27/2018	6843	Perla Campos	Reimb: Conference meals	46.32
4/27/2018	6844	Colleen Conant	Reimb: Conference Meals/Mileage	54.46
4/27/2018	6845	Cyber Civics LLC	Core Curriculum material	1,782.45
4/27/2018	6846	Saray Guevara	Teacher appreciation	275.00
4/27/2018	6847	Michelle Meditz	Reimb: Dia del Niño snacks	178.81
4/27/2018	6848	Office Depot	Office supplies, Copy Paper, Enrichment Materials	602.72
4/27/2018	6849	Evelyn Sandoval	SPED materials	30.00
4/27/2018	6850	Total Education Solutions	Student SPED Services	10,854.25
4/27/2018	6851	Karina Vargas	Supplemental material	46.00
4/18/2018	4182018	California Credit Union	various	2,447.72
4/21/2018	4212018	California Credit Union	7th Grade Hotel Cost	8,482.40
4/12/2018	4252018	California Credit Union	various	118.10
4/10/2018	32820182	California Credit Union	8th Grade Disneyland Tickets, various	5,831.77
Total				190,080.49



A California Public School

Agenda Item# IIII

**Board Meeting Date:** May 9, 2018

**Subject:** By-Laws Subcommittee meeting

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

**Committee:** By-laws

**Recommendation:** Heredia, R., Aceves, F., Zamora, E. Petree, K., Bersola, T., de León, E., Morales, J.

The Bylaws Committee met on May 9, 2018 and addressed the following agenda items:

- Board Nominations, Elections and Timeline for Community Representative
  - Repeated report: One candidate application accepted so far. Once two candidate applications are accepted, new dates will be set for the next steps in the election process for Community Representative
  - Recommendation to make amendment to by-laws and ballots as they relate to:
    - Community Representative seat - bridging the gap between elections and the new Board term by appointing outgoing Community Member to voluntary 4 month terms until the new Community member is elected.
    - Parent Representative – parent ballots to state Board terms are three years long, the grade level of the candidate’s child(ren) and the number of years the candidate is eligible to serve on Board.
- Committee recommends that the board review and approve the Staff Social Media and Network Policy.

**Documents Attached:**

1. Staff Social Media Policy

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

**Estimated Time of Presentation:** 10 min.  
**Submitted By:** Bylaws/Policy  
**Date:** 05.14.2018

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



**Fecha de la Reunión:** 18 de mayo del 2018

**Tema:** Junta del comité de póliza y estatutos

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

**Comité:** Heredia, R., Aceves, F., Zamora, E. Petree, K., Bersola, T., de León, E., Morales, J.

**Información:**

El Comité de Estatutos se reunió el 9 de mayo de 2018 y abordó los siguientes puntos del orden del día:

- Nominaciones a la Junta, Elecciones y Cronología para Representante de la Comunidad
  - Informe repetido: una solicitud aceptada hasta el momento. Una vez que se acepten dos solicitudes de candidatos, se establecerán nuevas fechas para los próximos pasos en el proceso de elección de Representante de la Comunidad
  - Recomendación para modificar los estatutos y boletas en relación con:
    - Representante de la comunidad asiento - cerrar la brecha entre las elecciones y el nuevo término de la Junta al designar a los miembros salientes de la Comunidad a los términos voluntarios de 4 meses hasta que el nuevo miembro de la comunidad sea elegido.
    - Representante de padres: las boletas de los padres para indicar que el plazo dura tres años, el nivel de grado de los hijos del candidato y el número de años que el candidato es elegible para prestar servicios en la Junta.
- El comité recomienda que la mesa directiva revise y aprueba la Póliza del personal de Social Media and Network.

**Documentos adjunto:**

1. Póliza del personal de Social Media and Network

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

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Bylaws/Policy  
**Fecha:** 5.14.2018

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

## **Staff Social Media and Network Policy**

### **Scope**

In light of the explosive growth and popularity of social media technology in today's society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media and internet use by employees on school owned equipment, networks, and/or social media sites. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with current or former students or their parents/guardians on the internet and on social media sites.

For the purposes of this policy, the phrases

“Social media” refers to the use of a website or other electronic application to connect with other people, including; but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, Instagram, and Snap Chat, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums.

“Network” refers to two or more computer systems linked to allow communication. The School’s network connects schools to provide data communications, such as e-mail, file sharing, and internet access.

“Internet” refers to a global computer network.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School Policies on confidentiality, use of School equipment, professionalism, employee references and background checks.

You are required to comply with all School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in the handbook.

