

**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 20, 2016/viernes, 20 de mayo de 2016  
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.	Michelle Ramos	Parent/Madre (15-18)		
2.	Fernando Aceves	Parent/Padre (14-17)		
3.	Erika Ruíz	Parent/Madre (13-16) Vice President/Vice Presidente		
4.	Antonio González	Teacher/Maestro (15-18)		
5.	Angelita Sepúlveda	Staff/Personal (14-17)		
6.	Adriana Gutiérrez	Teacher/Maestra (13-16) Secretary/Secretaria		
7.	Gustavo González	Community Member/Miembro Comunitario (14-17) Treasurer/Tesorero		
8.	MaryAnn Mellor	Community Member/Miembro Comunitario (13-16) President/Presidente		
9.	Samantha Castro	Student Council President/Presidente del Concilio Estudiantil		
10.	Jack Kraemer	SCUSD Representative/Representante del Distrito		
11.	Eduardo de León	Academic Director/Director Académico		
12.	Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica		

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

**D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de los Minutos de la Mesa Directiva  
(pg. 4-9)**

**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- Student Council representative (5 min.) (pg. 10-11)
2. Parent Council & Association/ELAC/Concilio y Asociación de Padres/ELAC- de León (5 min.) (pg. 12-13)

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

- A. April Check Register/Registro de la cuenta bancaria de abril-School Leadership/Liderazgo Escolar (5 min.)**  
i. Public Comments (maximum of three (3) minutes per speaker)/Comentarios Públicos (máximo de 3 minutos por persona) (pg. 14-19)

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

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

- B. Bylaws Committee: LAS Board Bylaws- Board Vacancy; Board Election: Community Representative Update and Candidate Interview; Board Election: Parent Representative Results /Comité de Pólizas/Estatutos-vacancia en la mesa directiva; Representante comunitario: noticias recientes y entrevistas; Representante de padres: resultados–Aceves/Bersola (20 min.) (pg. 20-27)**

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

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

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

- C. Director's Evaluation: Update/Evaluación del director: Noticias recientes–Mellor (10 min.)**

- i. Public Comments (maximum of three (3) minutes per speaker)/Comentarios Públicos (máximo de 3 minutos por persona) (pg. 28-29)

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

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

- D. LCAP Annual Update Draft Public Hearing/Noticias Recientes del foro público de LCAP- Bersola/de Leon (30 min.)**

- i. Public Comments (maximum of three (3) minutes per speaker)/Comentarios Públicos (máximo de 3 minutos por persona) (pg. 30-94)

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

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

- E. Facilities Committee/Comité del plantel – Sepúlveda (5 min.)**

- i. Public Comments (maximum of three (3) minutes per speaker)/Comentarios Públicos (máximo de 3 minutos por persona) (pg. 95-113)

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

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

- F. Monthly Financials & Preliminary Budget FY2017/Estados Financieros Mensuales y presupuesto preliminar del año fiscal 2017- EdTec/School Leadership/Finance Committee/ EdTec/ Liderazgo escolar/comité financiero/ EdTec (20 min.)**

- i. Public Comments (maximum of three (3) minutes per speaker)/Comentarios Públicos (máximo de 3 minutos por persona) (pg. 114-131)

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

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

**G. 8th Grade Overnight Fieldtrip/Paseo de octavo grado- School Leadership (5 min.)**

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)* (pg. 132-133)

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

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

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

**A. Curriculum Design Team/Equipo de diseño curricular- Gutiérrez (5 min.) (pg. 134-135)**

**V. FUTURE MEETING/Próxima Junta**

June 17, 2016/17 de junio de 2016- Board Meeting/Reunión de la Mesa Directiva

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

**VIII. ADJOURNMENT/Clausura**

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

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Vote: \_\_\_\_\_

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



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



Regular Board Meeting - Minutes  
 Friday, April 15, 2016  
 5:30 p.m. in Room 7

**I. Preliminary**

<b>I.A</b>	Meeting was called to order by MaryAnn at 5:32 p.m.			
	<b>Name</b>	<b>Role</b>	<b>Present</b>	<b>Absent</b>
	Erica Ruíz	Parent (13-16)		X
	Fernando Aceves	Parent (14-17)		X
	Michelle Ramos	Parent (15-18)	X	
	Adriana Gutiérrez	Staff (13-16) Secretary ( <i>Arrived at 5:36</i> )	X	
	Angel Sepúlveda-Parnell	Teacher (14-17)	X	
	Antonio González	Teacher (15-18)	X	
	MaryAnn Mellor	Community Member (13-16) President	X	
	Gustavo González	Community Member (14-17)	X	
	Marbella Sala	Community Member (15-18)		X
	Jack Kraemer	SCUSD Representative	X	
	Eduardo de León	Academic Director	X	

	<b>Agenda</b>	<b>Action</b>
<b>I.B</b>	Approval of Agenda	<i>A motion was made to approve the April 15<sup>th</sup>, 2016 agenda.</i> 1 <sup>st</sup> Motion: Michelle Ramos 2 <sup>nd</sup> Motion: Antonio Gonzalez Absences: Erika Ruíz, Fernando Aceves, Adriana Gutiérrez, Marbella Sala Abstentions: Jack Kraemer The motion passed by five votes: Michelle Ramos, Angel Sepulveda-Parnell, Antonio Gonzalez, MaryAnn Mellor, Gustavo Gonzalez
<b>I.C</b>	Approval of Minutes	<i>A motion was made to approve the board meeting minutes for March 18, 2016.</i> 1 <sup>st</sup> Motion: Michelle Ramos 2 <sup>nd</sup> Motion: Angel Sepúlveda-Parnell, Absences: Marbella Sala, Erika Ruíz Abstentions: Jack Kraemer The motion passed by six votes: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos.
<b>I.D</b>	Mission	The mission was read aloud.

**II. Communications Norms**

<b>II.A.</b>	Public Comments	Eduardo de León welcomed Jack Kraemer from SCUSD and Erandi Zamora.
<b>II.B1</b>	Student Council - de León	Marina Williams provided updates from student council. Updates noted in summary.
	Parent Council & Association/ELAC - de León	Board members reviewed updates provided by both parent and student council. Updates noted in summary.
	Public Comments	Teejay Bersola shared that Betsey Astle, a parent from TK who is also a member of the LCAP Advisory Team, created an information page to go out with ballots to potentially increase participation in voting.

**III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION**

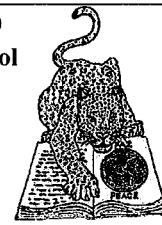
<b>III.A</b>	March Check Register	<i>A motion was made to approve the March check register, with the correction of check 30717 the word buttlled should be bottled.</i> 1 <sup>st</sup> Motion: Gustavo González 2 <sup>nd</sup> Motion: Michelle Ramos Absences: Erica Ruíz, Fernando Aceves, Marbella Sala Abstentions: Angel Sepúlveda-Parnell, Antonio González, Jack Kraemer The motion passed by four votes: MaryAnn Mellor, Adriana Gutiérrez, Gustavo González, Michelle Ramos.
	Public Comments	None
<b>III.B</b>	Board Development	<i>A motion was made to approve Marbella Sala's letter of resignation and to fulfill mid-term vacancy.</i> 1 <sup>st</sup> Motion: Antonio González 2 <sup>nd</sup> Motion: Adriana Gutiérrez

		Absences: Erica Ruíz, Fernando Aceves, Marbella Sala Abstentions: Jack Kraemer The motion passed by six votes: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos.
	Public Comments	None.
<b>III.C</b>	Board Development	Teejay Bersola shared a timeline for the three upcoming elections taking place. In the next two months, stakeholders will elect a new Community, Parent, and Teacher Board Representatives. She informed the board that we have one candidate for the Community Board Representative and are still seeking another candidate. This will create a delay in the process and the deadline will have to be extended for applicants. Administration is proposing that we extend the deadline to submit declaration and resume to May 6 <sup>th</sup> , 2016 by 5:00 p.m.  Teejay Bersola introduced Peter Moulton who was the first candidate to apply for Community Board Representative. He was present at the meeting and shared some information as to his interests in our school. He will return next month for the official interview.  <i>A motion was made to extend the deadline for Community Board Representative to May 6<sup>th</sup>, 2016 by 5:00 p.m.</i>  1 <sup>st</sup> Motion: Angel Sepúlveda-Parnell 2 <sup>nd</sup> Motion: Gustavo González Absences: Erica Ruíz, Fernando Aceves, Marbella Sala Abstentions: Jack Kraemer The motion passed by six votes: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos.
	Public Comments	None.
<b>III.D</b>	Directors Evaluation: Update	MaryAnn Mellor discussed status of the Directors Evaluation. She also shared the timeline for the director's evaluation committee. More detailed information noted in summary.
	Public Comments	None.
<b>III.E</b>	2016-2017 Academic Calendar	Eduardo de León shared the 2016-2017 academic calendar. He noted important dates and shared that although construction in the parking lot might affect the start date, it is not likely.  <i>A motion was made to approve 2016-2017 Academic Calendar</i>  1 <sup>st</sup> Motion: Michelle Ramos 2 <sup>nd</sup> Motion: Antonio González Absences: Erica Ruíz, Fernando Aceves, Marbella Sala Abstentions: Jack Kraemer The motion passed by MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos.
	Public Comments	None.
<b>III.F</b>	6 <sup>th</sup> Grade Overnight Fieldtrip to Alliance Redwoods	Forty-two students will be attending an overnight fieldtrip to Alliance Redwoods. Dates and important information regarding the trip are noted in summary. MaryAnn Mellor reminded the Board that students who could not fundraise the amount needed are still provided with an opportunity to go.  <i>A motion was made to approve the 6<sup>th</sup> grade overnight fieldtrip to Alliance Redwoods Outdoor Education.</i>  1 <sup>st</sup> Motion: Adriana Gutiérrez 2 <sup>nd</sup> Motion: Gustavo González Absences: Erica Ruíz, Fernando Aceves, Marbella Sala Abstentions: Jack Kraemer The motion passed by six votes: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos.
	Public Comments	None.

<b>IV. INFORMATIONAL ITEMS</b>		
<b>IV. A</b>	Monthly Financials	MaryAnn Mellor provided the Board with a summary of the recent Finance Committee meeting. The Finance Committee is discussing salary schedules, projections, budget for the 2016-2017 school year. Long term planning is taking place. Gaspar Magallanes from EdTec will attend next month's meeting, he will provide LAS with projections. Monthly financials and key financial updates noted in summary provided by EdTec.
<b>IV. B</b>	LCAP Update	Teejay Bersola shared LCAP Process Summary in packet includes new stakeholder feedback. More information noted in summary.
<b>IV.C</b>	Curriculum Design Team	Adriana Gutiérrez provided an update of CDT projects. Current projects are noted in summary.
<b>IV.D</b>	Facilities Committee	Eduardo de León shared status of current facilities projects. Detailed information noted in summary.
<b>V. Future Meetings</b> May 20 <sup>th</sup> , 2016 Board Meeting June 17 <sup>th</sup> , 2016 Board Meeting		
<b>VI. Future Agenda Items- None</b>		
<b>VIII. Adjournment</b> <i>A motion was made to adjourn the board meeting.</i> 1 <sup>st</sup> Motion: Angel Sepúlveda-Parnell 2 <sup>nd</sup> Motion: Michelle Ramos Absences: Erica Ruíz, Fernando Aceves, Marbella Sala Abstentions: none The motion passed unanimously by all board members present.  The board meeting was adjourned by MaryAnn Mellor at 7:05 p.m.		



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



Reunión de la Mesa Directiva - Minutos  
viernes, 15 de abril del 2016  
5:30 p.m. en el salón 7

**I. Preliminar**

<b>I.A</b>	La reunión se empezó por Mary Ann a las 5:32 p.m.			
	<b>Nombre</b>	<b>Papel</b>	<b>Presente</b>	<b>Ausente</b>
	Erica Ruíz	Madre (13-16) Vicepresidente		X
	Fernando Aceves	Padre (14-17)		X
	Michelle Ramos	Madre (15-18)	X	
	Adriana Gutiérrez	Maestra (13-16) Secretaria ( <i>llegó a las 5:36 p.m.</i> )	X	
	Angelita Sepúlveda	Personal (14-17)	X	
	Antonio González	Maestro (15-18)	X	
	MaryAnn Mellor	Miembro Comunitario (13-16) Presidente	X	
	Gustavo González	Miembro Comunitario (14-17) Tesorero	X	
	Marbella Sala	Miembro Comunitario (15-18)		X
	Jack Kraemer	Representante de SCUSD	X	
	Eduardo de León	Director Académico	X	
	Teejay Bersola	Especialista de Contabilidad Académica	X	

	<b>Agenda</b>	<b>Acción</b>
<b>I.B.</b>	Aprobación de la Agenda	<p><i>Se hizo una moción para aprobar la agenda del 15 de abril del 2016.</i></p> <p>1ª Moción: Michelle Ramos 2ª Moción: Antonio González Ausencias: Erika Ruíz, Fernando Aceves, Adriana Gutiérrez, Marbella Sala Abstenciones: Jack Kraemer La moción fue aprobada con cinco votos: Michelle Ramos, Angel Sepúlveda-Parnell, Antonio González, MaryAnn Mellor, Gustavo González</p>
<b>I.C</b>	Aprobación de los Minutos	<p><i>Se hizo una moción para aprobar los minutos de la reunión de la Mesa Directiva que se llevó a cabo el 18 de marzo del 2016.</i></p> <p>1ª Moción: Michelle Ramos 2ª Moción: Angel Sepúlveda-Parnell Ausencias: Marbella Sala, Erika Ruíz Abstenciones: Jack Kraemer La moción fue aprobada con seis votos: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos.</p>
<b>I.D</b>	Misión	Se leyó la misión en voz alta.

**II. Comunicaciones – Normas y procedimientos**

<b>II.A.</b>	Comentarios Públicos	Eduardo de León le dio la bienvenida a Jack Kraemer del distrito escolar y a Erandi Zamora.
<b>II.B1</b>	Concilio Estudiantil – de León	Marina Williams entregó noticias recientes provistas por el concilio estudiantil. Las noticias recientes fueron anotadas en el paquete.
	Concilio de Padres & Asociación de Padres/ELAC - de León	Miembros de la mesa directiva revisaron noticias recientes presentas por el concilio de padres y el concilio estudiantil. Las noticias recientes fueron anotadas en el paquete.
	Comentarios Públicos	Teejay Bersola compartió que Betsey Astle, una madre de kínder transicional quien también es miembro del equipo de asesoría de LCAP, creó una página con información que se entregará con las boletas para incrementar la participación en las elecciones.

**III. ARTÍCULOS PROGRAMADOS PARA ACCIÓN/DISCUSIÓN**

<b>III.A</b>	Registro de la cuenta bancaria de marzo	<p><i>Se hizo una moción para aprobar el registro de la cuenta bancaria de marzo del 2016, con la corrección del cheque 30717. La palabra buttled debería ser bottled.</i></p> <p>1ª Moción: Gustavo González 2ª Moción: Michelle Ramos Ausencias: Erika Ruíz, Fernando Aceves, Marbella Sala Abstenciones: Angel Sepúlveda-Parnell, Antonio González, Jack Kraemer La moción fue aprobada con cuatro votos: MaryAnn Mellor, Adriana Gutiérrez, Gustavo González, Michelle Ramos.</p>
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	Comentarios Públicos	Ninguno
<b>III.B</b>	Desarrollo de la Mesa Directiva	<p><i>Se hizo una moción para aprobar la carta de resignación a la mesa directiva de Marbella Sala y para llenar la vacancia.</i></p> <p>1ª Moción: Antonio González 2ª Moción: Adriana Gutiérrez Ausencias: Erica Ruíz, Fernando Aceves, Marbella Sala Abstenciones: ninguna</p> <p>La moción fue aprobada con seis votos: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos</p>
	Comentarios Públicos	Ninguno
<b>III.C</b>	Desarrollo de la Mesa Directiva	<p>Teejay Bersola compartió una línea de tiempo para las elecciones que se llevarán a cabo próximamente. En los siguientes dos meses, los grupos interesados elegirán a nuevos representantes de comunidad, padres y maestros para la mesa directiva. Ella informó a la mesa directiva que tenemos a un candidato para representante comunitario y que todavía estamos buscando a otro candidato. Esto creará una demora en el proceso y la fecha límite tendrá que ser extendida para los candidatos. La administración propone que la fecha límite para entregar las declaraciones sea el 6 de mayo del 2016 a las 5:00 p.m.</p> <p>Teejay Bersola presentó a Peter Moultron quien fue el primer candidato que aplicó para la posición de representante comunitario. Él estuvo presente durante la reunión y compartió información sobre su interés en nuestra escuela. Él regresará el siguiente mes para una entrevista oficial.</p> <p><i>Se hizo una moción para extender la fecha límite del representante comunitario para el 6 de mayo del 2016 a las 5:00 p.m.</i></p> <p>1ª Moción: Angel Sepúlveda-Parnell 2ª Moción: Gustavo González Ausencias: Erica Ruíz, Fernando Aceves, Marbella Sala Abstenciones: Jack Kraemer</p> <p>La moción fue aprobada seis votos: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos</p>
	Comentarios Públicos	Ninguno
<b>III. D</b>	Evaluación del director: Noticias recientes.	MaryAnn Mellor habló sobre el estado de la evaluación del director. También se compartió la línea de tiempo para el comité de evaluación del director. Información más detallada se encuentra en el paquete.
	Comentarios Públicos	Ninguno
<b>III. E</b>	Calendario Académico 2016-2017	<p>Eduardo de León compartió el calendario académico 2016-2017. Se enfocó en fechas importantes y compartió que no es muy probable que la construcción del nuevo estacionamiento afecte la fecha de inicio del nuevo año escolar.</p> <p><i>Se hizo una moción para aprobar el calendario académico 2016-2017.</i></p> <p>1ª Moción: Michelle Ramos 2ª Moción: Antonio González Ausencias: Erica Ruíz, Fernando Aceves, Marbella Sala Abstenciones: Jack Kraemer</p> <p>La moción fue aprobada seis votos: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos</p>
	Comentarios Públicos	Ninguno
<b>III. F</b>	Paseo del sexto grado a Alliance Redwoods	<p>Cuarenta y dos estudiantes atenderán un paseo a Alliance Redwoods. Las fechas y detalles importantes sobre el paseo están en el paquete. MaryAnn Mellor le recordó a la mesa directiva que los estudiantes que no pudieron recaudar los fondos aún tendrán la oportunidad de ir.</p> <p><i>Se hizo una moción para aprobar el paseo de sexto grado a Alliance Redwoods Outdoor Education</i></p> <p>1ª Moción: Adriana Gutiérrez 2ª Moción: Gustavo González Ausencias: Erica Ruíz, Fernando Aceves, Marbella Sala</p>



		Abstenciones: Jack Kraemer La moción fue aprobada seis votos: MaryAnn Mellor, Adriana Gutiérrez, Angel Sepúlveda-Parnell, Antonio González, Gustavo González, Michelle Ramos
	Comentarios Públicos	Ninguno
<b>IV. ARTÍCULOS DE INFORMACIÓN</b>		
<b>IV.A</b>	Estados Financieros Mensuales	MaryAnn Mellor proporcionó a la mesa directiva un resumen de la reunión del comité financiero. El comité financiero está discutiendo salarios, proyecciones, y el presupuesto para el año académico 2016-2017. Se están haciendo los planes a largo plazo. Gaspar Magallanes de EdTec vendrá a la reunión del siguiente mes y traerá proyecciones para LAS. Estados financieros y más información se encuentran en el paquete.
<b>IV.B</b>	Noticias actuales de LCAP	Teejay Bersola proporciono un resumen de LCAP que incluye nuevos comentarios por parte de las personas interesadas. Más información en el paquete.
<b>IV.C</b>	Equipo de diseño curricular	Adriana Gutiérrez presentó noticias actuales de los proyectos del equipo de diseño de currículo. Los proyectos actuales están anotados en el resumen.
<b>IV.D</b>	Comité del plantel	Eduardo de León compartió el estado de los proyectos actuales del plantel. Información detallada se encuentra en el paquete.
<b>V. Reuniones Futuras</b> 20 de mayo del 2016 Reunión de la Mesa Directiva 17 de junio del 2016 Reunión de la Mesa Directiva		
<b>VI. Temas para las Futuras Agendas- Ninguno</b>		
<b>IX. Conclusión</b> <i>Se hizo una moción para concluir la reunión.</i> 1ª Moción: Angel Sepúlveda-Parnell 2ª Moción: Michelle Ramos Ausencias: Erica Ruíz, Fernando Aceves, Marbella Sala Abstenciones: Ninguna La moción fue aprobada unánimemente por todos los miembros presentes.  La reunión de la Mesa Directiva se concluyó por MaryAnn Mellor a las 7:05 p.m.		



A California Public School

Agenda Item# IIB1

**Board Meeting Date:** May 20<sup>th</sup> 2016

**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 5, 2016.
2. Treasure's Report: SC funds are currently \$3,095.33
3. Elections for Executive Members: Incoming 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders are invited to run for Student Council President, Vice President, Secretary and Treasurer. The speeches are scheduled to take place on Tuesday, June 7<sup>th</sup>. Ballots will be distributed for students to vote in class.
4. **Student Council Reports:**
  - a) **School Improvement:**  
No update
  - b) **Fundraising:**  
Fruit cups, stress balls and Jamba Juice were sold at the Health Fair.
  - c) **Community Service:**  
Health Fair: The Annual Health Fair took place on Wednesday, May 18<sup>th</sup>. We had dentists, optometrist and nurse volunteers who provided free dental, vision and blood pressure screenings to our community. Student Council organized the following booths: fruit, exotic fruit/vegetable wheel, wheat quesadillas, Jamba Juice and creating a stress ball. Additional information booths were the following: Health Professions, Covered California, Cross Fit, Sacramento Food Bank, Health Pyramid, MS Journalism class, Sports Medicine and more.
  - d) **School Spirit:**  
The next Spirt Day will be Tropical Day on May 27<sup>th</sup>.

Estimated Time of Presentation: 5 min  
Submitted By: Student Council  
Date: 5.15.16

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



A California Public School

Agenda Artículo# IIB1

**Fecha de la Reunión:** 20 de mayo del, 2016

**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 reunión más reciente del Concilio Estudiantil se llevó a cabo el 5 de mayo del 2016.
2. Reporte del Tesorero: Fondos actuales del Concilio Estudiantil son de \$3,095.33.
3. Elecciones para miembros ejecutivos: estudiantes que entraran al 6º, 7º, 8º, están invitados a nominarse para presidente del concilio estudiantil, vicepresidente, secretaria/o y tesorera/o. Los discursos están programados para el martes, 7 de junio. Las boletas para votar se entregaran durante las clases.
4. **Reportes del Concilio Estudiantil:**
  - a) **Mejoramiento Escolar:**  
No hay noticias recientes.
  - b) **Recaudación de Fondos:**  
Fruta, pelotas para el estrés, y Jamba Juice se vendieron durante la feria de salud.
  - c) **Servicio Comunitario:**  
Feria de salud: La Feria de salud anual se llevó a cabo el miércoles, 18 de mayo. Tuvimos dentistas, oculistas, y enfermeras/os que ofrecieron servicios dentales y de visión y chequeos de presión arterial. El concilio estudiantil organizo las siguientes casetas: frutas, rueda de frutas y vegetales exóticos, quesadillas de trigo, Jambe Juice, y pelotas para el estrés. Casetas adicionales estuvieron presentes: Health, Professions, Covered California, Cross Fit, Sacramento Food Bank, Health Pyramid, MS Journalism class, Sports Medicine y más.
  - d) **Espíritu Escolar:**  
El próximo día de espíritu será día tropical el 27 de mayo.

Tiempo estimado para la presentación: 5 min.  
Entregado por: Concilio Estudiantil  
Fecha: 5.15.16

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



**Board Meeting Date:** May 20, 2016

**Subject:** English Learner Advisory Council (ELAC)/Parent Association/Parent Council

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

**Committee:** Parent Association, Parent Council, de León

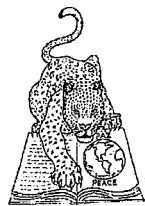
**Information:**

The following are updates regarding ELAC/Parent Association and the Parent Council:

- **ELAC/Parent Association**
  - The ELAC/PA met on May 11, 2016, and highlights included PC Update, and Board Update; including special announcements on the recent Board Parent Representative election results and the upcoming Board Community Representative election timeline.
  - The LCAP Advisory and ELAC Team continued to lead small group discussions on LCAP goals on the following:
    - 1) Parent participation data during the recent election mark the historical highest at 70% - approaching the LAS goal of 85%
    - 2) LCAP external accountability results based on CELDT data for Redesignated Fluent English Proficient (RFEP) and English Learners (EL)
    - 3) LCAP Year 2 Annual Update Draft: Know and Want to Know Data
- **Parent Council**
  - Met on May 4, 2016 and addressed the following points:
    - Grade-Level and Executive Member Reports
    - LCAP Advisory Team Update: CAASPP and the three LCAP items discussed above (see ELAC/Parent Association)
    - Board Update
    - PC Vacancy and PC Nominations and Elections
    - Dia del Niño Recap
    - Fundraising Programs: School Cent Program (LAS won 2<sup>nd</sup> Place: \$2,500)\*, Mixed Bag, Box Tops
    - Scholarship and Volunteer Opportunities
    - PC Budget: Funds and Review of Fund Requests
    - Teacher Week Planning

Estimated Time of Presentation: 5 min  
Submitted By: Bersola/de León  
Date: 5.20.16

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



**Fecha de la Reunión:** 20 de mayo del 2016

**Tema:** Comité ELAC/Asociación de Padres/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:** Asociación de Padres, Concilio de Padres, de León

**Información:**

Las siguientes son noticias actuales con respecto a ELAC, la Asociación de Padres y el Concilio de Padres:

- **ELAC/Asociación de Padres**
  - El comité ELAC/PA se reunió el 11 de mayo y los puntos sobresalientes incluyeron noticias actuales del Concilio de Padres, y noticias de la Mesa Directiva, el cual incluyó anuncios especiales sobre los resultados de las elecciones para representante de padres y una línea de tiempo para las elecciones de representante comunitario.
  - El equipo de asesor de LCAP y ELAC continúan sus reuniones para hablar sobre las siguientes metas para LCAP:
    - Información sobre la participación de padres durante la reciente elección marcó un histórico 70% - el cual se aproxima a la meta de 85%
    - Resultados de responsabilidad externa de LCAP basados en información de CELDT para aprendices de inglés (conocido en inglés EL) y estudiantes reclasificados como estudiantes que dominan inglés (conocido en inglés como RFEP)
    - Borrador anual actualizado de LCAP: Yo sé y Quiero saber.
- **Concilio de Padres**
  - El Concilio se reunió el 4 de mayo del 2016 y dirigió su atención a los siguientes temas:
    - Reportes por nivel y de miembros ejecutivos
    - Reporte del equipo asesor de LCAP: CAASP y los tres puntos ya discutidos en la sección previa.
    - Noticias actuales de la Mesa Directiva
    - Vacancia en el concilio de padres y nominaciones y elecciones en el concilio de padres
    - Repaso del día del niño
    - Programas de recaudación de fondos: "School cents" (LAS ganó el segundo lugar: \$2500)\*, "Mixed Bag" (venta de bolsas)
    - Becas y oportunidades para voluntarios
    - Fondos del concilio y revisión de las peticiones de financiación
    - Planificación de la semana del maestro/a.

Tiempo estimado para la presentación: 5 min.  
Entregado por: Bersola/de León  
Fecha: 5.20.16

Páginas pertinentes en:

- ( ) La constitución, páginas \_\_\_\_\_
- ( ) MOU, páginas \_\_\_\_\_



A California Public School

Agenda Item# IIIA

**Board Meeting Date:** May 20, 2016

**Subject:** April Check Register

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

**Committee:** School Leadership

**Recommendation:**

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

**Documents Attached:**

1. April 2016 Check Register

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

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 5.17.16

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



A California Public School

Agenda Artículo# IIIA

**Fecha de la Reunión:** 20 de mayo del 2016

**Tema:** Registros de la cuenta bancaria del mes de abril

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

**Comité:** Liderazgo Escolar

**Recomendación:**

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

**Documentos adjunto:**

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

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

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 5.17.16

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

**Check Register**

Language Academy of Sacramento  
April

2016

Grand Total 140,732.28



Vendor	Check Number	Date	Description	Check Amount
Pedro Aguilera	30806	4/8/2016	Reimbursement 03/16/16	30.72
CARE Educational Services	30807	4/8/2016	Occupational Therapy 02/02, 02/09, 02/16 & 02/23/16 Cust# 1221; 2015/16 Package Premium & Worker's	1,876.40
Charter Safe	30808	4/8/2016	Compensation - April '16	5,187.36
Eduardo De Leon	30809	4/8/2016	Reimbursement 03/24/16	40.00
Rosa De Solis	30810	4/8/2016	Bechtel Action Civics Stipend (lead)	1,500.00
Rosa De Solis	30811	4/8/2016	Reimbursement 03/17/16	75.71
Stephanie Dobkin	30812	4/8/2016	Reimbursement 03/09/16	51.16
Florentina Favela	30813	4/8/2016	Reimb: Bean Bag Fabric, Vegetable, Gloves, Blubber Lab, Ocean Tasting & etc	161.94
Erika Frederiksen	30814	4/8/2016	Bechtel Action Civics Stipend (Partial Year)	300.00
Gabriela Garibay	30815	4/8/2016	Reimbursement 03/04/16	84.00
Gold Discovery Park Association	30816	4/8/2016	Gold Panning, Craft "Poke Pouches, Wagon's HO & Discovery Tour	1,248.00
Antonio Gonzalez	30817	4/8/2016	Bechtel Action Civics Stipend	1,000.00
Antonio Gonzalez	30818	4/8/2016	Reimb: Food for Garden Event & Pictures for SC Dance	31.70
Gemma Jauregui	30819	4/8/2016	Bechtel Action Civics Stipend	1,000.00
Kaiser Foundation Health Plan Inc	30820	4/8/2016	000635866-0000; Monthly Health Premium: May 2016 & Retroactive Dues	8,118.15
Law Office of Jennifer McQuarrie	30821	4/8/2016	Review Email Regarding Employee Handbook Language: 02/17/16	47.50
Learning Solutions	30822	4/8/2016	Svc: Student Observation - 02/02, 02/12, 02/18 & 02/19/16	3,985.89
Mayra G Marquez	30823	4/8/2016	Reimbursement 02/25/16	67.00
Evelia Melchor	30824	4/8/2016	Reimbursement 03/15/16	76.38
Network Office Systems	30825	4/8/2016	Cust. #106532 OCE 8080018	117.62
Office Depot	30826	4/8/2016		38699179
Diana Oros	30827	4/8/2016	Reimb: Supplies for Science Exploration	63.46
Pamela Phelps	30828	4/8/2016	Bechtel Action Civics Stipend	1,000.00
Sacramento City Unified School District	30829	4/8/2016	Cust# 1200; Materials Lab Charges: July - Sept 2015	27.54
Sacramento City Unified School District/Accounting Services	30830	4/8/2016	Cust#1200; Fees - Oversight: 07/01/14 - 06/30/15	37,174.59
Sacramento City USD	30831	4/8/2016	Document #15795; Auditorium, Application & Custodial Fee	407.72

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



Vendor	Check Number	Date	Description	Check Amount
Cynthia Suarez	30832	4/8/2016	Reimbursement 03/10/16	12.00
SupplyWorks	30833	4/8/2016	Acct# 774035; Custodial Supplies	29.71
Dehisy Valencia	30834	4/8/2016	Reimbursement 03/30/16	198.00
Vision Service Plan - CA	30835	4/8/2016	Acct#12 242923 0001; Monthly Vision Premium - April 2016	671.74
Windstream/PAETEC	30836	4/8/2016	5452612	2,889.12
All About Fun, Inc.	30837	4/14/2016	Event date: 04/22/16	750.00
Eduardo De Leon	30838	4/14/2016	Reimbursement 04/05/16	40.45
			Website Hosting, CMS Software & Technical Support - April	
Diverse Network Associates, Inc.	30839	4/14/2016	'16	99.00
Folsom City Zoo Sanctuary	30840	4/14/2016	Docent Guided Tours: 05/11/16	474.00
			Fee for Additional Adults for Underground Tour on 10/20/15	
Historic Old Sacramento Foundation	30841	4/14/2016	+ Late Fee	155.00
			Reservation Fee for 67 Students to Attend a Training	
Galt Area Historical Society, Inc.	30842	4/14/2016	Workshops - Gardening, Rope/Candle Making & Clothes Washing - 6/1/16	335.00
			Cust# 106532; Equipment Lease: Black/White & Color Meters 02/23 - 03/23/16	
Network Office Systems	30843	4/14/2016		226.33
Office Depot	30844	4/14/2016		1,530.02
Picture This LLC	30845	4/14/2016	Cust.# 112; 4-Hour Open-Air Photo Booth on 4/22/16	320.00
Professional Tutors of America	30846	4/14/2016	SES Tutoring Services: Feb 2016	952.00
Really Good Stuff, Inc.	30847	4/14/2016	Acct. #7953440: Rectangle Book Basket Med BLN	136.77
Sacramento City Unified School District/Accounting Services	30848	4/14/2016	Cust# 1200; Transportation Svc: Student Field Trip on 05/28/14	567.73
Scholastic Reading Club	30849	4/14/2016	Cust.# 2051794358; Transactions: 03/15 - 03/16/16	205.00
SupplyWorks	30850	4/14/2016	Acct# 774035; Custodial Supplies	1,530.06
The Hamburger Farm	30851	4/14/2016	Fee for Adult Chaperones for Field Trip on 04/28/16	180.00
Top Talent Today Entertainment	30852	4/14/2016	Language Academy Special Event: 4/22/16	480.00
Broadway Bakery Cafe	30853	4/18/2016	Theater dinner	152.00
CARE Educational Services	30854	4/18/2016	Occupational Therapy 03/01, 03/03, 03/08 & 03/29/16	742.50
Stephanie Dobkin	30855	4/18/2016	Reimb: Classroom Book & Timers	28.53
Tamara Faber	30856	4/18/2016	Reimb: Missing Orders from PC account	50.01
			Cust# LASAC; C7-LAB- One Demarcation Extension & Verifications - Cabling Materials & Labor Included	
JCL Electronics, LLC	30857	4/18/2016		430.00
Susana Mercado	30858	4/18/2016	Reimb: Breakfast, Lunch, Snacks & Mileage	214.85
Multi-Health Systems Inc	30859	4/18/2016	Cust# 2015-15; CAS2 Complete Kit without Case	1,015.83
Office Depot	30860	4/18/2016		766.79
Optimal Teks	30861	4/18/2016	Inv#165; Onsite Lightspeed Rocket Setup- 12/06/15	600.00

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

Vendor	Check Number	Date	Description	Check Amount
Pro-Ed, Inc	30862	4/18/2016	Cust: 00989061; PO #201515; Comp Test of Phon Proc, 2E- Ctop	363.00
Really Good Stuff, Inc.	30863	4/18/2016	Acct. #7953440: 12 Pack Picture Book Bins YE, RG, Spanish E Read Sound Box Kit, Mixed Up Syllables & etc	369.03
Irene Rodriguez	30864	4/18/2016	Reimb: Flower Pots for Mother's Day Project & Sharpener for Classroom	30.22
Squar Milner LLP	30865	4/18/2016	Client# 35028MCC; 1st Installment on the Contract for Audit Svcs for the YE 06/30/16	2,871.00
Cynthia Suarez	30866	4/18/2016	Reimbursement 03/24/16	188.10
Total Education Solutions	30867	4/18/2016	12287	10,229.63
WPS Unlocking Potential	30868	4/18/2016	Cust# 30004813; TVPS-3 Kit & VMI Long Form Test (Pack of 25)	339.32
A Notary On Wheels	30869	4/27/2016	Mobile Notary Svc	70.00
California Academy of Sciences	30870	4/27/2016	School Group Visit Non - SF Visit - Student & Adult - 06/09/16	667.80
Gina Chavez	30871	4/27/2016	Reimb: 7th Grade Budget: Ticket Printing & Maroon 5 Tickets	410.01
Crocker Art Museum Association	30872	4/27/2016	Cust# C99147; Field trip on 05/25/16	132.00
De Lage Landen Financial Services, Inc	30873	4/27/2016	Acct#232633; Monthly Copier Lease 04/01 - 04/30/16	1,681.75
Department Of Justice	30874	4/27/2016	145921	64.00
Discovery Museum	30875	4/27/2016	On site Field Trip & Mileage: 06/07/16 Monthly Service- April 2016, PTO Tracking & CALPADS	361.00
EdTec Inc.	30876	4/27/2016	Data Reporting	14,554.94
Elevator Industries, Inc.	30877	4/27/2016	Inv# 11568; Monthly Svc - April 2016	100.00
Chris Ferreira	30878	4/27/2016	Coach Stipend - April '16	833.34
Mayra G Marquez	30879	4/27/2016	Reimb: Easter Friendly Egg Hunt Project, Class Supplies & Art Project	38.47
Michael's Transporation Service	30880	4/27/2016	Trip# 21714; Student Transportation: LAS to Black Chasm Cavern on 04/26/16 (Balance due)	1,225.00
Office Depot	30881	4/27/2016	38699179	337.59
Pixtute This LLC	30882	4/27/2016	Cust.# 112; 1-Hour Open-Air Photo Booth on 4/22/16 Project# 2015-1236.00; Professional Services: 03/01 - 03/31/16	60.00
Rainforth Grau Architects	30883	4/27/2016	03/31/16	8,564.14
Shane Jobs	30884	4/27/2016	Coach Stipend - April '16	500.00
Cynthia Suarez	30885	4/27/2016	Reimb: Breakfast, Lunch, Dinner & Mileage	492.65
SupplyWorks	30886	4/27/2016	Acc# 774035; Custodial Supplies	130.11
Unum Life Insurance Company of America	30887	4/27/2016	Billing# 040535-001 1; Monthly Dental Premium- May 2016 & Prior month	6,349.14

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

Vendor	Check Number	Date	Description	Check Amount
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Western Health Advantage	30888	4/27/2016	Group #107631 A000; Monthly Dental Premium - May 2016	9,193.24
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Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.



**Board Meeting Date:** May 20, 2016

**Subject:**

Item 1: Election Results- Board Parent Representative

Item 2: Election - Board Community Representative Applicants and Timeline

Item 3: LAS Board Bylaws-Board Vacancy

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

**Committee:** By-Laws and Policy Committee/ Board Elections

**Item 1: Election Results for Board Parent Representative**

Board welcomes newly elected Jennifer Bacsafra as the Board Parent Representative for the 2016-2019 term.

**Item 2: Election -Board Community Representative Applicants**

Applicants for Board Interview

LAS received two candidacy applications for the board community representative election:

- 1) Peter Moulton (included in the April Board packet)
- 2) Erandi Zamora (see attachment)

Election Timeline for Community Representative:

**IMPORTANT DATES**

Declaration and resume must be received at the school no later than **Friday, May 6, 2016 by 5 p.m.**

- Interviews will be on **Friday, May 20, 2016 at 5:30 p.m.**
- Town Hall meeting for candidates will be held on **Wednesday, May 25, 2016** at 8:30 a.m.
- All stakeholder votes will be received by **June 3, 2016** by 5:00 p.m.
- Bylaws and Policy Committee Vote Counting, **June 3, 2016** at 2:45 p.m.
- New Community Representative Board member will be announced by **June 16, 2016.**



A California Public School

**Item 3: LAS Board Bylaws-Board Vacancy**

Review Article 7 Board of Directors: Excerpt (pg. 4-5)

*Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Board member may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Board member's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.*

*Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Board member may resign if the corporation would be left without a duly elected Board member.*

*Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Board members then in office is less than a quorum, by (1) the unanimous consent of the Board members then in office, (2) the affirmative vote of a majority of the Board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Board member.*

**Recommendation:**

The Committee requests that the Board review the options for board action in case of mid-year vacancy.