### **Standards of Conduct**

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, bullying or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations.
- Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology.

- Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information about the School, its employees, its parents or its students.
  - Student information is protected by the Family Educational Rights and Privacy Act (FERPA), including any and all information that might identify the student.
    - Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
  - For the purpose of this Policy “Confidential Information about the school and its employees” are defined as follows:
    - Personal employee information including, but not limited to, employee names, addresses, telephone numbers, e-mail addresses, emergency contact information, Equal Employment Opportunity data, social security numbers, date of birth, employment eligibility data, benefits plan enrollment information, which may include dependent personal information, and school/college or certification credentials.
    - Non-public proprietary company information. Do not share confidential information regarding business partners, vendors or customers.” Company-assigned information, which may include organizational charts, department titles and staff charts, job titles, department budgets, company coding and recording systems, telephone directories, e-mail lists, company facility or location information and addresses, is considered by the company to be proprietary company information to be used for internal purposes only. The company maintains the right to communicate and distribute such company information as it deems necessary and as it is applicable to federal or state laws to conduct business operations.
    - Any pending litigation information, including but not limited to, advice (written or verbal) from legal counsel.
    - The appointment, employment, evaluation of performance, discipline or dismissal of an employee (**other than yourself**) including complaints or charges brought against the employee by any other person or employee.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties and responsibilities. You may not engage in social media activities during working hours unless it is a school related.
- Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School’s background check produces. Do not "research" job candidates, on the Internet or websites, without prior approval from School Administration
- Be knowledgeable about and comply with the schools reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from School Administration.

- When posting about fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating or that disparage students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School, unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."
- Never be false or misleading with respect to your professional credentials.
- You may not engage in advertisement, solicitations, commercial ventures, or political lobbying. Never represent yourself as a spokesperson for the School, unless authorized to do so.

School Administration reserves the right to monitor school related social media accounts, internet/intranet, e-mail, and networked application usage. No employee should have any expectation of privacy when using school owned equipment, network resources and/or participating in social media activities. School Administration reserves the right to inspect any and all files on school computers or servers connected to school networks and to take custody and possession of those files and computers.

### **Creating and Using School Social Media**

Employees are only permitted to communicate and connect with students' parents or guardians regarding School-related matters on social media that is set-up or operated by the School. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

School Administration is responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintain the social media account information (including, but not limited to, username and password). School Administration has final approval over all content and reserves the right to close the social media accounts, with or without notice. Any inappropriate or unprofessional communications shall result in disciplinary action up to and including termination.

### **Electronic Email**

Users of the school's electronic mail systems should not consider electronic communication to be either private or secure; such communications are subject to review by authorized School personnel and may be subject to review by the public under the Public Records Act. Messages relating to or in support of illegal activities must be reported to appropriate authorities. Other conditions for use include, but are not limited to:

- Individuals are to identify themselves accurately and honestly in e-mail communications.
- E-mail account names and/or addresses may not be altered to impersonate another individual or to create a false identity.
- The School retains the copyright to any material deemed to be School data (e.g. school designed curriculum, logos, assessments). Use of school data sent as e-mail messages or as enclosures will be in accordance with copyright law and School standards.

### **Access**

Employees are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, email accounts, video conference, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, iPads, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are considered School records.

As a result, the School may monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

### **Security**

Security on any computer system is a high priority, especially in a system with many users. If any user identifies a security problem with School systems, he/she must notify an administrator either in person or in writing, or via the network. Users should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied network access. Violations include, but are not limited to:

- Illicitly gaining entry, or "hacking" into a computer system or obtaining account passwords.
- Intentionally creating or distributing a computer virus.
- Using School systems or equipment to knowingly disable or overload any computer system or network or to circumvent the security of a computer system.
- Knowingly bypassing a School "firewall" used for blocking inappropriate internet sites and for security screening.

### **Discipline**

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

### **Retaliation Is Prohibited**

The School prohibits retaliation against any employee, student or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

### **Questions**



In the event you have any questions about a particular social media activity that may involve or implicate the School, or that may violate this policy, please contact Academic Director or Business and Operations Officer.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking clarification or authorization prior to engaging in social media activities that may implicate this policy.