**Attachments:**

- 1) Community Representative Candidate Application: Erandi Zamora
- 2) LAS Board Member Interview Protocol

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

**Estimated Time of Presentation:** 25 min  
**Submitted By:** Bylaws/Policy Committee  
**Date:** 5.20.16

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



A California Public School

Agenda Artículo # IIIB

**Fecha de la Reunión:** 20 de mayo del 2016

**Tema:**

**Artículo 1: Resultados de las elecciones – Representante de padres a la Mesa Directiva**

**Artículo 2: Elecciones - línea de tiempo para la elección del representante comunitario**

**Artículo 3: Vacancia en la posición de estatutos de la Mesa Directiva**

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

**Comité:** Comité de pólizas y estatutos/ elecciones de la Mesa Directiva

**Artículo 1: Resultados de las elecciones – Representante de padres a la Mesa Directiva**

La Mesa Directiva le da la bienvenida a Jennifer Bacsafra, quien es la nueva representante de padres durante el termino 2016-2019.

**Artículo 2: Elecciones - línea de tiempo para la elección del representante comunitario**

**Entrevistas de candidatos**

LAS recibió dos aplicaciones de candidatura para la elección de representante comunitario a la Mesa Directiva.

- 1) Peter Moulton (incluido en el paquete de abril)
- 2) Erandi Zamora (vea los documentos adjuntos).

**Línea de tiempo para la elección de representante comunitario**

**FECHAS IMPORTANTES**

Declaración de candidatura y currículum deben ser entregados a la escuela antes del **viernes 6 de mayo a las 5:00pm.**

- Entrevistas se llevaran a cabo el **viernes, 20 de mayo del 2016** a las 5:30 p.m.
- Juntas de alcaldía para los candidatos se llevaran a cabo el **miércoles, 25 de mayo del 2016** a las 8:30 a.m.
- Todos los votos de personas interesadas serán recibidos antes del **3 de junio del 2016** a las 5:00 p.m.
- El comité de pólizas y estatutos contará votos el **3 de junio del 2016** a las 2:45 p.m.
- El nuevo representante comunitario de la Mesa Directiva será anunciado el **16 de junio del 2016.**



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**Artículo 3: Vacancia en la posición de estatutos de la Mesa Directiva**

Revisar el artículo 7 de mesa directiva: Extracto (paginas 4-5)

*Sección 10: RESIGNACION DE MIEMBROS. Cualquier miembro de la mesa directiva puede resignar por medio de un aviso escrito a el/la presidente o secretario/a de la mesa directiva. La resignación será efectiva cuando el aviso se entregue, a menos de que el aviso especifique una fecha de efecto futura. Si la resignación de algún miembro es efectiva en una fecha futura, la mesa directiva puede elegir a un sucesor que tome cargo de la posición a partir de la fecha indicada.*

*Sección 11: UN DIRECTOR NO PUEDE RESIGNAR SI NO HAY DIRECTORES RESTANTES. Excepto con aviso al fiscal general, ningún miembro de la mesa directiva puede resignar si la corporación se quedaría sin miembros electos.*

*Sección 12: VACANCIAS LLENADAS POR LA MESA DIRECTIVA. Vacancias en la mesa directiva pueden ser llenadas con la aprobación de la Mesa Directiva, o si el número de miembros no constituye un quórum mediante, (1) el consentimiento unánime de los miembros, (2) un voto afirmativo de la mayoría de los miembros presentes en una reunión que se dé acabo con ciertos avisos como estipulado en el código de corporaciones 5211, o (3) un solo miembro.*

**Recomendación:**

El comité solicita que la Mesa Directiva analice las posibles acciones que se puedan tomar en caso de exista una vacancia a la mitad del año.

**Documento Adjunto:**

- 1) Aplicación de candidatura para representante comunitario: Erandi Zamora
- 2) Protocolo para miembros de la Mesa Directiva

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

**Tiempo estimado para la presentación:** 25 min.  
**Entregado por:** Comité de Estatutos/Pólizas  
**Fecha:** 5.20.16

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

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

*Deadline: Friday, April 8, 2016  
Send it via email or in person by 5:00PM*

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

Community Representative       Parent Representative       Staff Representative

I, Erandi Zamora, am announcing my candidacy for the Governing Board Representative position.

I believe I am qualified for this position because:

I believe in the power of education and have been involved with programs to increase equal access. As the proud daughter of immigrant farmworkers and the first in my family to attend college, I have witnessed firsthand the profound impact of education in improving our communities and bringing about social change. For this reason, I have led and supported mentorship and pipeline programs aimed at ensuring that students from traditionally underrepresented communities have the support and resources to pursue their dreams of higher education. Furthermore, I think that my background as an attorney and my commitment to public service will provide a valuable perspective to the LAS Governing Board. ■

My priorities for the LAS Governing Board are:

My priorities for the LAS Governing Board are to: (1) support the mission of LAS and continue to build on its success; (2) ensure that the needs of the LAS students, teachers, and parents continue to be a priority for the Board; and (3) continue to establish connections between LAS and community members and organizations that can help further enrich the students' educational experience.

Other comments:

I admire LAS' mission to foment academic excellence, leadership, bilingualism and multiculturalism. Bilingual and multicultural instruction are not only crucial from a cultural perspective, but go a long way towards helping students succeed and become leaders who value the connections between diverse cultures and societies in our increasingly interconnected world. It would be an honor to serve as a member of the LAS Governing Board.

*\*Please attach a current resume*

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

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

Erandi Zamora

Print Name

  
Signature

5/6/16  
Date



**Bar Admissions:** California State Bar (Jan. 2012)

## **Education**

**Columbia University School of Law** – New York, NY

J.D. received in 2011

Honors: *Human Rights Law Review*, Executive Co-Editor of the Spanish Jailhouse Lawyer's Manual  
Orange County Hispanic Bar Association Wally Davis Legal Memorial Scholarship  
Latina/o Law Students Association Public Interest Fellow

Activities: Latina/o Law Students Association, Community Outreach Chair  
Frederick Douglass Moot Court  
Alternative Spring Break at Centro de los Derechos del Migrante, Zacatecas, México

**University of California, Irvine** – Irvine, CA

B.A., *cum laude*, in Political Science and Chicano/Latino Studies received June 2007

Honors: Phi Beta Kappa Honors Society and Chicano/Latino Studies Departmental Honors

Activities: Associated Students at UCI, Legislative Council Representative  
Movimiento Estudiantil Chicana/o de Aztlán, Co-Chair  
La Escuelita Outreach Program, Mentor  
Orange County Bar Foundation Higher Education Mentoring Program, Mentor  
Education Abroad Program, Siena, Italy, summer of 2004

## **Experience**

**California Rural Legal Assistance Foundation**, Sacramento, CA

Staff Attorney, October 2014 – Present

Conduct class action litigation in representation of low-wage and rural workers throughout California. Create know-your-rights materials and conduct community presentations and trainings.

**Lawyers' Committee for Civil Rights Under Law**, Washington, DC

Associate Counsel, Legal Mobilization Project, September 2012 – September 2014

George N. Lindsay Fellow, September 2011 – September 2012

Led voter protection programs in California and Arizona for nation's largest nonpartisan voter protection coalition. Brought together and coordinated statewide and regional coalitions, drafted reports, conducted presentations, trained volunteer attorneys, and oversaw creation of legal education materials. Participated in state and federal voting rights litigation. Conducted know your rights outreach to low-wage workers. Participated in federal and local advocacy, including litigation to defend regulations that would have increased protections for H-2B guestworkers.

**Lawyering in the Digital Age Clinic**, Columbia Law School, New York, NY

Legal Intern, Spring 2011

Represented client in successful appeal for social security insurance benefits based on mental illness.

**American Civil Liberties Union**, New York, NY

Intern, Spring 2011

Wrote memoranda on a variety of issues, including the school to prison pipeline, school gang policies, evidentiary trial issues, and pre-trial detention.

**United States Department of Justice** – Civil Rights Division, Washington, DC

Law Clerk, Fall 2010

Conducted legal research, assisted in investigation of Title VI violations in the Maricopa County Sheriff's Office for discrimination against Latinos, assisted in the preparation of a Principal Deputy Assistant Attorney General for a congressional hearing.

**Mexican American Legal Defense & Educational Fund, Los Angeles, CA**

Law Clerk, Summer 2010

Wrote memoranda on matters relating to employment law, and racial discrimination in a public school.

**The Legal Aid Society, New York, NY**

Immigration Law Unit Extern, Fall 2009

Compiled evidence for court hearings, drafted declarations, conducted intake at a local detention center and assessed possible avenues for relief. Conducted research on mental illness as a basis for asylum, withholding, and Convention Against Torture relief.

**National Immigration Law Center, Los Angeles, CA**

Law Clerk, Summer 2009

Worked on issues including undocumented children's right to public education, and a Federal program's compliance with the Administrative Procedures Act.

**Munger, Tolles and Olson, LLP, Los Angeles, CA**

Litigation Fellow, July 2007 – July 2008

Conducted legal research and managed class member intake for a class action against USCIS for undue delays in the naturalization process. Assisted in filing of adoption and asylum applications.

## **Board Service**

**New Leaders Council, Sacramento Chapter Board (2015-2016)**

Nonprofit organization dedicated to recruitment, training, and promotion of progressive political leaders.

**First Generation Civil Rights Fellowship Advisory Board (2015-2018)**

Fellowship program dedicated to creating opportunities for first generation college students committed to social justice. Fellows are provided a stipend to intern with social justice organizations in Washington, D.C.

## **Volunteer Activities**

**DC Immigrant Rights Coalition** (Washington, DC; 2013-2014): Supported advocacy efforts for legislation that provided drivers' licenses for undocumented residents in the District of Columbia.

**CASA de Maryland** (Hyattsville, MD; April – May 2013): Reviewed pro se applications for Deferred Action for Childhood Arrivals (DACA).

**Employment Justice Center** (Washington, DC; January– August 2012): Conducted legal intake and, assisted in providing advice and assistance to pro se clients to help them undertake their representation.

**Kids in Need of Defense (KIND)** (Washington, DC; April 2012 – April 2013): Provided pro-bono representation to a minor in a defensive asylum application. Raised funds to pay for her expert witness fees. Drafted successful request for prosecutorial discretion.

**National Immigrant Youth Alliance** (Washington, DC; August - September 2012): Drafted petition for prosecutorial discretion on behalf of individual facing removal from the United States.

**Languages:** Native Spanish speaker

## LAS Board Member Interview Protocol

### Interview questions:

1. What motivated you to apply to be a LAS board member?
2. What strengths/areas of expertise would you bring to the board?
3. Are you able to fulfill the time commitment required by the Board (monthly Board meetings, at least two committee meetings a month- usually held at 4:00 p.m., create committee agendas and Board resolutions, ongoing communication via email, etc.)

### Possible follow up questions:

You mentioned \_\_\_\_\_. Could you tell us more about that, and how it might inform your work on the board?

### According to state and federal law, we cannot ask interview questions about any of the following:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status

### Examples of questions that we cannot ask include:

- Where were you born?** While this question seems innocent enough on the surface, it could be used to gather information illegally about national origin. Although it may seem more relevant, hiring managers are also not allowed to ask “Are you a U.S. citizen?” Employers may ask whether you are authorized to work in the United States, but not specifically about citizenship. They may also ask for documents proving your authorization to work in the U.S. after you have been hired.
- What is your native language?** Again, the problem is that this question could be used to determine national origin. The employer can ask whether you know a particular language only if it is required for the job. For example, if job responsibilities include supporting Spanish-speaking customers, it’s fair to ask if you speak Spanish.
- Are you married?** Here’s another question that would seem innocent in most settings, but is not allowed in a job interview. Employers are not allowed to discriminate on the basis of marital status, so this question is not allowed.
- Do you have children?** Even though this sounds like a casual, innocent question, it is not allowed in a job interview. It’s covered by a general prohibition about discrimination over parental status.
- Do you plan to get pregnant?** This question is not legal. Employers used to ask this of women to avoid hiring someone that would go out on maternity leave. It is illegal to discriminate on the basis of gender and on the basis of pregnancy.
- How old are you?** Age discrimination is illegal, so this question is off limits. Some companies have tried to avoid hiring workers over a certain age for fear of higher insurance costs, the potential for more absences and for a general age bias. For this reason, employers are not supposed to ask what year you graduated from college, either, unless there is some job related reason for the question.



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Agenda Item# IIIC

**Board Meeting Date:** May 20, 2016

**Subject:** Director's Evaluation: Update

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

**Committee:** Academic Director Evaluation Committee: Mellor, Ruiz

**Information:**

**Academic Director Evaluation Process:**

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

- 1) Student focus group session on April 7<sup>th</sup>
- 2) Parent group session on May 4<sup>th</sup>
- 3) Staff focus group on May 12<sup>th</sup>

**Timeline:**

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

The Director's Evaluation Committee is currently compiling and integrating data from all three focus group sessions above and will be sharing an update with the board.

**Recommendation:** None at this time.

**Estimated Time of Presentation:** 10 minutes  
**Submitted By:** Mellor/Ruiz  
**Date:** 5.20.16

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



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Agenda Artículo# IIIC

**Fecha de la Reunión:** 20 de mayo del 2016

**Tema:** Comité de Evaluación del Director: Noticias recientes

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

**Comité:** Comité de Evaluación del Director: Mellor, Ruiz

**Información:**

**Proceso de Evaluación del Director Académico:**

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

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

**Línea de tiempo:**

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

El Comité de Evaluación del Director está actualmente repasando e integrando la información de las tres sesiones y compartirá noticias nuevas con la Mesa Directiva.

**Recomendación:** Ninguna al momento

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Mallor/Ruiz  
**Fecha:** 5.20.16

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



**Board Meeting Date:** May 20, 2016

**Subject:** LCAP Annual Update

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

**Committee:** School Leadership

**Information:**

*Background:*

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

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

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

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

*On March 20, 2014, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. LAS charter renewal work, which began in the Spring of 2013, involved school community reflection and involvement in the development of the Charter Mission, State Priorities and has been instrumental in the establishing the groundwork for the LCAP. Throughout the 2015-16 school year, stakeholder groups via Parent Association, Parent Council/English Learner Advisory Council, Staff Meetings, Professional Development,*



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*Committee Meetings, and Governing Board Meetings, continue to learn about, share feedback, and improve on the LAS LCAP.*

**LAS LCAP Timeline**

**WHAT – WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*  
 May 23-June 3, 2016  
 LAS

*ITEM 2: LCAP available on LAS Website for Feedback*  
 By June 1, 2016  
 online at: [www.lasac.info](http://www.lasac.info)

LCAP Stakeholder Outreach and Consultation Dates 2015-2016:

<b>Stakeholder Group</b>	<b>Date</b>
Governing Board Meeting and Retreat	2015: 9/18, 10/16, 11/13 2016: 1/22, 2/19, 3/18, 4/15, 5/20, 6/17
Parent Council Meeting/PC Executive Group	2015: 10/7, 11/4, 12/2, 2016: 1/6, 2/3, 3/2, 4/6, 5/4, 6/1
Parent Association Meeting and *ELAC Meeting	2015: * 9/9, *10/14, * 11/11, *12/19 2016: *2/10, *3/9, *4/13, *5/11, *6/8
Student Council Meeting	2015: 11/05 2016: 3/3, 4/7
Staff Meeting and PD Meetings	2015: 9/10, 10/8, 10/15, 11/12, 12/10 2016: 1/14, 2/6, 2/11, 2/25, 3/4, 3/10, 4/1
SPED Meeting	2015: 11/6
CDT Committee Meeting and *ELAC Staff Reps	2015: 11/5, 12/3 2016: *2/4, *3/3, 4/7, *5/5, *6/2

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

**Attachments:**

- 1) LAS LCAP “Know and Want to Know” Public Comments Analysis v.5.18.16
- 2) LAS LCAP Draft v5.20.16: New Template and Annual Update 2015-16

**Recommendations:**

It is recommended that the LAS Board approve the LAS LCAP Annual Update before the required submission date of June 30, 2016.

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola/de León  
**Date:** 5.18.15

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



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Artículo# IIID

**Fecha de la Reunión:** 20 de mayo del 2016

**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:**

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

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

*La Mesa Directiva de Educación local decidirá cómo utilizar mejor los fondos, con la participación de sus comunidades locales. El LCFF también requiere que escuelas constitucionales 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 2015-16, los diversos grupos que forman parte de nuestra comunidad escolar han aprendido y compartido información sobre cómo mejorar el LCAP de LAS a través de juntas de comités escolares, Asociación de Padres, Concilio de Padres, Concilio asesor para los estudiantes de inglés como segunda lengua (ELAC), y de la Mesa Directiva.*





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

### QUÉ – CUÁNDO - DÓNDE:

*PUNTO 1: Distribuir Encuestas de las Comunidades LAS*  
23 de mayo del 2016 – 3 de junio del 2016  
LAS

*PUNTO 2: LCAP disponible en el sitio de internet de LAS*  
No más tardar del 1 de junio, 2016  
en el sitio web: [www.lasac.info](http://www.lasac.info)

Comunicación con los Grupos Interesados de LCAP y Fechas de Consulta 2015-2016:

<b>Grupos Interesados</b>	<b>Fechas</b>
Reuniones de la Mesa Directiva	2015: 9/18, 10/16, 11/13 2016: 1/22, 2/19, 3/18, 4/15, 5/20, 6/17
Reuniones de Concilio de Padres/Miembros Executivos	2015: 10/7, 11/4, 12/2, 2016: 1/6, 2/3, 3/2, 4/6, 5/4, 6/1
Reuniones de Asociación de Padres y *ELAC	2015: * 9/9, *10/14, * 11/11, *12/19 2016: *2/10, *3/9, *4/13, *5/11, *6/8
Reuniones del Concilio Estudiantil	2015: 11/05 2016: 3/3, 4/7
Reunión del Personal Escolar	2015: 9/10, 10/8, 10/15, 11/12, 12/10 2016: 1/14, 2/6, 2/11, 2/25, 3/4, 3/10, 4/1
Reunión de Educación Especial	2015: 11/6
Reunión del Comité CDT y personal escolar de ELAC	2015: 11/5, 12/3 2016: *2/4, *3/3, 4/7, *5/5, *6/2

### *PUNTO 3: Audiencia Pública de LAS*

*Comentarios públicos son bienvenidos en todas las juntas de la mesa directiva*  
viernes, 20 de mayo del 2016 y 17 de junio del 2016 @ 5:30PM  
LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826

Para mas información llame al: 916.277.7137

### 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 2016.

### Documentos adjuntos:

1. “Yo sé y Quisiera saber” - Análisis de comentarios públicos de LCAP en LAS
2. Borrador v5.15.16 de LCAP de LAS: nuevo formulario y actualizaciones anuales 2015-2016.

<b>Tiempo estimado para la presentación:</b> 40 min. <b>Entregado por:</b> Bersola, de León <b>Fecha:</b> 5.18.16
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<b>Páginas pertinentes en:</b> <input type="checkbox"/> La constitución, páginas _____ <input type="checkbox"/> MOU, páginas _____
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# of KNOW Statements	KNOW	Validation/Correction (1=Valid 0=Needs Correction)	Correction
1	<i>Honestly I don't know much</i>	1	
2	<i>We aren't aware</i>	1	
3	<i>There are no announcements</i>	0	LAS LCAP information is available for the community via: website, hard copies in the office, and email request. Please refer to the monthly Parent Association/English Language Learner Advisory Committee and Governing Board agendas and minutes for all the public meetings conducted throughout the school year.
4	<i>It has goals for the school and the students</i>	1	
5	<i>Formula used to receive funding</i>	0	LCAP is the program plan that addresses the LAS's LCFF funding
6	<i>Will determine the amount of money we get on a yearly basis</i>	0	LAS has different revenue sources; LCFF is a major funding source
7	<i>Tied directly to the funding of our school</i>	1	
8	<i>Tied to funding</i>	1	
9	<i>Includes goals for achievement</i>	1	
10	<i>Tied to charter</i>	1	
11	<i>Student academic accountability</i>	1	
12	<i>The charter renewal has a % of students that will be at grade level so we need to monitor how our students are doing academically</i>	1	
13	<i>LAS accountability in order to receive funding</i>	1	
14	<i>Charter compliance</i>	1	
15	<i>A system set up to help us monitor our improvement rate</i>	1	
16	<i>We have to report on it</i>	1	
17	<i>We receive funding</i>	1	
18	<i>I know that students need to pass with a 73% or higher</i>	0	LAS LCAP delineates various % goals depending on grade levels and subject areas
19	<i>Lots of goals for the school!</i>	1	
20	<i>The LCAP is a blueprint for what should be getting done in school (charter)</i>	1	
21	<i>Local Control Accountability Plan (LCAP acronym)</i>	1	
22	<i>School plan that demonstrates how we account for student progress, remediation, participation. Also takes into account how Governing Board and parents are integrated within accountability goals</i>	1	
23	<i>Way of measuring the 8 state priorities</i>	1	
24	<i>Embedded in our charter</i>	1	
25	<i>Accountability</i>	1	
26	<i>3 year plan for the school</i>	0	LCAP is written as a 3 year plan that needs to be annually updated
27	<i>L=LAS C=Charter A=Academic P=Plan</i>	0	LCAP (Local Control Accountability Plan)
28	<i>Charter agreement and what our goals are</i>	1	
29	<i>Parent participation and satisfaction</i>	1	
30	<i>Proficiency educational standard</i>	1	
31	<i>State Standard?</i>	1	
32	<i>norms</i>	0	LAS LCAP delineates the LAS Charter goals and actions that reflect LAS community values and norms
33	<i>Local? Accountability (school) plan; \$ funding</i>	1	
34	<i>Involves how to get families engaged and to determine satisfaction (This is only on part of LCAP)</i>	1	
35	<i>Local Control Accountability Plan</i>	1	
36	<i>Part of LCFF (Local Control Funding Formula)</i>	1	
37	<i>Requires LEAs to explain how they plan on meeting goals for students</i>	1	

38	To reach objectives proposed during the five years.	1	
39	Parents, teachers and staff work together to reach goals	1	
40	I know LCAP gives us the opportunity to re-evaluate the school and student's goals	1	
41	online math practice	1	
42	Moved to WTK		
43	Mover to WTK		
44	LCAP is responsible to report to the state	0	LAS LCAP is the program plan LAS submits to the district and county; LCAP is reviewed and drafted by LAS stakeholders
45	Reporting to the district our annual plan, adjusting needs, assessing needs, setting new goals. NEED 4 people to be on LCAP Committee (Starts in FEB)	1	
46	LAS School wide goals: 1) parent involvement, 2) basic services, 3) implement common core, 4) course access, 5) leadership & critical thinking skills, 6) student engagement = confidence & life skills, 7) biliteracy	1	
47	Is LCAP similar to the PTSA at other schools? No, LCAP is not like a Parent Assoc. LAS has a Parent Council that is a huge component within LCAP	1	
48	It's a new plan that helps to know all movements and progress that the school has from year to year and that gives us a good understanding of everything that happens in our school	1	
49	Common core is part of LAS Mission 1 and LAS School-wide Goals	1	
50	Investigations and professional development	1	
51	Exams	1	
52	Are all students at the same level and what are their different goals	1	
53	We use bilingual professional development to support students and curriculum	1	
54	Biliteracy is needed to be a leader	1	
55	Various funding streams	1	
56	Attendance based funding	1	
57	Help for the programs that assist Special Education	1	
58	Help in afterschool programs	1	
59	Resources used to support students' progress in various aspects.	1	
60	Mover to WTK		
61	Types of funds/help that the state gives to school	1	
62	Learn skill to teach teachers	1	
63	Moved to WTK		
64	Extra tutoring avail to students	1	
65	Funds: how are they distributed	1	
66	Technology assistance: computers	1	
67	After school classes	1	
68	MIND Institute	1	
69	School safety: healthy spirit, healthy mind, healthy body	1	
70	We learned the importance for mental breaks during teaching in class	1	
71	The state gives money depending on student attendance, but LAS has to explain how funds will be used.	1	
72	Different school budgets	1	
73	More mind focus classes	1	
74	The pioneer travels are very good	1	
75	It's good that the exams are available on new technology	1	
76	LAS teaches leadership abilities and self-confidence to its students	1	
77	The exams will be on computers	1	
78	Everything cost \$	1	
79	Bigger focus on Math and English & different approach	1	
80	Students will use and need computers	1	
81	3 weeks of alternating classes	1	In Middle School, Science and History are taught in three- week cycles

82	Technology continues to increase Laboratory	1	
83	Students will graduate prepared for the university	1	
84	50/50 Spanish/English	1	At LAS, the program is designed so that by Grade 5, students are taught 50% of the day in Spanish and 50% of the day in English.
85	Bilingual (they know how to translate)	1	
86	How materials are used and learned. Why school is asking for more materials	1	
87	They are teaching students how to utilize technology correctly	1	This is work in progress.
88	How using tutors and small class groups	1	
89	LCAP is based on an overall of the school	1	
90	Red areas means danger zone, NEEDS IMPROVEMENT	1	Based on the two-page LCAP synopsis created by the LCAP Advisory Team in 2014-15, goals are highlighted as green= met goal or red= did not meet the goal
91	Green is a positive in that area	1	
92	Requires parent participation	1	
93	Requires yearly submission and feedback	1	
94	Charter renewed every five years	1	
95	LCAP helps reach our goals	1	
96	What are the goals we met and how we can improve to meet them	1	
97	LCAP turned in to June	1	
98	Needs to participate more	1	
99	LCAP is every year	1	
100	Charter is every five years	1	
101	Green= goals met	1	
102	Red = goal not met yet	1	
103	LCAP is the plan to support the LCFF (funding)	1	
104	Suggestion: Ma & Paw Homework; Paw Homework - to consider how do younger siblings participate in trophy if older children get family forms?	1	
105	5 pt. plan per meeting	1	
106	Difference between LCAP and LCFF	1	
107	We need to work on parent participation/voting response	1	
108	the plan on how a school spends the \$ it has/gets	1	
109	F= stands for "funding" P=stands for "planning" Charter renews every five years	1	
110	LCAP - plan we need to meet each year	1	
111	takes about 5 million to run the school	1	
112	without LCAO there's not \$ for at least 57% of it	1	
113	LCAP check and balances to community, District, State and Federal	1	
114	We can have better projects in the future	1	
115	How can we meet the survey goals	1	
116	Now I know that we can organize ourselves to fundraise for student field trips	1	
117	I now understand the difference between the plans and goals of LCAP and the LCFF funds	1	
118	The surveys are important. The money is based on them.	1	
119	Requirements are important. They help us to continue to be operational	1	
120	4.5 million dollars are being used	1	
121	There is not enough money for ASES	0	ASES funding comes a grant and not from LCFF entitlements.
122	It's very complex and present	1	
123	Grade representatives should communicate right away	1	
124	Calls as reminders	1	
125	Color-coded paper/label for students (sticker)	1	
126	Send expense	1	

127	Food for kids- processed food	1	
128	processed lunch -- healthy snacks-- cook food @ school	1	
129	How can we help as parents?	1	
130	LAS receives \$ when LCAP goals are met	1	
131	4.5 million- LAS' expenses	1	
132	LCAP = Local Controlability Plan	1	
133	Know how much # school spends	1	
134	LCAP (plan) to get LCFF (funding)	1	
135	70% of LCFF is teacher salaries	1	
136	LCAP is available on LAS website	1	
137	Want to improve parent survey completion to 90%	1	
138	Funding based on/depends on LCAP	1	
139	Goals for: Teachers and Parents	1	
140	Accountability	1	
141	Difference between LCAP, LCFF P=Plan F=Formula	1	
142	Where the money comes from LCFF	1	
143	3 Pillars of LAS: Finance, Academic, and Governing Board	1	
144	70% goes to Salaries	1	
145	4.5 million is what we spend per year	1	
146	LCAP/LFCC are critical to funding of school	1	
147	Where to find LCAP information for parents on the website	1	
148	3 Pillars to support the school: finance, governance, academics	1	
149	70% budget to salaries	1	
150	LCFF funds need a plan - LCAP	1	
151	50% avg parent participation on voting, our goal = 90%	1	
152	LCAP= plan (indicates goal); 8 priorities, embedded in Charter	1	
153	LCF = funding (direct for school)	1	
154	Governing, Finance, Academics (Internal and External Benchmarks) = LCAP oversees/monitors our progress with each category	1	
155	Goal: 90% Parent Participation	1	
156	\$4-4.5 million to run the school	1	
157	k-3 80% will meet grade level mark on internal benchmarks	1	
158	4-6 80%	1	
159	7-8 85% will have a C or above	1	
160	Internal and External (CAASPP, PFT, CELDT, CST Science)	1	
161	\$\$ to run/LCAP is plan to fund	1	
162	LCFF is fund	1	
163	70% to salaries	1	
164	~60% from state funding	1	
165	Governance = LCAP and Board	1	
166	Local Control Accountability Plan	1	
167	School Plan for accountability	1	
168	External and internal measures	1	
169	Stages and benchmarks are set for our students	1	
170	LCAP Local Accountability Plan (3 year plan)	1	
171	School Plan: External (State testing) and Internal (benchmarks) K-2 80% Math and language	1	
172	LCFF --Local Control Funding Formula; funding for/to implement school plan (parents and educators)	1	

173	<i>It is important to not only vote for the money, but also for the level of the school. If there are no resources, our students don't learn</i>	1	
174	<i>We should participate in voting</i>	1	
175	<i>We should fill out both ballots</i>	1	
176	<i>The importance of talking about voting</i>	1	
177	<i>We are going to talk to 5 parents</i>	1	
178	<i>LCAP= Plan</i>	1	
179	<i>LCFF = Funds</i>	1	
180	<i>If my daughter meets her english goals she is reclassified</i>	1	
181	<i>Before we got 46%, now we have 70%</i>	1	
182	<i>We know we have improved in LCAP participatio, but we need to improve more.</i>	1	

# of WANT TO KNOW Statements	WANT TO KNOW	Answers
1	<i>I would like to know - Who makes the decisions and how are they made? What is the program??</i>	During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update. In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members, approves the final LCAP annual update which includes stakeholder input during the year
2	<i>What is LCAP?</i>	LCAP is the student achievement program plan that addresses the LAS's LCFF funding
3	<i>What is it and how is it used?</i>	LCAP is the program plan that addresses the LAS's LCFF funding; it is used as a blueprint of school goals and actions
4	<i>How does it affect my child?</i>	LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement
5	<i>What is it?</i>	LCAP is the student achievement program plan that addresses the LAS's LCFF funding
6	<i>What is the goal of this program?</i>	LCAP is two folds: 1) It is LAS's program plan and 2) It is a state compliance document
7	<i>How strict will the state be on receiving proof?</i>	LCAP is new and we don't know to what extent the state will ask for proof; however, it is directly tied to the LCFF monies and hence, there will be a direct tie to the schools annual fiscal audit. Of course, LCAP compliance is needed to ensure LAS's charter renewal
8	<i>What format will be required to submit info?</i>	The state just changed the LCAP template last fall; hence, LAS needs to update its document
9	<i>Are we safe?</i>	The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools.
10	<i>Will we receive the money we need?</i>	LAS has received the LCFF monies due to the school thus far.
11	<i>Which assessments will be used?</i>	External assessments include all the required state and federal tests; internal assessments are LAS staff and LAS Curriculum Design Team (CDT) chosen and approved
12	<i>Does LCAP have an effect on the renewal of our charter?</i>	Yes, LCAP is a compliance document for the state and federal governments. Charter renewal criteria includes consistent compliance to required state and federal regulations. LCAP is updated annually; charter renewal is every five years.
13	<i>Which assessments will be used?</i>	External assessments include all the required state and federal tests; internal assessments are LAS staff and LAS Curriculum Design Team (CDT) chosen and approved
14	<i>How does LCAP affect charter renewal?</i>	Yes, LCAP is a compliance document for the state and federal governments. Charter renewal criteria includes consistent compliance to required state and federal regulations. LCAP is updated annually; charter renewal is every five years.
15	<i>What support will be getting for those students who do not show progres?</i>	LCAP delineates the support structures set for all students who need extra help- including during the day interventions and Special Education support
16	<i>How is the data from students that receive services incorporated in our total data?</i>	The state is currently changing the accountability formula for school performance, including how students' performance from special subgroups will be incorporated in the total school data
17	<i>What am I responsible for as a teacher?</i>	There are many actions delineated in the LCAP that are specific to teachers - the major one being the planning and delivery of teaching, learning, and assessments as aligned to the Common Core State Standards
18	<i>What will ELAC do to help with LCAP for EL achievement</i>	ELAC members are key stakeholders in understanding the LCAP goals and actions of LAS. ELAC members represent the interests of EL and ensure that they have the optimal learning experience at LAS.
19	<i>When will we be able to plan with each other more in depth?</i>	(Teacher question) Teachers have at least one Common Planning Time (CPT) per week and 1.45 hours every other Friday for Articulation meetings. In addition, teacher work days are incorporated throughout the year. In all three scenarios above, teachers design and create their agenda, including grade level planning time.
20	<i>Curriculum for math?</i>	Currently, LAS teachers have been receiving professional training on Common Core mathematics instruction to enrich their current math curriculum. Grades K-6 uses Pearson Envision and Grade 7-8 uses Prentice Hall with Engaged New York, Study Island, and Standards Plus supplementary resources.
21	<i>How can we make the LCAP goals easily accessible to students? Student friendly version</i>	Student Council and Leadership Class yearly goals and activities are directly aligned with the LAS Charter Mission and LAS LCAP Action Plan; Student surveys are designed to be student friendly. This is an on-going work as the LAS community implements various action plans.
22	<i>What do I need to do as a teacher to meet those goals?</i>	This is continued conversation with teachers as everyone learns more about LCAP goals, actions, and implementation.
23	<i>What happens if we don't meet those goals</i>	The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools.

24	<i>Is it a living doc?</i>	Yes, LCAP is a living document to be visited annually for its efficacy and accuracy.
25	<i>Why is it important?</i>	LCAP is the program plan that addresses the LAS's LCFF funding
26	<i>Effect on students?</i>	LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement
27	<i>Effect in \$?</i>	LCAP is the program plan that addresses the LAS's LCFF funding; it's used as a blueprint of school goals and actions which directly affects student achievement. The state has approved the LCFF legislation with the goal creating a more equitable funding system for schools.
28	<i>Why is it important?</i>	LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement
29	<i>How does LCAP benefit our students?</i>	LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement
30	<i>How do LEAs select goals?</i>	During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update; In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members approves the final LCAP annual update which includes stakeholder input during the year
31	<i>How is the plan created?</i>	During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update; In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members approves the final LCAP annual update which includes stakeholder input during the year
32	<i>Who is involved in creating the plan?</i>	During the year, all LAS stakeholders discuss LCAP elements, which are derived from the most recent LAS Charter document and areas for update; In June, LAS Governing Board: 3 parents, 3 staff, and 3 community members approves the final LCAP annual update which includes stakeholder input during the year
33	<i>How does the state measure success?</i>	The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools.
34	<i>Are there penalties for not meeting goals?</i>	The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools.
35	<i>Where do I find it?</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
36	<i>Are there copies? (provided email address)</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
37	<i>Where could a parent find the 5 plan?</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
38	<i>To stay current with parent goals. Look it up on online (provided email address)</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
39	<i>What is the objective for staff, teachers, and parents?</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students.
40	<i>What are eight state priorities?</i>	In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access
41	<i>Distribution of funds</i>	During the spring months, Parent Association meetings focused on the LCFF appropriations in alignment with the LCAP
42	<i>What's the timeline January to March (looking for 4 people), April-May district</i>	January - April timeline includes recruitment of stakeholder focus group members who will then conduct a deeper study of the LCAP document, participate in open discussions during parent meetings and staff meetings, and provide feedback for the annual LCAP update.
43	<i>Knowledge</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
44	<i>What are 8 priorities &amp; goals?</i>	In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access
45	<i>What are specific goals for staff, teachers, &amp; parents?</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students.



46	<i>What are short and long term goals?</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. The LAS LCAP is designed to have goals that show incremental progress from year to year. For example, LAS LCAP Mission 4: LAS SCHOOLWIDE GOALS 4. YEAR 14-15: 80% of more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees. YEAR 15-16: 85% of more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees. YEAR 16-17: 90% of more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees.
47	<i>What is worst case scenario that the school does not give (get) 5 yr renewal?</i>	The worst case scenario is that the LAS Charter Petition is not approved for renewal therefore, requiring the school to prepare for closure on the final year of its last five year charter cycle (i.e. 2019)
48	<i>What are specifics that differentiate charter and non-charter schools?</i>	There are many ways public schools are set up. Most public schools are set up as districts while some are set up as charters. Both types of public schools receive government funding; however, district schools and charter schools can vary on some or all elements of 1) governance, 2) finance, 3) programmatic design, and 4) personnel.
49	<i>I would like to know how we can help the school reach its goals</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
50	<i>I would like to know how I, as a parent, can participate in helping my children</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
51	<i>What is the objective?</i>	Both the LAS Charter and the LAS LCAP ultimate goal is high student achievement.
52	<i>What are the eight state priorities?</i>	In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access
53	<i>where to find info</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
54	<i>action items to meet math levels</i>	LCAP is the program plan for staff to use in setting learning goals and instructional decisions in the classroom to increase student learning and achievement, including math achievement levels
55	<i>funds distributed to help the plan</i>	LAS LCAP also includes the LCFF budget that would fund the delineated actions and services
56	<i>more info</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
57	<i>Is the LCAP available on website?</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request
58	<i>How do we reach out to more parents?</i>	Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend.
59	<i>Relationship between charter and LCAP?</i>	The LAS Charter and the LCAP delineates the same goals and actions aligned to the schools's mission. LCAP is updated annually and the Charter is submitted for renewal every five years. Both documents are important in order to ensure the LAS remains open to serve its students.
60	<i>If 8 Priorities are not met thru LCAP do we lose funding?</i>	The state is implementing a new testing system and still deciding on new accountability criteria. Currently, the state is just gathering baseline data for all schools.
61	<i>Funds distributed?</i>	LAS LCAP also includes the LCFF budget that would fund the delineated actions and services
62	<i>What are the 8 priorities?</i>	In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access

63	<i>We're attending the PTA meeting, focusing on parents: What do the parents need to do? - to meet priorities</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
64	<i>We would like to know about the distribution of academic funds and the progress that the school is making and how we can help it to continue progressing</i>	LAS LCAP also includes the LCFF budget that would fund the delineated actions and services. During the spring months, the Parent Association meetings addressed the various distribution of funds as aligned to the goals of the LAS Charter and the LAS LCAP. Moreover, the LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
65	<i>How can LAS reach the goals and how can we, as parents, help to reach those goals?</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
66	<i>What is LCAP based on?</i>	LCAP is based on the new state legislation AB97. In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access. LAS LCAP is a combination of these eight state priorities and the LAS Charter goals.
67	<i>What are the eight state priorities?</i>	In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access
68	<i>What are the state priorities?</i>	In July 2013, AB97 was signed into law and California identified eight state priorities for education programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. Eight State Priorities are: 1) Student Achievement, 2) Student Engagement, 3) Other Student Outcomes, 4) Student Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards (CCSS), and 8) Course Access
69	<i>What are the objectives of the school plan?</i>	Both the LAS Charter and the LAS LCAP ultimate goal is high student achievement.
70	<i>How will these objectives be reached?</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students.
71	<i>What can we do as parents to obtain more funds and maintain them?</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder groups: staff, teachers, parents, and students. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
72	<i>How can we dedicate more funds to enrichment classes?</i>	Currently, LAS budgets \$12,000 out of it's general budget. In addition, Parent Council and Enrichment fundraisers help support the addition of classes.
73	<i>How can we help to raise funds more efficiently?</i>	Diversify fundraising efforts between internal (school events, food and candy sales) and external (grants, foundations sponsorship). Support can be provided by volunteering skills in the areas of grant writing, community outreach, etc.
74	<i>Can we explore the possibility for "paid" enrichment classes so that there can be more classes?</i>	Families currently have the option to donate to the enrichment program. Need for classes is assessed annually.
75	<i>What programs are there for parents to support their kids at home?</i>	LAS has purchased Study Island Program for various subjects for students. Families can encourage study time at home and use the program to practice skills in Language Arts, Math, Science, and History.
76	<i>How can we help teachers/students reach and fulfill new standards?</i>	Families can help ensure that student(s) complete their homework every night. Moreover, LAS has purchased Study Island Program for various subjects for students. Families can encourage study time at home and use the program to practice skills in Language Arts, Math, Science, and History. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
77	<i>Where do the school funds go?</i>	An annual budget is approved by June of each year and is intended to support the all facets of the LAS Charter mission.