DRAFT



A California Public School

Agenda Item# IVA

**Board Meeting Date:** May 18, 2018

**Subject:** Curriculum Design Team (CDT)

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

**Committee:** Campos, de Luna, Conant, Jáuregui, Suárez, Bacsafra, Bersola, de León

**Information:** The committee met on May 3, 2018 to address the following agenda items:

- Professional Development: English Language Development, June Professional Development
- Charter Renewal & LCAP
- Report Cards, Progress Reports and Grade Reporting
- Summer Academic Programs: Rising Kindergarten and select rising 2<sup>nd</sup> and 3<sup>rd</sup> graders that require academic intervention.
- Curriculum 2018-19 Discussion: Science, Social Science, Math

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 5.14.18

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



A California Public School

Agenda Artículo# IVA

**Fecha de la Reunión:** 18 de mayo de 2018

**Tema:** Comité de diseño curricular

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

**Comité:** Campos, de Luna, Conant, Jáuregui, Suárez, Bacsafra, Bersola, de León

**Información:**

El comité se reunió el 3 de mayo para discutir los siguientes temas:

- Desarrollo Profesional: Desarrollo de Inglés, Desarrollo Profesional en Junio
- Renovación del Charter/LCAP
- Boletas de progreso, boletas de calificaciones, reportando calificaciones
- Programas de apoyo académico en el verano: Estudiantes de kínder; programa para estudiantes entrantes a 2° y 3° que requieren de intervenciones académicas.
- Discusión sobre currículo para 2018-19: Ciencias, Ciencias Sociales, Matemáticas

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** liderazgo escolar  
**Fecha:** 5.14.18

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



A California Public School

Agenda Item# IVB

**Board Meeting Date:** May 18, 2018

**Subject:** Academic Directors Evaluation

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

**Academic Director Evaluation Committee:** Erandi Zamora and Jennifer Bacsafra

**Information:** Academic Director Evaluation Process

1. AD completed self-evaluation, using same format and job description as 2016-2017  
 AD Goals 2017-18:
  - Reader's and Writer's Workshop Implementation and Data Collection to promote Academic Progress (Domain 1)
  - Classroom Visitations: increase percentage of visits to classrooms by AD, as well as other instructional experts at LAS (Domain 2)
  - Continue the implementation of initiatives focused on improving School Climate and Academic Progress such as SEL, MTSS, PBIS, RJ (Domain 4 and others)
  - Increase parent communication via school newsletters, email/phone messaging, parent meetings, school events, etc... (Domains 5 and 6)
2. Committee will use the same survey questions as 2017-18 year
3. Survey data will be obtained and tabulated through traditional school survey evaluation process
4. By end of May/June student, staff, and parent surveys are completed
5. By end of May/June Director's Evaluation Committee completes AD evaluation
6. Director's Evaluation Committee presents AD evaluation to Board at June 2018 board meeting

The Director's Evaluation Committee plans to update the Academic Director Evaluation process/tools for utility and effectiveness at the time the job description is revised.

**Recommendation:** None at this time

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** J. Bacsafra  
**Date:** 5.15.18

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



**Fecha de la Reunión:** 18 de mayo de 2018

**Tema: Evaluación del Director Académico**

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

**Comité de Evaluación del Director Académico: Erandi Zamora y Jennifer Bacsafra**

**Información:** El proceso de evaluación del Director Académico

1. AD completó la autoevaluación, utilizando el mismo formato y la descripción del trabajo como 2016-2017  
Objetivos AD 2017-18:

- Implementación del Taller de Escritores y Lectores y recopilación de datos para promover el progreso académico (Dominio 1)
- Visitas al salón de clases: aumentar el porcentaje de visitas a los salones por parte de AD, así como otros expertos de instrucción en LAS (dominio 2)
- Continuar la implementación de iniciativas enfocadas en mejorar el clima escolar y el progreso académico, como SEL, MTSS, PBIS, RJ (dominio 4 y otros)
- Aumentar la comunicación entre los padres a través de boletines escolares, correos electrónicos / mensajes telefónicos, reuniones con padres, eventos escolares, etc. (Dominios 5 y 6)

2. El comité usará las mismas preguntas de la encuesta como 2017-18 año
3. Los datos de la encuesta se obtendrán y tabularán a través del proceso de evaluación de la encuesta escolar tradicional
4. Para finales de mayo / junio, se completan las encuestas de estudiantes, personal y padres
5. Para finales de mayo / junio, el Comité de Evaluación del Director completa la evaluación AD
6. El Comité de Evaluación del Director presenta la evaluación de AD a la Junta en la reunión de la junta de junio de 2018

El Comité de Evaluación del Director planea actualizar el proceso / las herramientas de Evaluación del Director Académico para la utilidad y eficacia en el momento en que se revisa la descripción del puesto.

**Recomendación:** ninguna en este momento

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** J. Bacsafra  
**Fecha:** 5.15.18

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