78	<i>When will the new classes be dedicated? Party?</i>	The two-story building is now fully functional and houses LAS Grade 5 and Middle School grades. Students in those grades have, in their own way, celebrated their new learning space.
79	<i>How can parents support teachers at home?</i>	Families can help ensure that student(s) complete their homework every night. Moreover, LAS has purchased Study Island Program for various subjects for students. Families can encourage study time at home and use the program to practice skills in Language Arts, Math, Science, and History. First and foremost, it is crucial that families ensure that their child(ren) are healthy and attend school regularly and ready to learn.
80	<i>How can we expand enrichment classes to include kinder?</i>	Currently, the difference in schedule impact accessibility to programs.
81	<i>With what \$ is our construction loan going to be paid? –Why not with LCAP funds?</i>	Funds to repay the facilities loan will come from the general budget.
82	<i>An example of instructional Peer Observation</i>	LAS teachers engage in various Instructional Peer Observation opportunities. Recently, along with a Professional Development Coach in Common Core Mathematics, Grades K-5 teachers were able to conduct an instructional peer observation in Mathematics with focus on CCSS Mathematical Practices.
83	<i>Why are parents still being asked to buy supplies &amp; pay part of field trips?</i>	All donations are voluntary and are greatly appreciated.
84	<i>Technology to advance: tablet, will everything be on computer? Homework? Email? Class notes?</i>	There will definitely be an increase in technology use in the classrooms in the upcoming years. LAS students will be prepared to demonstrate their learning in both written and computer platforms.
85	<i>Will the after school programs grow? (ASES, Enrichment)</i>	At this time, in an effort to ensure a high quality program, it is designed for 140 students. There is <b>no plan to increase the number at this time.</b>
86	<i>K-6, will they expand?</i>	The long-term goal would be to have three sections of Grades K-6 grades. During the 2014-15, Grades K-4 already have three sections.
87	<i>20+ students?</i>	It is LAS goal to offer smaller class sizes in all grade levels compared to its neighboring schools. Currently, Grades K-5 have 22 or less students and 6-8 has an average class size of 25.
88	<i>Workshop for parents on how to help students with bullying</i>	On May 15, 2015, LAS Parent Council organized and held its annual Anti-Bullying Parent Workshop. Although this topic is an ongoing year-round discussion in LAS classrooms, the LAS is aware that it takes a village to nurture a safe school community.
89	<i>How can communication get better between parents and school?</i>	Families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees. Various modes of communication continue to be utilized to reach out to families.
90	<i>How parents and students can get involved in school activities; example: clean school campus once a month.</i>	LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. Moreover, families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees.
91	<i>Would want more enrichment</i>	Need for classes is assessed annually.
92	<i>Why not more classes for enrichment? Not enough teachers?</i>	Need for classes is assessed annually.
93	<i>Would like to know more about the mission of the school, students and parents</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request. LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. Moreover, families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees.
94	<i>More educational journeys</i>	Educational Journey is a research based activity that encourages self reflection, awareness, and goal setting. Most LAS staff have been trained on this strategy and have implemented it in their classrooms.
95	<i>More information for parents regarding student's progress in school</i>	In addition to receiving progress reports and report cards, families meet with teachers at least twice a year during Parent Teacher Conferences. Families always have the option to contact their child(ren)'s teacher(s) and request an achievement progress update throughout the year.
96	<i>More methods to invite parents to these meetings</i>	LAS LCAP information is available for the community via: website, hard copies in the office, and email request. LAS LCAP thoroughly delineates the LAS Charter Mission goals and aligned actions to meet these goals. Please refer to the LAS LCAP for specifics regarding action plans with emphasis on various stakeholder group roles: staff, teachers, parents, and students. Moreover, families are encouraged to participate in various parent governing bodies: Parent Council, Parent Association, and Governing Board and Committees.
97	<i>More information for students regarding how to cross the street, etc.</i>	LAS LCAP addresses school-wide goals that relate to safety school climate. Students are supervised 15 minutes before and after school and during those times are expected to use the crosswalk when crossing the pick up lanes in the front of the school.

98	<i>Could you bring a similar program to ASES to help students academically in English, mathematics and writing? Why isn't there a separate teacher for Science and History? There needs to be more of a focus on English from a younger age.</i>	There are many possibilities on ways we can further support our students, including looking at further support in core academic skills. Needs assessment will be conducted before seeking the feasibility of establishing after-school programs. Currently, middle school is designed so that various teachers teach certain number of courses, including Science and History. LAS immersion program is designed to be 90/10, therefore, any changes in the ratio of language instruction needs to be carefully researched for its efficacy. At LAS, the Curriculum Design Team (CDT) is the committee that looks at any programmatic recommendations.
99	<i>How will teachers be trained to teach with technology?</i>	Needs assessment will be conducted in order to address the type of professional development for staff next year
100	<i>What is the computer to student ratio?</i>	Currently, Grade 4-6 have a 1:3 computer ratio; eventually, the goal is to have a 1:1 student to computer ratio for all students.
101	<i>Can this be done on a daily basis?</i>	There will definitely be an increase in technology use in the classrooms in the upcoming years. LAS students will be prepared to demonstrate their learning in both written and computer platforms.
102	<i>Text book changes?</i>	The state has adopted the Common Core State Standards and is in the process of adopting textbooks aligned to the standards. LAS has appropriated funding to purchase textbooks accordingly.
103	<i>Professional development? Teacher training?</i>	Needs assessment will be conducted in order to address the type of professional development for staff next year
104	<i>How will the school pay the construction loan?</i>	Funds to repay the facilities loan will come from the general budget.
105	<i>We want to know how the students are being prepared to take the Common Core exams?</i>	LAS students are being prepared to take the Common Core aligned state exams. All six LAS Program Design Elements work in synchronicity to ensure students success: 1) Research, 2) Professional Development, 3) Assessment and Accountability, 4) Curriculum Design, 5) Instruction, and 6) Support Structure
106	<i>Basketball team for boys/girl (other sports)?</i>	Need for classes is assessed annually.
107	<i>More information regarding bullying or anti-bullying</i>	On May 15, 2015, LAS Parent Council organized and held its annual Anti-Bullying Parent Workshop. Although this topic is an ongoing year-round discussion in LAS classrooms, the LAS is aware that it takes a village to nurture a safe school community.
108	<i>Have been participating in different school events with the expectation the money accrued would be used toward field trips. How are donations being used toward field trips</i>	All donations are voluntary and are greatly appreciated at LAS. Donations allow for expansion of fieldtrip itinerary per given year.
109	<i>Ideas on how to improve all the RED areas</i>	The LCAP Advisory Team has been leading the discussion during the Parent Council, Parent Association/ELAC meetings on how parent participation can improve.
110	<i>If we can find more ways on being able to communicate with all LAS parents and improve participation in Red areas</i>	The LCAP Advisory Team has been leading the discussion during the Parent Council, Parent Association/ELAC meetings on how parent participation can improve.
111	<i>What healthy snacks are being sold at grade level sales? Has anything changed?</i>	Although there has not be a formal definition of what is considered a "healthy snack," LAS community is aware of this continued expectation when choosing what to sell for fundraising.
112	<i>Could the parent survey be made available electronically? Due to some parent do not receive document from student by deadline?</i>	LAS surveys will continue to be available electronically and via paper copy.
113	<i>For more important documents that school needs 100% participation some type of incentive</i>	LAS offers incentives to classes who meet LCAP parent participation goals.
114	<i>Want to incorporate healthier options. How are we going to define this?</i>	This is still work in progress.
115	<i>Relaxation before test exams</i>	Many of our classes already incorporate "brain breaks" as a form of relaxation.
116	<i>Do outside agency come in to help/teach kids solve problems?</i>	Yes, LAS hires outside agencies to work with student who have special needs on case by case basis.
117	<i>Do you offer Zumba?</i>	There is a zumba class during enrichment classes.
118	<i>Is PE done outside of PE?</i>	This needs further clarification.
119	<i>What can we to increase %: Checking backpacks or getting the documents is a challenge</i>	There are many ways to increase parent participation; continued conversation among stakeholders about strategies will take place.
120	<i>How are the next yrs. goals decided?</i>	LCAP goals are based on LAS Charter goals.
121	<i>How is this communicated to parents that don't attend meeting?</i>	Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend.

122	<i>Send notice home to inform others about meeting</i>	Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend.
123	<i>How or can the LCFF be increased</i>	LCFF is funding based on student enrollment and demographic composition.
124	<i>Can we have a school-wide folder system so parents recognize what needs to be sent back? Like the PAWS idea</i>	This is still work in progress.
125	<i>How can we increase amount of funding our school gets from LCFF?</i>	LCFF is funding based on student enrollment and demographic composition.
126	<i>Honestly, how much say do parents actually have re: spending the \$\$</i>	Parents have the opportunity to discuss LAS goals and priorities; funding alignments with these agreed upon goals by all stakeholder groups happen accordingly.
127	<i>Phone calls to announce when the surveys need to be filled out</i>	Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend.
128	<i>Is it emailed? (survey)</i>	LAS surveys will continue to be available electronically and via paper copy.
129	<i>class competitions for bringin surveys</i>	LAS offers incentives to classes who meet LCAP parent participation goals.
130	<i>newsletter - add small amounts of LCAP info, not all at once - --- Summary</i>	Families have several ways to access LAS Charter and LAS LCAP knowledge. LAS LCAP information is available for the community via: website, hard copies in the office, and email request. In addition, LCAP is a standing agenda item for the monthly Parent Association and Governing Board meetings, which are both public meetings and open to all who want to attend. LAS will look into ways to provide small amounts of LCAP information via the school's newsletter.
131	<i>make a list of "healthy foods and have parents * the ones they consider healthy "Survey them" Jaguar memo idea was a hit</i>	This is still work in progress; perhaps this can be a Parent Council led project.
132	<i>Goal #3? More than healthy snack?</i>	This is still work in progress; perhaps this can be a Parent Council led project.
133	<i>options to provide feedback and surveys</i>	LAS surveys will continue to be available electronically and via paper copy.
134	<i>When can we receive the answers to our questions?</i>	LCAP Know/Want to Know statements along with answers are posted on the LAS website.
135	<i>How can we help to pay less on our field trips?</i>	Voluntary donations are always welcome at LAS.
136	<i>Who can we talk to in order to help prepare events?</i>	Depending on the nature of the event, folks can reach out to Student Council, Parent Council or School Leadership for help.
137	<i>Know how to raise enough funds for fieldtrips and motivate other parents to raise more funds for those students who need the help</i>	Depending on the nature of the event, folks can reach out to Student Council, Parent Council or School Leadership for help.
138	<i>texting for reminders of meetings</i>	LCAP Advisory Team and Parent Council members will look into the feasibility of this app for school-wide reminders.
139	<i>How can we promote healthy snacks while the school food is processed?</i>	LAS continues to listen to various ways we can improve our school and evaluates feasibility of ideas based on financial, programmatic, and governance/policy perspectives.
140	<i>How can we change to cooked food vs. processed food?</i>	Currently, LAS contracts with SCUSD for nutritional services, who then chooses the menu for students. LAS continues to listen to various ways we can improve our school and evaluates feasibility of ideas based on financial, programmatic, and governance/policy perspectives.
141	<i>To know which documents are important</i>	LAS LCAP Advisory and ELAC Teams have conducted small group discussions on a monthly basis where families learn LCAP goals and metrics. These group sessions end with participants completing KNOW and WANT TO KNOW form where they document their current understandings of the LCAP document.
142	<i>How can we receive more ASES funds</i>	ASES is a grant for \$150,000.00 per year. It is a set amount for the entire grant duration.
143	<i>Is there \$/day/student?</i>	Daily attendance is crucial not only for students learning but also for the school's financial well-being.

144	<i>How can parents know that a form is very important?</i>	The LCAP Advisory Team has been leading the discussion during the Parent Council, Parent Association/ELAC meetings on how parent participation can improve; this discussion includes the idea of using golden rod paper for documents that are LCAP related.
145	<i>insufficient funds for ASES</i>	ASES is a grant for \$150,000.00 per year. It is a set amount for the entire grant duration.
146	<i>If we meet all LCAP goals do we receive more funding?</i>	LCFF is funding based on student enrollment and demographic composition. Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year.
147	<i>What is an unacceptable LCAP that will not allow us to receive LCFF?</i>	LCFF is funding based on student enrollment and demographic composition. Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year.
148	<i>If we continue to be PI will our LCAP/LCFF be affected?</i>	Under the new federal Every Student Succeeds Act (ESSA), schools Program Improvement status will be frozen. National and state- wide discussions are ongoing to help define accountability under the new federal law.
149	<i>Are there other measurement tools besides parent survey to show we are meeting our LCAP goals?</i>	Yes. LCAP is all encompassing. In addition to surveys, there are several external and internal accountability measures that LAS monitors to ensure student academic success.
150	<i>What's the process if we don't meet our goals? (Next steps?)</i>	Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year. That said, it is crucial that all stakeholders continue to discuss on ways how to keep showing improvement towards our stated goals. Overall, it is better to justify charter renewal with improvement trends than just not meeting LCAP and charter goals.
151	<i>When is the survey going out/taking place: what is the process, will we be modifying, what strategies are we taking/doing to get parent participation- incentive</i>	LAS surveys will continue to be available electronically and via paper copy. These surveys typically take place near the end of the school year, late May. There are incentives for classes who meet the LCAP parent participation goal for returns of these surveys.
152	<i>Why isn't staff voting not close to 100%</i>	Staff will continue to strive towards 100% voting participation.
153	<i>How did 90% goal for parent voting come about?</i>	The parent participation goal is based on stakeholders: staff, parents, students agreement when the LCAP was initially drafted.
154	<i>What % of 70% are healthcare costs?</i>	LAS offers a generous health care package, fully paid for the employee and children. Health care costs for staff has dramatically increased since the charter school's inception. On average, health care costs increase about 7% each year.
155	<i>Of the 50% of parents who vote, what demographic does that represent?</i>	Although there has not been a formal study on this, amount of ballot submission seems to depend more on homeroom class level effort rather than any specific demographic status.
156	<i>What happens when/if we don't meet our LCAP goals (internal and external)? What are the next steps?</i>	Meeting LCAP goals aligns with meetings our Charter goals, which we need to meet in order to be renewed for another 5 year cycle. LAS current charter renewal expires in 2018-19 school year. That said, it is crucial that all stakeholders continue to discuss on ways how to keep showing improvement towards our stated goals. Overall, it is better to justify charter renewal with improvement trends than just not meeting LCAP and charter goals.
157	<i>How is the school doing in terms of collecting and tracking data?</i>	The school continues to track student data via teacher input, ILLUMINATE, SEIS, and CALPADS.
158	<i>How is the LCAP guiding our instruction?</i>	LCAP is the school's plan and blueprint of action in order to meet the charter goals. Quality instruction comes from educators who are well trained and dedicated in continuous improvement of instructional delivery and in expansive content mastery.
159	<i>How do we prioritize what is more important or what receives more funds?</i>	On a yearly basis, the school via Finance Committee and inevitably, the Governing Board reviews and approves the school budget which reflects the most current needs of the community for the upcoming school year,
160	<i>The % is based on family or per parent</i>	The LCAP parent participation goal is based on the number of qualified voters.

161	<i>In student fieldtrips there are other parents who can pay and others who don't (parent clarified this)</i>	This is a true statement.
162	<i>How is money divided for fieldtrip?</i>	In any given year, each student is allocated a standard amount for field trip expense. Anything beyond that amount is either fundraised or donated by family members.
163	<i>Do all grades receive the same amount of money?</i>	Yes. In any given year, each student is allocated a standard amount for field trip expense. Anything beyond that amount is either fundraised or donated by family members.
164	<i>How is money divided by grade level?</i>	In any given year, each student is allocated a standard amount for field trip expense. Anything beyond that amount is either fundraised or donated by family members.
165	<i>Where does the money that parent council go to? Is it based on a % for each grade level?</i>	Parent Council members fundraise to build their budget and approve expenditures accordingly.
166	<i>Parking lot update? Where do we find it?</i>	Parking lot update continues to be addressed via several venues: Board meetings, Parent Council meetings, Parent Association/ELAC meetings, Facilities meetings, Staff meetings, newsletters, to name a few.
167	<i>Funding fieldtrips for MS - \$350- can parent council funds help parents fund it?</i>	Parent Council members fundraise to build their budget and approve expenditures accordingly.
168	<i>Can parents who help sell items get \$ towards student funds?</i>	This needs to be addressed by the pertinent grade level team who is fundraising.
169	<i>Chocolate sales?</i>	This statements needs clarification.
170	<i>I would like to receive the date and the time when they send me phone messages about meetings or events.</i>	Typically, automated messages happen during the early evenings. LAS website and newsletter are also places where families can learn about upcoming meetings and events.
171	<i>Equally, they would like to know if they can send the surveys or forms through mail.</i>	Most of the communications to families are distributed directly via students. This seems to be the most efficient and cost saving way. However, families may request for communications to be mailed to them at the front office.
172	<i>How does not passing the CELDT scores effect students in high school?</i>	Students who are identified as English Learners take the CELDT state exam. This exam shows student progress toward becoming fully proficient in English. If a student is not yet able to pass the CELDT, s/he is qualified to receive additional support in English. This is also true in high school.
173	<i>Is it explained to the students that they are taking the CLEDT and the importance?</i>	Yes. Teachers explain to the students the importance of all the state-wide exams they are expected to take, including the CELDT.
174	<i>Will the results continue to be the same for 1-3 if we are in Dual Lang setting?</i>	English results of Dual Language Programs like LAS for Grades 1-3 is not comparable to results of students who attend a traditional English-only program in the same grade levels. At LAS formal instruction in English literacy begins in Grade 3 and research indicates that it takes 5-7 years in order to become literate in a second language.
175	<i>What is LCAP?</i>	LCAP stands for Local Control Accountability Plan which delineates the way a school will appropriate LCFF, which is the funding for LCAP implementation. LCAP is written as a 3 year plan that needs to be annually updated reflecting the progress LAS is making towards its goals.
176	<i>How did teachers achieve the goals?</i>	Teachers are in constant conversation about the achievement goals of students, including the academic progress of students based on external and internal accountability measures.
177	<i>When a classroom has a scheduled trip and parents don't give permission, who takes care of their children?</i>	Typically, when their students do not participate in a field trip, classroom teachers assign class work and designate students to work in another teacher's classroom for the day.
178	<i>If possible to add "Hands-on" crafts like building lamps, sewing, knitting, building, etc. and then have an open House. Items can be raffled to raise funds. "Like Home Ec."</i>	These skills are important. It would be best to share these ideas with classroom teachers as well as with the ASES Coordinator as they shape their curriculum for the year.
179	<i>What happens when a child is caught with tobacco, drugs, or other illegal substances?</i>	LAS is serious about student safety. Possession and/or use of illegal substances are not allowed on campus at all time. Please refer to the Student Handbook for school policy on this matter.
180	<i>How do we as parents promote the school? It seems like not too many people who live in the neighborhood know about the school?</i>	On the contrary, LAS waitlist for the number of students who want to enroll continues to grow. For years, many have asked about the possibility of opening second campus in order to accommodate such a large number of students on the waiting list.
181	<i>What do ASES students do? Can we come an observe?</i>	ASES students are involved in a variety of learning activities, including homework completion. Observations are welcome; just contact the school's ASES Coordinator at the front office.

182	<i>Can LAS set up a daycare for Pretransition/Kinder?</i>	As of now, there is no plan to set up a day care for pre-transitional kindergarten age group.
183	<i>Yo Yolanda me gustaria que me mandaran texto para los avisas de las juntas o otras casa que aygan en la escuale es mi sujerencia Gracias.</i>	LAS continues to think of ways to improve communications with families. Currently, families learn about school meetings and events via newsletters, flyers, automated phone calls and website. The LCAP Advisory and Parent Council Teams are looking into ways to add text messaging as another venue of communication.



# of Declaraciones: YO SÉ	YO SÉ	Validación/Corrección (1=Válido 0=Necesita Corrección)	Corrección
1	<i>Yo la verdad no sé mucho</i>	1	
2	<i>No estamos al tanto</i>	1	
3	<i>No hay anuncios</i>	0	La información del LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a solicitud de correo electrónico. Favor de referirse a las reuniones anuales de Asociación de Padres/Comité asesor para aprendices del inglés y las agendas y los minutos de la Mesa Directiva para analizar todas las reuniones públicas que se han conducido a través del año escolar.
4	<i>Que tiene metas para la escuela y los estudiantes</i>	1	
5	<i>La fórmula que se utiliza para recibir financiación</i>	0	LCAP es el plan del programa que se relaciona con la financiación de LCFF.
6	<i>Determinará la cantidad de dinero recibido cada año</i>	0	LAS tiene diferentes fuentes de ingresos; LCFF is la mayor fuente de financiación.
7	<i>Entrelazado directamente con la financiación de la escuela</i>	1	
8	<i>Entrelazado con financiación escolar</i>	1	
9	<i>Incluye objetivos para logro</i>	1	
10	<i>Entrelazado con chárter</i>	1	
11	<i>Contabilidad académica estudiantil</i>	1	
12	<i>La renovación del chárter tendrá un porcentaje de estudiantes que estarán a nivel entonces tenemos que monitorear el progreso académico de nuestros estudiantes</i>	1	
13	<i>Contabilidad de LAS para recibir financiación</i>	1	
14	<i>Cumplimiento del chárter</i>	1	
15	<i>Un sistema establecido para ayudarnos a monitorear nuestro progreso</i>	1	
16	<i>Tenemos que reportar en él</i>	1	
17	<i>Recibimos fondos</i>	1	
18	<i>Sé que los estudiantes deben ser aprobados con un porcentaje de 73% o más</i>	0	El plan de LCAP de LAS identifica varias metas de % dependiendo de los niveles y las materias
19	<i>Muchas metas para la escuela</i>	1	
20	<i>El plan de LCAP es un modelo para lo que se debe de estar llevando a cabo en escuelas (chárter)</i>	1	
21	<i>Plan de Contabilidad y Control Local (LCAP)</i>	1	
22	<i>Plan escolar que demuestra cómo podemos ser responsables por el progreso estudiantil, remediación, participación. También toma en cuenta cómo la Mesa Directiva y los padres están integrados dentro de los objetivos de contabilidad.</i>	1	
23	<i>Manera de medir las ocho prioridades estatales</i>	1	
24	<i>Incluido en nuestro chárter</i>	1	
25	<i>Contabilidad</i>	1	
26	<i>Plan Escolar de tres años</i>	0	LCAP se escribe como un plan de tres años que se debe actualizar anualmente
27	<i>L=LAS C=Chárter A=Académico P=Plan</i>	0	LCAP (Plan de Contabilidad y Control Local)
28	<i>Acuerdo de chárter y lo que son nuestros objetivos</i>	1	
29	<i>Participación y satisfacción de padres</i>	1	
30	<i>Norma de competencia educativa</i>	1	
31	<i>¿Norma estatal?</i>	1	
32	<i>Normas</i>	0	El plan de LCAP de LAS identifica los objetivos y las acciones del chárter de LAS que reflejan los valores y las normas de la comunidad de LAS
33	<i>¿Local? Plan (escolar) de contabilidad; \$ financiación</i>	1	

34	<i>Envuelve cómo hacer que las familias se involucren y cómo determinar la satisfacción (solo es parte del LCAP)</i>	1	
35	<i>Plan de Contabilidad y Control Local</i>	1	
36	<i>Parte del LCFF (Fórmula para financiación de control local)</i>	1	
37	<i>Requiere que las LEAs expliquen cómo planean alcanzar objetivos de los estudiantes</i>	1	
38	<i>Realizar objetivos que se proponen dentro de los cinco años</i>	1	
39	<i>Los padres, maestras y personal trabajan juntas para llegar a las metas</i>	1	
40	<i>Sé que LCAP nos da la oportunidad para re-evaluar su progres de la escuela y estudiantes</i>	1	
41	<i>Práctica de matemáticas en línea</i>	1	
42	<i>Se movió a la categoría: "Quisiera saber"</i>		
43	<i>Se movió a la categoría: "Quisiera saber"</i>		
44	<i>LCAP es responsable para reportarle al estado</i>	0	El plan LCAP de LAS es el plan del programa que se entrega al distrito y el condado; Los grupos interesados de LAS escriben y revisan el plan de LCAP.
45	<i>Reporte nuestro plan anual al distrito, ajusta necesidades, establece nuevas metas. Se necesita cuatro personas para estar en el comité LCAP (Comienza en febrero)</i>	1	
46	<i>Objetivos escolares de LAS: 1) participación de padres, 2) servicios básicos, 3) implementar normas comunes, 4) acceso al curso, 5) liderazgo y habilidades de pensamiento crítico, 6) participación estudiantil, 7) alfabetización bilingüe</i>	1	
47	<i>¿Es LCAP similar al PTSA de otras escuelas? No, LCAP no es como una Asociación de Padres. LAS tiene un Concilio de Padres que es un gran componente dentro de LCAP.</i>	1	
48	<i>Es un plan nuevo que nos va a ayudar a conocer todos los movimientos y progreso que la escuela va a tener año con año y eso nos va a dar un buen entendimiento de todo lo que pasara en la escuela</i>	1	
49	<i>Las normas comunes son parte de la misión de LAS y sus metas escolares</i>	1	
50	<i>Investigaciones y desarrollo profesional</i>	1	
51	<i>Exámenes</i>	1	
52	<i>Si todos los estudiantes están al mismo nivel y cuales necesitan diferentes metas</i>	1	
53	<i>Usamos desarrollo profesional bilingüe para el apoyo de los estudiantes y el currículo</i>	1	
54	<i>Se necesita alfabetización bilingüe para ser líder</i>	1	
55	<i>Varios flujos de fondos</i>	1	
56	<i>Fondos basados en asistencia</i>	1	
57	<i>Ayuda para los programas que asisten de educación especial</i>	1	
58	<i>Ayuda en programa después de escuela</i>	1	
59	<i>Recursos se usan para apoyar a estudiantes para progresar en varios aspectos</i>	1	
60	<i>Donde van los fondos para la escuela los porcentajes</i>		
61	<i>Tipos de fondos/ayuda del estado que recibe la escuela</i>	1	
62	<i>Aprender don para enseñar a los maestro(s)</i>	1	
63	<i>Se movió a la categoría: "Quisiera saber"</i>		
64	<i>Extra tutoría disponible para estudiantes</i>	1	
65	<i>Fondos: Cómo se distribuyen</i>	1	
66	<i>Tecnología asistencia: computadoras</i>	1	
67	<i>Clases después de escuela</i>	1	
68	<i>MIIND Institute</i>	1	

69	<i>Seguridad en la escuela: espíritu sano, mente sana, cuerpo sano</i>	1	
70	<i>Aprendimos la importancia de los descansos mentales durante la enseñanza en las clases</i>	1	
71	<i>El estado da el dinero dependiendo en la asistencia estudiantil, pero LAS tiene que explicar cómo va a usar ese dinero</i>	1	
72	<i>Diferentes presupuestos de la escuela</i>	1	
73	<i>Más clases de enfoque de la mente</i>	1	
74	<i>Los viajes de los pioneros son muy buenos</i>	1	
75	<i>Está bien que hacen los exámenes disponibles con nueva tecnología</i>	1	
76	<i>LAS les enseña habilidades de liderazgo y confianza a los estudiantes</i>	1	
77	<i>Las exámenes serán en las computadoras</i>	1	
78	<i>Todo cuesta dinero</i>	1	
79	<i>Más enfoque en las matemáticas y el inglés &amp; un enfoque diferente</i>	1	
80	<i>Los estudiantes necesitarán y usarán las computadoras</i>	1	
81	<i>Tres semanas de clases alternativas</i>	1	En la secundaria, las materias de Ciencia e Historia se enseñan en ciclos de tres semanas.
82	<i>Tecnología sigue aumentando el laboratorio</i>	1	
83	<i>Estudiantes se van a graduar preparada para la universidad</i>	1	
84	<i>50/50 inglés/español</i>	1	En LAS, el programa se ha diseñado para que para el quinto grado, los estudiantes reciben enseñanza en 50% español y 50% inglés.
85	<i>Bilingües (saben traducir)</i>	1	
86	<i>Como se usan los materiales y aprendí porque la escuela está pidiendo más materiales</i>	1	
87	<i>Están enseñándole a los estudiantes cómo utilizar la tecnología correctamente</i>	1	Este es un trabajo continuo.
88	<i>Como están usando los tutores y los grupos pequeños</i>	1	
89	<i>LCAP esta basado en el total de la escuela.</i>	1	
90	<i>Areas rojas significa que necesita mejora.</i>	1	Basado en la sinopsis provista creada por el equipo de asesoria en el 2014-2015, las metas resaltadas en verde son metas logradas y las metar resaltadas en rojo, son metas no logradas.
91	<i>El verde significa positivo en esa area</i>	1	
92	<i>Requiere participación de los padres</i>	1	
93	<i>Requiere sumisión y retroalimentación annual</i>	1	
94	<i>Chárter renovado cada cinco años</i>	1	
95	<i>LCAP ayuda a lograr nuestras metas</i>	1	
96	<i>Cuales son las metas que logramos y como podemos mejorarlas</i>	1	
97	<i>LCAP entregado en junio</i>	1	
98	<i>Necesita participar mas</i>	1	
99	<i>LCAP es cada año</i>	1	
100	<i>El chárter es cada cinco años</i>	1	
101	<i>verde = metas logradas</i>	1	
102	<i>rojo = meta todavía no lograda</i>	1	
103	<i>LCAP es el plan que apoya el LCFF (fondos)</i>	1	
104	<i>Sugerencia: Tarea Ma &amp; Paw; Tarea Paw - para considerar como los hermanos/as menores participan en el trofeo si los hermanos/as mayores obtienen los formularios.</i>	1	
105	<i>Plan de 5 puntos por reunión</i>	1	
106	<i>La diferencia entre LCAP y LCFF</i>	1	

107	Necesitamos trabajar en la participación/votos	1	
108	el plan de como una escuela gasta el dinero que obtiene	1	
109	F= significa "fondos" P=significa planificación El Charter se renueva cada cinco años	1	
110	LCAP - plan que necesitamos lograr cada año	1	
111	se requieren aproximadamente 5 millones para que la escuela trabaje	1	
112	Sin LCAP no hay dinero para por lo menos el 57%	1	
113	LCAP cheques y balanzas para la comunidad, el distrito, el estado y gobierno federal	1	
114	Podemos tener proyectos mejores en el futuro	1	
115	Como podemos llegar a la meta sobre las encuestas	1	
116	Ahora entiendo que nos podemos organizar para para recaudar fondos para paseos estudiantiles.	1	
117	Ahora entiendo la diferencia entre los planes y las metas de LCAP y los fondos de LCFF	1	
118	Las encuestas son importantes. El dinero se basa en ellas.	1	
119	Los requisitos son importantes. Nos ayudan a mantenernos en operacion.	1	
120	4.5 millones estan siendo usados	1	
121	No hay suficiente dinero para ASES	0	Los fondos de ASES vienen de una beca, no de el dinero de LCFF
122	Es muy complejo y presente	1	
123	Los representantes de cada grado deben comunicarse de inmediato	1	
124	Llamadas como recordatorios	1	
125	Papeles de colores, con etiquetas para cada estudiante	1	
126	Mandar los gastos	1	
127	Comida para estudiantes - comida procesada	1	
128	comida procesada - bocadillos saludables - cocinar comida en escuela	1	
129	¿Como podemos ayudar como padres?	1	
130	LAS recibe dinero cuando las metas de LCAP son logradas	1	
131	4.5 millones - gastos de LAS	1	
132	LCAP - plan local de responsabilidad y control	1	
133	Saber cuanto # gasta la escuela	1	
134	plan LCAP para obtener fondos LCFF	1	
135	70% de LCFF son salarios de maestros		
136	LCAP esta disponible en el sitio de internet	1	
137	Queremos incrementar el término de encuestas a un 90%	1	
138	Los fondos dependen en LCAP	1	
139	Metas para: maestros y padres	1	
140	Responsabilidad	1	
141	Diferencia entre LCAP, LCFF p=plan f=formula	1	

142	De donde viene el dinero LCFF	1	
143	3 pilares de LAS: Finanzas, Academico, y mesa directiva	1	
144	70% va a los salarios	1	
145	4.5 millones es lo que gastamos por año	1	
146	LCAP/LFCC son criticos para los fondos de la escuela	1	
147	Donde encontrar informacion de LCAP para padres en el sitio de internet	1	
148	3 pilares de la escuela: finanzas, gobernancia, academicos	1	
149	70% del presupuesto va a salarios	1	
150	Los fondos LCFF necesitan un plan - LCAP	1	
151	50% de participacion de padres en votación, nuestra meta = 90%	1	
152	LCAP= plan (indica meta); 8 prioridades, incrustado en el chárter	1	
153	LCF= fondos (directo a la escuela)	1	
154	Gobernancia, finanzas, academicos (puntos de referencia externos e internos) = LCAP	1	
155	Meta: 90% de participacion de padres	1	
156	\$4 - 4.5 millones para mantener la escuela en operacion	1	
157	k-3 80% lograra metas de su grado mediante puntos de referencia internos	1	
158	4-6 80%	1	
159	7-8 85% tendrán una C ó mejor	1	
160	Internos y externos (CAASPP, PFT, CELDT, CST ciencias)	1	
161	\$\$ para trabajar/LCAP es plan para fondos	1	
162	LCFF son los fondos	1	
163	70% para los salarios	1	
164	~60% de fondos del estado	1	
165	Governancia = LCAP y mesa directiva	1	
166	Plan Local de Responsabilidad y Control	1	
167	Plan escolar de responsabilidad	1	
168	medidas internas y externas	1	
169	Etapas y puntos de referencia son para nuestros estudiantes	1	
170	LCAP Plan Local de Responsabilidad y Control (plan de 3 años)	1	
171	Plan escolar: Externos (examanes estatales) e internos (puntos de referencia) k-2 80% matematicas y language	1	
172	LCFF- Forma Local de Control de Fondos; fondos para implementar el plan escolar (padres y maestros)	1	
173	Es importante votar no solo por el dinero, si no para el nivel de la escuela. Si no hay recursos, nuestros estudiantes no aprenden.	1	
174	Deberiamos participar en votaciones	1	
175	Deberiamos de llenar las dos boletas	1	
176	La importancia de hablar sobre votar	1	
177	Vamos a hablar con 5 padres	1	
178	LCAP=Plan	1	

179	<i>LCFF = Fondos</i>	1	
180	<i>Si mi hija llega a las metas de ingles es reclasificada</i>	1	
181	<i>Antes llegamos a 46% ; ya estamos en 70%</i>	1	
182	<i>Sabemos que hemos mejorado en participacion de LCAP, pero que aun necesitamos mejorar mas</i>	1	

# de Declaraciones: QUISIERA SABER	<b>QUISIERA SABER</b>	<b>Respuestas</b>
1	<i>Quisiera saber- ¿Quién toma las decisiones y cómo se toman? ¿Qué es el programa?</i>	Durante el año, todos los grupos interesados de LAS analizan los elementos de LCAP, que se derivan del chárter más reciente de LAS y las áreas que se deben actualizar; En junio, la Mesa Directiva de LAS: 3 padres, 3 personal, y 3 miembros comunitarios aprueban el documento final actualizado de LCAP que incluye la retroalimentación de los grupos interesados que se recibió durante el año.
2	<i>¿Qué es el LCAP?</i>	LCAP es el plan del programa que se relaciona con la financiación de LCFF de LAS
3	<i>¿Qué es y cómo se usa?</i>	LCAP es el plan del programa que se relaciona con la financiación de LCFF de LAS ; se utiliza como plano para las metas y acciones escolares
4	<i>¿Cómo afecta a mi hijo/a?</i>	aprendizaje y decisiones instructivas en el salón para aumentar el aprendizaje y logro estudiantil
5	<i>¿Qué es lo que es?</i>	LCAP es el plan del programa que se relaciona con la financiación de LCFF de LAS
6	<i>¿Cuál es el objetivo de este programa?</i>	LCAP tiene dos partes: 1) es el plan del programa de LAS y 2) es un documento de cumplimiento estatal
7	<i>¿Cuán estricto será el estado para recibir pruebas?</i>	LCAP es nuevo y no sabemos hasta que punto el estado solicitará prueba; sin embargo, está directamente relacionado con la financiación de LCFF y como resultado, tendrá una relación directa con la auditoría fiscal de la escuela. Además, el cumplimiento de LCAP se necesita para asegurar la renovación del chárter de LAS.
8	<i>¿Cuál es el formato requerido para entregar la información?</i>	El estado acaba de cambiar el modelo de LCAP el otoño pasado; entonces, LAS tiene que actualizar su documento
9	<i>¿Estamos seguros?</i>	El estado está implementando un nuevo sistema de evaluaciones y está decidiendo el nuevo criterio de contabilidad. Actualmente, el estado está reuniendo los datos iniciales de todas las escuelas.
10	<i>¿Recibiremos los fondos que necesitamos?</i>	LAS ha recibido la financiación de LCFF que se debe a la escuela hasta este momento
11	<i>¿Cuáles son las evaluaciones que se utilizarán?</i>	Evaluaciones externas incluyen todos los exámenes estatales y federales requeridos; evaluaciones internas se escogen y se aprueban por el personal escolar de LAS y el Equipo de Diseño Curricular (CDT)
12	<i>¿Tiene LCAP un efecto en la constitución o chárter escolar?</i>	Sí, LCAP es un documento de cumplimiento para los gobiernos estatales y federales. El criterio de la renovación del chárter incluye cumplimiento constante con los reglamentos requeridos por el estado y gobierno federal. LCAP se actualiza anualmente; la renovación del chárter es cada cinco años.
13	<i>¿Cuáles con las evaluaciones que se utilizarán?</i>	Evaluaciones externas incluyen todos los exámenes estatales y federales requeridos; evaluaciones internas se escogen y se aprueban por el personal escolar de LAS y el Equipo de Diseño Curricular (CDT)
14	<i>¿Cómo afecta el LCAP la renovación del chárter?</i>	Sí, LCAP es un documento de cumplimiento para los gobiernos estatales y federales. El criterio de la renovación del chárter incluye cumplimiento constante con los reglamentos requeridos por el estado y gobierno federal. LCAP se actualiza anualmente; la renovación del chárter es cada cinco años.
15	<i>¿Qué apoyo se dará a los estudiantes que no están mostrando progreso?</i>	LCAP delineates the support structures set for all students who need extra help- including during the day interventions and Special Education support
16	<i>¿Cómo se incorpora los datos de estudiantes que reciben servicios en los datos totales?</i>	El estado actualmente está cambiando la fórmula de contabilidad para el rendimiento escolar, incluyendo cómo el rendimiento estudiantil en áreas menores se incorporará en los datos totales de la escuela
17	<i>Como maestro/a, ¿de qué soy responsable?</i>	Hay muchas acciones identificadas en el LCAP que son específicas para maestros/as- una de las mayores es de planificar y entregar enseñanza, aprendizaje y evaluaciones alineadas con las normas estatales comunes
18	<i>¿Cómo ayudará ELAC para ayudar en el LCAP con el progreso de los aprendices de inglés?</i>	acciones de LAS en el LCAP. Miembros del ELAC representan los intereses de los aprendices del inglés y se aseguran que esos estudiantes tengan una experiencia óptima de aprendizaje en LAS
19	<i>¿Cuándo podremos tener una sesión para planear juntos más a fondo?</i>	común a la semana y 1.45 horas cada otro viernes para reuniones de articulación. Además, se incorporan días de trabajo de maestro a través del año escolar. En los tres casos, los maestros diseñan y establecen su agenda, incluyendo el tiempo para planificación como nivel..
20	<i>¿Currículo de matemáticas?</i>	Actualmente, los maestros de LAS han estado recibiendo desarrollo profesional en la instrucción de las normas estatales comunes de matemáticas. Los niveles de kínder a sexto grado usan Pearson Envision y séptimo y octavo grado utilizan Prentice Hall con Engaged New York, Study Island, y recursos suplementarios de Standards Plus.
21	<i>¿Cómo podemos hacer que los objetivos de LCAP sean fácilmente accesibles para los estudiantes? Una versión para estudiantes.</i>	directamente alineadas con la misión del chárter de LAS y el plan de acción de LCAP de LAS; Las encuestas estudiantiles están diseñadas para que los estudiantes las entiendan con facilidad. Este es un trabajo continuo mientras la comunidad de LAS implementa varios planes de acción.
22	<i>¿Qué debo hacer como maestro/a para alcanzar ese objetivo?</i>	Esta es una conversación continua con maestros a medida que todos aprendan más acerca de las metas, acciones e implementación de LCAP.
23	<i>Qué sucede si no alcanzamos los objetivos</i>	El estado está implementando un nuevo sistema de evaluaciones y está decidiendo su nuevo criterio de contabilidad. Actualmente, el estado está reuniendo los datos iniciales de todas las escuelas.

24	¿Es un documento vivo?	Sí, LCAP es un documento vivo que se debe revisar anualmente para asegurar su eficacia y precisión
25	¿Por qué es importante?	LCAP es el plan del programa que se relaciona con la financiación de LCFF de LAS ; se utiliza como plano para las metas y acciones escolares
26	¿Efecto en los estudiantes?	aprendizaje y decisiones instructivas en el salón para aumentar el aprendizaje y logro estudiantil
27	¿Efecto en dinero?	LCAP es el plan del programa que se relaciona con la financiación de LCFF de LAS ; se utiliza como plano para las metas y acciones escolares que directamente afecta el logro estudiantil. El estado ha aprobado la legislación de LCFF con la meta de crear un sistema de financiación más equitativa para las escuelas.
28	¿Por qué es importante?	aprendizaje y decisiones instructivas en el salón para aumentar el aprendizaje y logro estudiantil
29	¿Cómo beneficia LCAP a nuestros estudiantes?	aprendizaje y decisiones instructivas en el salón para aumentar el aprendizaje y logro estudiantil
30	¿Cómo seleccionan las LEAs objetivos escolares?	Durante el año, todos los grupos interesados de LAS analizan los elementos de LCAP, que se derivan del chárter más reciente de LAS y las áreas que se deben actualizar; En junio, la Mesa Directiva de LAS: 3 padres, 3 personal, y 3 miembros comunitarios aprueban el documento final actualizado de LCAP que incluye la retroalimentación de los grupos interesados que se recibió durante el año.
31	¿Cómo se diseña el plan?	Durante el año, todos los grupos interesados de LAS analizan los elementos de LCAP, que se derivan del chárter más reciente de LAS y las áreas que se deben actualizar; En junio, la Mesa Directiva de LAS: 3 padres, 3 personal, y 3 miembros comunitarios aprueban el documento final actualizado de LCAP que incluye la retroalimentación de los grupos interesados que se recibió durante el año.
32	¿Quién está involucrado en el plan?	Durante el año, todos los grupos interesados de LAS analizan los elementos de LCAP, que se derivan del chárter más reciente de LAS y las áreas que se deben actualizar; En junio, la Mesa Directiva de LAS: 3 padres, 3 personal, y 3 miembros comunitarios aprueban el documento final actualizado de LCAP que incluye la retroalimentación de los grupos interesados que se recibió durante el año.
33	¿Cómo es que el estado mide el éxito?	El estado está implementando un nuevo sistema de evaluaciones y todavía está decidiendo el nuevo criterio de contabilidad. Actualmente, el estado está reuniendo los datos iniciales para todas las escuelas.
34	¿Existen penalidades por no alcanzar los objetivos?	El estado está implementando un nuevo sistema de evaluaciones y todavía está decidiendo el nuevo criterio de contabilidad. Actualmente, el estado está reuniendo los datos iniciales para todas las escuelas.
35	¿Dónde lo encuentro?	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
36	¿Hay copias? (proveyó su correo electrónico)	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
37	¿Dónde puede un padre encontrar el plan?	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
38	Para mantenerse actualizado con los objetivos de padres. Buscarlo en línea (proveyó correo electrónico)	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
39	¿Cuál es el objetivo para los miembros del personal, maestros, padres?	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes.
40	¿Cuáles son las ocho prioridades estatales?	estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al curso
41	Distribución de fondos	Durante los meses de primavera, las reuniones de Asociación de Padres se enfocaron en las asignaciones de LCFF alineados con LCAP
42	¿Cuál es la línea de tiempo de enero a marzo? (buscando cuatro personas) abril-mayo distrito	interesados enfocados quienes conducirán un estudio profundo del documento LCAP, participarán en las conversaciones abiertas durante reuniones de padres y del personal escolar, y proveerán retroalimentación para la actualización anual del documento LCAP.
43	Conocimiento	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
44	¿Cuáles son los ocho objetivos estatales?	estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al curso
45	¿Cuáles son algunas metas específicas para el personal, maestros y padres?	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes.



46	<i>¿Cuáles son metas de corto y largo plazo?</i>	del carácter de LAS con el fin de cumplir con estas metas. Favor de referirse al LCAP de LAS para información específica con respecto a planes de acción con énfasis en varios grupos interesados: personal escolar, maestros, padres y estudiantes. El plan LCAP de LAS está diseñado a mostrar metas que muestran progreso gradual de año en año. Por ejemplo: La Misión 4 del plan LCAP de LAS: Metas escolares 4. AÑO 14-15: 80% o más de los padres participan en proceso de elección para representantes de padres en varios cuerpos gubernativos: la Mesa Directiva, el Concilio de Padres, Comités. AÑO 15-16: 85% o más de los padres participan en el proceso de elección para representantes de padres en varios cuerpos gubernativos: la Mesa Directiva, el Concilio de Padres, Comités. AÑO 16-17: 90% o más de los padres participan en el proceso de elección para representantes de padres en varios cuerpos gubernativos: la Mesa Directiva, el Concilio de Padres, Comités.
47	<i>¿Cuál sería el peor caso para la escuela si no recibiera aprobación para renovación del carácter?</i>	El peor escenario sería que la petición de carácter no se apruebe para renovación y como resultado, eso requeriría que la escuela se prepare para cerrar en su último año de su último ciclo de cinco años como carácter (2019)
48	<i>¿Cuáles son cosas específicas que diferencian escuelas constitucionales de escuelas no constitucionales?</i>	escuelas públicas están compuestas como distritos mientras algunas están establecidas como escuelas carácter o constitucionales. Las dos clases de escuelas públicas reciben fondos del gobierno; sin embargo, escuelas del distrito y escuelas carácter pueden variar en algunos o todos los siguientes elementos: 1) la gobernanza, 2) las finanzas, 3) el diseño programático, y 4) el personal escolar.
49	<i>Quisiera saber cómo podemos ayudar para Lograr las metas de la escuela</i>	misión del carácter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
50	<i>Yo quisiera saber cómo se puede uno de padre involucrar para ayudar a nuestros hijos</i>	misión del carácter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
51	<i>¿Cuál es el objetivo?</i>	El objetivo principal de tanto el carácter de LAS como el plan de LCAP de LAS es de alcanzar un alto nivel de logro estudiantil.
52	<i>¿Y cuales son las 8 Prioridades estatales?</i>	estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al cursos
53	<i>¿Dónde encontrar información?</i>	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
54	<i>Artículos de acción para cumplir con objetivos de matemáticas</i>	aprendizaje y decisiones instructivas en el salón para aumentar el aprendizaje y logro estudiantil
55	<i>Fondos distribuidos para ayudar el plan</i>	El plan LCAP de LAS incluye el presupuesto de LCFF que financiaría las acciones y los servicios delineados
56	<i>Más información</i>	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
57	<i>¿Está el documento LCAP disponible en el sitio web?</i>	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico
58	<i>¿Cómo podemos comunicarnos con más padres?</i>	plan LCAP de LAS. La información del plan de LCAP está disponible para la comunidad a través del sitio web, copias impresas en la oficina, y a solicitud de correo electrónico. Además, el plan de LCAP es un tema permanente en las reuniones mensuales de Asociación de Padres y de la Mesa Directiva. Las dos son reuniones públicas y están abiertas a todos los que gusten asistir.
59	<i>¿Relación entre carácter y LCAP?</i>	La constitución de LAS y el documento LCAP definen las mismas metas y acciones alineadas con la misión escolar. LCAP se actualiza anualmente y el carácter se entrega para renovación cada cinco años. Los dos documentos son importantes con el fin de asegurar que LAS permanezca abierto y disponible para sus estudiantes.
60	<i>Si no se cumplan las ocho prioridades de LCAP, ¿perdemos fondos?</i>	El estado está implementando un nuevo sistema de evaluaciones y está decidiendo su nuevo criterio de contabilidad. Actualmente, el estado está reuniendo los datos iniciales de todas las escuelas.
61	<i>¿Fondos distribuidos?</i>	El plan LCAP de LAS incluye el presupuesto de LCFF que financiaría las acciones y los servicios delineados
62	<i>¿Cuáles son las ocho prioridades?</i>	estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al curso

63	<i>Estamos asistiendo a las reuniones de padres, enfocados en padres: ¿Qué tienen que hacer los padres? Para cumplir objetivos</i>	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
64	<i>Quisiéramos saber la distribución de fondos académico y el progreso que hay en la escuela y cómo podemos ayudar para mejorar</i>	acciones y los servicios delineados. Durante los meses de primavera, en las reuniones de Asociación de Padres se analizaron las varias distribuciones de fondos tal como se alinean con las metas del chárter y plan LCAP de LAS. Además, el plan LCAP de LAS delineó minuciosamente las metas y acciones alineadas en la misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
65	<i>¿Cómo podemos ayudar a lograr LAS la meta o uno como padre puede ayudar a lograrlo?</i>	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
66	<i>¿En qué se basa LCAP?</i>	ley y California identificó ocho prioridades estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al curso
67	<i>¿Cuáles son las 8 prioridades estatales?</i>	estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al curso
68	<i>¿Cuáles son las prioridades estatales?</i>	estatales para programas educativos. Estas ocho áreas de prioridades estatales específicas tienen la intención de abarcar los ingredientes clave de escuelas de alta calidad. Las ocho prioridades estatales son: 1) Logro estudiantil, 2) Participación estudiantil, 3) Otros resultados estudiantiles, 4) Ambiente estudiantil, 5) Participación de padres, 6) Servicios básicos, 7) Implementación de normas estatales comunes, y 8) Acceso al curso
69	<i>¿Cuáles son los objetivos del plan de acción escolar?</i>	El objetivo principal de tanto el chárter de LAS como el plan de LCAP de LAS es de alcanzar un alto nivel de logro estudiantil.
70	<i>¿Cómo se van a cumplir estos objetivos?</i>	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes.
71	<i>¿Qué podemos hacer como padres para obtener más fondos y mantenerlos?</i>	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
72	<i>¿Cómo podemos dedicar más fondos a clases de enriquecimiento?</i>	de fondos del Concilio de Padres y Programas de Enriquecimiento ayudan para apoyar el aumento de clases.
73	<i>¿Cómo podemos ayudar en recaudar más fondos con más eficacia?</i>	Al diversificar los esfuerzos de recaudación de fondos entre internos (eventos escolares, ventas de comida y dulces) y externos (becas, patrocinadores). El apoyo se puede dar mediante el donar habilidades como voluntario, tal como escribir aplicaciones para becas, comunicación con la comunidad, etc.
74	<i>¿Podemos explorar el tener clases de enriquecimiento "por costo" para poder aumentar las clases?</i>	Las familias actualmente tienen la opción de donar al programa de enriquecimiento. La necesidad para añadir clases se evalúa anualmente.
75	<i>¿Qué programas hay para padre para asistir a sus hijos en casa?</i>	LAS ha comprado el programa de Study Island en varias materias para los estudiantes. Las familias pueden animar un tiempo de estudio en casa y utilizar el programa para practicar habilidades en Artes de Lenguaje, Matemáticas, Ciencia e Historia.
76	<i>¿Cómo podemos ayudar a maestros/estudiantes en lograr y cumplir las nuevas normas?</i>	Las familias pueden asegurar que la tarea de los estudiantes se complete cada noche. También, LAS ha comprado el programa de Study Island en varias materias para los estudiantes. Las familias pueden animar un tiempo de estudio en casa y utilizar el programa para practicar habilidades en Artes de Lenguaje, Matemáticas, Ciencia e Historia. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
77	<i>¿A dónde van los fondos escolares?</i>	Se aprueba un presupuesto anual en junio de cada año y tiene la intención de apoyar todas las facetas de la misión del chárter de LAS.
78	<i>¿Cuándo inaugurarán los salones nuevos? ¡Fiesta!</i>	grado. Los estudiantes en esos niveles han, a su propia manera, celebrado su nuevo espacio de aprendizaje.

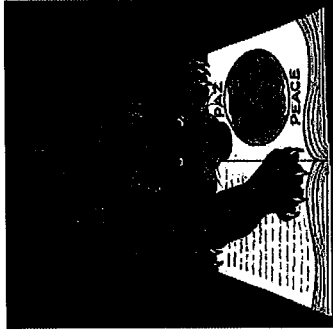
79	<i>¿Cómo pueden los padres apoyar a los maestro(s) en casa?</i>	Las familias pueden asegurar que la tarea de los estudiantes se complete cada noche. También, LAS ha comprado el programa de Study Island en varias materias para los estudiantes. Las familias pueden animar un tiempo de estudio en casa y utilizar el programa para practicar habilidades en Artes de Lenguaje, Matemáticas, Ciencia e Historia. En primer lugar, es fundamental que las familias aseguren que sus hijos estén sanos y asistan regularmente a la escuela y estén listos para aprender.
80	<i>¿Cómo se pueden ampliar las clases de enriquecimiento, para tener clases para kínder también?</i>	Actualmente, la diferencia en el horario impacta la accesibilidad a los programas.
81	<i>¿Con qué dinero se pagará el préstamo de construcción? ¿Por qué no se paga con dinero de LCAP?</i>	Los fondos para pagar el préstamo se sacarán del préstamo general.
82	<i>Un ejemplo de observación instructiva entre colegas</i>	Los maestros de LAS participan en varias oportunidades de observación instructiva entre colegas. Recientemente, junto con un entrenador de desarrollo profesional en normas comunes de matemáticas, los maestros de kínder a quinto pudieron conducir una observación instructiva entre colegas en matemáticas con un énfasis en prácticas matemáticas en normas comunes estatales.
83	<i>¿Por qué se les sigue pidiendo a los padres que compren materiales y paguen parte de los paseos?</i>	Todas las donaciones son voluntarias y se aprecias mucho.
84	<i>¿La tecnología va a avanzar: tableta, todo va a ser en computadora? ¿Tarea? ¿Correo electrónico? ¿Notas en clase?</i>	Definitivamente habrá un aumento en el uso de tecnología en los salones en los próximos años. Los estudiantes de LAS estarán preparados para demostrar su aprendizaje de manera escrita y en informática.
85	<i>¿Se van a agrandar las clases de los programas después de escuela? (ASES, Enriquecimiento)</i>	En este momento, con el fin de asegurar un programa de alta calidad, el programa está diseñado para 140 estudiantes. No hay plan para aumentar la cantidad al momento.
86	<i>Clases de K-6, ¿van a incrementar?</i>	La meta a largo plazo es de tener tres secciones en los niveles de kínder a sexto grado. Durante el 2014-15, los niveles de kínder a cuarto grado ya tienen tres secciones.
87	<i>¿20+ estudiantes?</i>	Una meta de LAS es de ofrecer cantidades de clase más pequeñas en todos los niveles comparados con las escuelas vecinas. Actualmente, los niveles de kínder a quinto tienen 23 estudiantes o menos.
88	<i>Taller para padres de cómo ayudar a nuestros hijos con el acoso escolar</i>	El 15 de mayo del 2015, el Concilio de Padres organizó y llevó a cabo su taller anual de anti-acoso. Aunque este es un tema constante durante todo el año en los salones, LAS reconoce que toma un pueblo para nutrir una comunidad escolar segura.
89	<i>Como mejorar la comunicación entre padres y la escuela</i>	Se anima a las familias a participar en varios grupos gubernativos para los padres: Concilio de Padres, Asociación de Padres, Mesa Directiva y Comités. Se sigue utilizando varios métodos de comunicación para comunicarse con las familias.
90	<i>Cómo involucrar a los padres y los estudiantes en actividades escolares; por ejemplo venir a limpiar la escuela una vez al mes.</i>	misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. Se anima a las familias a participar en varios grupos gubernativos para los padres: Concilio de Padres, Asociación de Padres, Mesa Directiva y Comités
91	<i>Quisiera más enriquecimiento</i>	Cada año se evalúa la necesidad de aumentar las clases.
92	<i>¿Por qué no hay más clases de enriquecimiento? ¿No hay suficientes maestros?</i>	Cada año se evalúa la necesidad de aumentar las clases.
93	<i>Saber más sobre las misiones de la escuela, los niños y los padres</i>	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico. El plan LCAP de LAS delinea minuciosamente las metas y acciones alineadas en la misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. Se anima a las familias a participar en varios grupos gubernativos para los padres: Concilio de Padres, Asociación de Padres, Mesa Directiva y Comités
94	<i>Más viajes educativos</i>	Un Viaje Educativo es una actividad basada en investigación que fomenta la auto-reflexión, la conciencia y el establecer metas. La mayoría del personal de LAS ha sido entrenado en esta estrategia y lo ha implementado en sus salones.
95	<i>Más información para los padres sobre el progreso de sus hijos en la escuela</i>	Además de recibir reportes de progreso y reportes de calificación, las familias se juntan con los maestros dos veces al año durante las conferencias de padres y maestros. Las familias siempre tienen la opción de contactar al maestro de su hijo/a y solicitar noticias actuales del progreso de su hijo/a durante el año.
96	<i>Más métodos de informar a otros padres para que vengan a estas juntas</i>	La información de LCAP de LAS está disponible para la comunidad a través de: el sitio web, copias impresas en la oficina, y a petición de correo electrónico. El plan LCAP de LAS delinea minuciosamente las metas y acciones alineadas en la misión del chárter de LAS con el fin de cumplir con estos objetivos. Favor de consultar con el plan de LCAP de LAS para obtener información específica sobre los planes de acción con énfasis en diversos papeles de los grupos interesados: personal escolar, maestros, padres y estudiantes. Se anima a las familias a participar en varios grupos gubernativos para los padres: Concilio de Padres, Asociación de Padres, Mesa Directiva y Comités
97	<i>Más información para los estudiantes de como cruzar la calle(que no se queden en el crucero de luz)</i>	ambiente escolar seguro. Se supervisa a los estudiantes 15 minutos antes y después de escuela y durante esos tiempos se espera que los estudiantes utilicen el paso de peatones que se encuentra al principio de los carriles donde se deja y recoge a los estudiantes.

98	<i>¿Podrían traer en programa parecido a ASES en el cual ayuden a las estudiantes en las materias académicas como el Inglés, matemáticas y escritura? ¿Por qué no hay un maestro separado para ciencia y otro para historia? ¿Más enfoque en el Inglés desde más temprana edad</i>	búsqueda de más apoyo en habilidades académicas centrales. Se hará una evaluación de necesidad antes de buscar viabilidad de establecer programas después de escuela. Actualmente, la escuela secundaria se ha diseñado para que los maestros enseñen cierta cantidad de cursos, incluyendo Ciencia e Historia. El programa de inmersión de LAS se ha diseñado como 90/10 y por lo tanto, cualquier cambio en la proporción de instrucción de lenguaje se debe investigar cuidadosamente para su eficacia. En LAS, el Equipo de Diseño Curricular (CDT) es el comité que investiga tales recomendaciones programáticas.
99	<i>¿Cómo se entrenará a los maestros para enseñar de la tecnología?</i>	Se hace una evaluación de necesidad con el fin de asegurar la clase de desarrollo profesional para el personal escolar para el siguiente año.
100	<i>¿Cuál es la proporción de estudiantes a computadoras?</i>	Actualmente, los niveles de cuarto a sexto tienen una computadora en proporción con cada tres estudiantes; con el tiempo, la meta es de tener una proporción de una computadora por cada estudiantes para toda la escuela.
101	<i>¿Se puede hacer esto a diario?</i>	Definitivamente habrá un aumento en el uso de tecnología en los salones en los próximos años. Los estudiantes de LAS estarán preparados para demostrar su aprendizaje de manera escrita y en informática.
102	<i>¿Cambios a los libros de texto?</i>	El estado ha adoptado las normas estatales comunes y está en el proceso de adoptar libros de texto alineados con las normas. Como consecuencia, LAS ha reservado fondos para comprar libros de texto.
103	<i>¿Desarrollo profesional? ¿Entrenamientos?</i>	Se hace una evaluación de necesidad con el fin de asegurar la clase de desarrollo profesional para el personal escolar para el siguiente año.
104	<i>¿Cómo va la escuela a pagar el préstamo de la construcción?</i>	Los fondos para pagar el préstamos de plantel saldrán del presupuesto general.
105	<i>Queremos saber cómo se están preparando los estudiantes para tomar el examen "Common Core"</i>	LAS students are being prepared to take the Common Core aligned state exams. All six LAS Program Design Elements work in synchronicity to ensure students success: 1) Research, 2) Professional Development, 3) Assessment and Accountability, 4) Curriculum Design, 5) Instruction, and 6) Support Structure
106	<i>Equipo de baloncesto para los chicos/chicas (otros deportes?)</i>	Cada año se evalúa la necesidad de clases.
107	<i>Más información sobre el acoso escolar (anti-acoso) acoso físico</i>	El 15 de mayo del 2015, el Concilio de Padres organizó y llevó a cabo su taller anual de anti-acoso. Aunque este es un tema constante durante todo el año en los salones, LAS reconoce que toma un pueblo para nutrir una comunidad escolar segura.
108	<i>He estado participando en diferentes eventos escolares con la expectativa que el dinero recaudado se utilizaría para los paseos. ¿Cómo se está utilizando estas donaciones para los paseos?</i>	Todas las donaciones son voluntarias y se aprecian mucho. Las donaciones permiten la expansión del itinerario de paseos en ese año específico.
109	<i>Ideas sobre como mejorar las areas rojas</i>	El equipo de asesoría de LCAP ha estado dirigiendo la conversación durante reuniones sobre como mejorar la participación de padres.
110	<i>Si pudiéramos encontrar más maneras de comunicarnos con los padres para mejorar las areas rojas</i>	El equipo de asesoría de LCAP ha estado dirigiendo la conversación durante reuniones sobre como mejorar la participación de padres.
111	<i>¿Que tipo de bocadillos saludables se está vendiendo? ¿Ha cambiado algo?</i>	Aunque no se ha hablado sobre qué se considera un bocadillo saludable, la comunidad de LAS está consiente de esta expectativa cuando escogemos lo que vamos a vender.
112	<i>¿Podríamos mandar las encuestas electronicamente? Debido a que algunos padres no reciben los documentos de sus estudiantes.</i>	Las encuestas de LAS continuaran siendo disponibles electronicamente y en papel.
113	<i>Algún tipo de incentivo para aquellos documentos en los que la escuela necesita 100%</i>	LAS ofrece incentivos para clases que logran las metas de participación.
114	<i>Queremos incorporar opciones saludables. Como vamos a definir esto?</i>	Esto esta en proceso.
115	<i>Relajación antes de los exámenes</i>	de relajación.
116	<i>Hay agencias que vienen para enseñar a los estudiantes a resolver problemas?</i>	Si, LAS contrata agencias para trabajar con estudiantes que necesitan ayuda especial.
117	<i>¿Ofrecen zumba?</i>	Hay una clase de zumba durante clases de enriquecimiento.
118	<i>¿Hay educación física aparte de educación física?</i>	Se necesita más clarificación.
119	<i>¿Que podemos hacer para incrementas el porcentaje? Revisar mochilas u obtener los documentos es un reto.</i>	Hay muchas maneras de incrementas la participación. Conversaciones con grupos interesavos se llevaran a cabo.
120	<i>¿Como se deciden las metas del próximo año?</i>	Las metas de LCAP estan basadas en las metas del charter de LAS. Las familias tienen varias formas de acceder al charter de LAS y el conocimiento en el plan LCAP de LAS. La información del plan de LCAP está disponible para la comunidad a través del sitio web, copias impresas en la oficina, y a solicitud de correo electrónico. Además, LCAP es un punto constante durante las reuniones de la asociación de las familias tienen varias formas de acceder al charter de LAS y el conocimiento en el plan LCAP de LAS. La información del plan de LCAP está disponible para la comunidad a través del sitio web, copias impresas en la oficina, y a solicitud de correo electrónico. Además, LCAP es un punto constante durante las reuniones de la asociación de
121	<i>¿Como se comunica esto a padres que no van a las reuniones?</i>	
122	<i>Mandar notas a la casa para informar sobre las reuniones.</i>	
123	<i>¿Se puede incrementar el LCFF? ¿Como?</i>	Los fondos de LCFF estan basados en la matriculación y la composición demográfica de los estudiantes.

124	<i>¿Podemos tener un sistema de carpetas para que los padres puedan reconocer que documentos se tienen que regresar? Como la idea de PAWS</i>	Esto esta en proceso.
125	<i>¿Como podemos incrementar los fondos de LCFF que recibe la escuela?</i>	Los fondos de LCFF estan basados en la matriculación y la composición demográfica de los estudiantes.
126	<i>Honestamente, que tanto poder tienen los padres en determinar como se gasta el dinero?</i>	Los padres tienen la oportunidad de discutir las metas y prioridades de LAS. Compromisos sobre estas metas suceden constantemente.
127	<i>Llamadas para anunciar cuando las encuestas se van a mandar</i>	Las familias tienen varias formas de acceder al charter de LAS y el conocimiento en el plan LCAP de LAS. La información del plan de LCAP está disponible para la comunidad a través del sitio web, copias impresas en la oficina, y a solicitud de correo electrónico. Además, LCAP es un punto constante durante las reuniones de la asociación de
128	<i>¿Las encuestas son mandadas por correo electrónico?</i>	electronicamente y en papel.
129	<i>Competencias entre clases de traer las encuestas</i>	participación.
130	<i>Boletín informativo - añadir cantidades pequeñas de información de LCAP, no todo a la vez</i>	Las familias tienen varias formas de acceder al charter de LAS y el conocimiento en el plan LCAP de LAS. La información del plan de LCAP está disponible para la comunidad a través del sitio web, copias impresas en la oficina, y a solicitud de correo electrónico. Además, LCAP es un punto constante durante las reuniones de la asociación de
131	<i>Hacer una lista de comida saludable y que los padres escojan. La idea de memo de Jaguar fue un éxito.</i>	Esto esta en proceso. Talvez esto puede ser un proyecto para el concilio de padres.
132	<i>¿Meta #3? ¿Mas que bocadillos saludables?</i>	concilio de padres.
133	<i>opciones para proveer retroalimentación y las encuestas.</i>	electronicamente y en papel.
134	<i>preguntas?</i>	LAS.
135	<i>¿Como podemos pagar menos durante nuestros paseos?</i>	Donaciones voluntarias siempre son bienvenidas.
136	<i>¿Con quien podemos hablar para ayudar a organizar eventos?</i>	Dependiendo en el evento, pueden contactar al concilio de estudiantes, concilio de padres, y el liderazgo escolar.
137	<i>Saber como recaudar fondos para paseos y motivar a otros padres a recaudar fondos para estudiantes que necesitan la ayuda</i>	Dependiendo en el evento, pueden contactar al concilio de estudiantes, concilio de padres, y el liderazgo escolar.
138	<i>mensajes de texto como recordatorios</i>	El equipo de asesoría de LCAP explorará la viabilidad de esta opción.
139	<i>¿Como podemos promover bocadillos saludables mientras la escuela ofrece comida procesada?</i>	LAS continua explorando las maneras de mejorar nuestra escuela y la viabilidad de estas ideas en base a perspectivas financieros, Actualmente LAS tiene un contrato con el distrito unificado de la ciudad de sacramento para servicios de nutrición. LAS continua explorando las maneras de mejorar nuestra escuela y la viabilidad de estas ideas en base a perspectivas financieros, programaticos, y de
140	<i>¿Como podemos cambiar la comida cocinada vs. la comida procesada?</i>	LAS a conducido pequeñas discusiones mensuales donde las familias pueden aprender sobre LCAP. En estas sesiones, los participantes llenan un formulario donde documentan su entendimiento sobre
141	<i>Para saber que documentos son importantes</i>	año.
142	<i>¿Como podemos recibir mas fondos para ASES?</i>	La presencia diaria es crucial no solo para la educación de los estudiantes, si no para el bienestar financiero de la escuela.
143	<i>¿Hay dinero por estudiante, por día?</i>	El equipo de asesoría de LCAP ha estado dirigiendo la conversación durante reuniones sobre como mejorar la participación de padres; esto incluye la idea de utilizar papel dorado para documentos que
144	<i>¿Como pueden los padres saber que formulario es importante?</i>	año.
145	<i>Fondos insuficientes para ASES</i>	Los fondos de LCFF estan basados en la matriculación y la composición demográfica de los estudiantes. Lograr la metas de LCAP y lograr las metas del charter, son necesarias para poder renovar el charter cada cinco años. El charter actual expira durante el año
146	<i>¿Si logramos las metas de LCAP, recibimos mas dinero?</i>	Los fondos de LCFF estan basados en la matriculación y la composición demográfica de los estudiantes. Lograr la metas de LCAP y lograr las metas del charter, son necesarias para poder renovar el charter cada cinco años. El charter actual expira durante el año
147	<i>¿Que sería un LCAP inaceptable que no nos daría fondos de LCFF?</i>	Mediante la nueva ley federal (ESSA), el estatus de mejoramiento del programa se paraliza. Discusiones se estan llevando a cabo para definir la responsabilidad bajo esta nueva ley federal.
148	<i>Si continuamos siendo PI, será afectado nuestro LCAP/LCFF?</i>	Claro, además de las encuestas, hay medidas de responsabilidad internas y externas para monitorear el éxito académico de los
149	<i>¿Hay otros metodos para demostrar que estamos logrando las metas, aparte de las encuestas?</i>	

150	<i>¿Cual es el proceso si no logramos las metas?</i>	Lograr la metas de LCAP y lograr las metar del charter, son necesarias para poder renovar el chárter cada cinco años. El chárter actual expira durante el año escolar 2018-2019. Es importante que los grupos interesados continuen desarrollando maneras de mejorar nuestras metas. Es mejor justificar la renovación del chárter con
151	<i>¿Cuándo sucederá la encuesta? ¿Cual es el proceso? ¿Que estrategias se estan utilizando para incrementar la participación de padres?</i>	Las encuestas de LAS continuaran siendo disponibles electronicamente y en papel. Las encuestas se llevaran a cabo al fin del año. LAS ofrece incentivos para clases que logran las metas de participación.
152	<i>¿Por que la votación de el personal no está el 100%?</i>	participación.
153	<i>¿Como se dio la meta de 90% de participacion de padres?</i>	La meta de participación de padres esta basada en los grupos interesados. El acuerdo se hizo entro los padres, los estudiantes y el personal cuando LCAP fue incialmente escrito.
154	<i>¿Que porcentaje del 70% son costos para cuidado de salud?</i>	LAS ofrece un paquete de cuidados de salud generoso, completamente pagado para empleados y sus hijas/os. Gastos para la asistencia medica de los empleados a incrementado desde el principio de la escuela. En general, incrementa un 7% cada año.
155	<i>¿De el 50% de padres que votan, que sector demografico representa?</i>	Aunque no se ha hecho un estudio formal sobre esto, la entrega de boletas depende mas esfuerzos de clase que alguna característica
156	<i>¿Que sucede si no logramos nuestras metas de LCAP? ¿Cuáles son los pasos a seguir?</i>	Lograr la metas de LCAP y lograr las metar del charter, son necesarias para poder renovar el chárter cada cinco años. El chárter actual expira durante el año escolar 2018-2019. Es importante que los grupos interesados continuen desarrollando maneras de mejorar nuestras metas. Es mejor justificar la renovación del chárter con
157	<i>¿Como es que la escuela obtiene y monitorea información?</i>	La escuela continúa monitoreando la información de estudiantes mediante los maestro/as, ILLUMINATE, SEIS, y CALPADS.
158	<i>¿Como es que LCAP guía nuestra instrucción?</i>	LCAP es el plan escolar para lograr las metas del chárter. La instrucción de calidad viene de los maestros/as que estan bien capacitados y que estan dedicados a la constante mejora de la
159	<i>¿Como le damos prioridad a lo que es más importante o a lo que recibe mas fondos?</i>	Cada año la escuela revisa y aprueba el presupuesto escolar, el cual refleja las necesidades actuales de la comunidad.
160	<i>El porcentaje está basado en familia or padre?</i>	La meta del porcentaje de participación esta basada en el numero que votantes calificados.
161	<i>Durante los paseos, hay otros padres que pueden pagar y otros que no.</i>	Esto es cierto.
162	<i>¿Como se divide el dinero para los paseos?</i>	Cada año, cada estudiante es asignado una suma de dinero para paseos. Gastos adicionales son cubiertos mediante fondos
163	<i>¿Todos los grados reciben la misma suma de dinero?</i>	Si, cada año, cada estudiante es asignado una suma de dinero para paseos. Gastos adicionales son cubiertos mediante fondos
164	<i>¿Como se divide el dinero entre los grados?</i>	Cada año, cada estudiante es asignado una suma de dinero para paseos. Gastos adicionales son cubiertos mediante fondos
165	<i>¿Donde está el dinero que recauda el concilio de padres? ¿Está basado en un porcentaje de cada grado?</i>	El concilio de padres recauda fondos para hacer su presupuesto y hacer gastos como corresponda.
166	<i>¿Donde podemos encontrar noticias recientes sobre el estacionamiento?</i>	El proyecto del estacionamiento sigue siendo discutido de diferentes maneras: reuniones de la mesa directiva, concilio de padres, asociación de padres, comité del plantel, entro otros.
167	<i>Financiación para estudiantes de secundaria - puede el concilio de padres recaudar los fondos?</i>	El concilio de padres recauda fondos para hacer su presupuesto y hacer gastos como corresponda.
168	<i>Los padres que ayudan con las ventas, pueden obtener dinero para los fondos estudiantiles?</i>	Esto es algo que se discute entre cada equipo de cada nivel.
169	<i>¿Ventas de chocolates?</i>	Se necesita más clarificación.
170	<i>Me gustaría recibir el horario y la fecha cuando mandan mensajes sobre reuniones.</i>	Tipicamente, mensajes automatizados son se mandan en la tarde. El sitio de internet de LAS y el boletín de noticias tambien contienen
171	<i>Quisieran saber si pueden mandar encuestas u otros documentos por correo.</i>	La mayoría de los mensajes para las familias son distribuidos mediante los estudiantes. Este parece ser el medio mas eficiente y economico. Aun así, las familias pueden solicitar que mensajes sean
172	<i>¿Como son afectados los estudiantes si no obtienen buenas calificaciones en el CELDT?</i>	Estudiantes que son identificados como aprendices de inglés tomar el examen estatal CELDT. Este examen demuestra el progreso del estudiante. Si un estudieante no pasa el examen, el/ella califica para
173	<i>¿Se les explica a los estudiantes que van a tomar el examen CELDT y su importancia?</i>	Si. Los maestros/as explican a los estudiantes sobre la importancia de los exámenes estatales, incluyendo el examen CELDT.
174	<i>Los resultados son los mismos para 1-3, si estan en un marco de idioma dual?</i>	Los resultados de programas como LAS no son comparable a resultados en escuelas tradicionales. En LAS, instrucción formal en inglés no se imparte hasta el tercer grado. Investigaciones indican que toma entre 5 a 7 años para aprender un nuevo idioma.

175	<i>Que es LCAP?</i>	LCAP es el plan del programa que se relaciona con la financiación de LCFF de LAS ; se utiliza como plano para las metas y acciones
176	<i>¿Como es que los maestros/as lograron sus metas?</i>	Los maestros estan en conversación constante sobre los logros academicos de los estudiantes.
177	<i>¿Cuando la clase tiene un paseo y los padres no dan permiso, quien cuida a los estudiantes?</i>	Tipicamente, cuando un estudiante no participa en un paseo, su maestro/a asigna trabajo y lo manda a la clase de otro/a maestro/a
178	<i>Si es posible, añadir clases para construir artes manuales y despues venderlas.</i>	Estas habilidades son importantes. Sería apropiado compartir estas ideas con los maestros y con el personal de ASES.
179	<i>¿Que sucede cuando descubren a un estudiante con tabaco, drogas u otras sustancias ilegales?</i>	La seguridad de los estudiantes es muy importante para LAS. El uso o posesión de sustancias ilegales no es permitido en el plantel. Por favor, revise la guía estudiantil para mas información sobre esta
180	<i>¿Como podemos, como padres, promover nuestra escuela? Parece que no muchas gente que vive en esta comunidad conoce la escuela.</i>	A lo contrario, la lista de espera sigue creciendo. Por años se ha considerado la posibilidad de abrir otro campus para admitir a el alto numero de estudiantes en la lista de espera.
181	<i>¿Que hacen los estudiantes en ASUS? ¿Podemos in a observar?</i>	Los estudiantes de ASES estan involucrados en una variedad de actividades de aprendizaje. Estan bienvenidos a observar; solo contacten a el cordinador de ASES en la oficina.
182	<i>¿Puede LAS proveer cuidado para kinder de pre-transición?</i>	Por el momento, no hay planes de ofrecer cuidados para estudiantes de kinder pre-transicional.
183	<i>Yo Yolanda me gustaria que me mandaran texto para los avisas de las juntas o otras casa que aygan en la escuela es mi sujerencia Gracias.</i>	LAS continua desarrollando maneras para mejorar la comunicacion con las familias. Actualmente, las familias se enteran sobre las reuniones y eventos mediante el boletín escolar, llamada automatizadas y el sitio de internet. El equipo de asesoría de LCAP estan explorando la idea de mandar mensajes de texo automatizados



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

## Local Control and Accountability Plan (LCAP) ANNUAL UPDATE 2015-16 DRAFT v.5.5.16

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**Annual Update (Year 2: 2015-16)**

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

**Guiding Questions:**

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

**LAS LCAP Color Codes:**

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

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

<b>Original GOAL</b> from prior year	<b>LAS MISSION: #1 BILITERACY</b> Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world	<b>Related State and/or Local Priorities:</b> 1__ 2__ x 3__ 4__ x 5__ 6__ 7__ 8__ x
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LCAP:

situations and diverse settings.

COE only: 9 \_\_ 10 \_\_

Local : Specify \_\_\_\_\_

Goal Applies to:

Schools: Charterwide

Applicable Pupil Subgroups:

All: EL, RFEP, LI, SWD

**PREMISES FOR DATA ANALYSIS (PDA)**

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

**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)**

Expected Annual Measurable Outcomes:

Actual Annual Measurable Outcomes:

PDA

#1-4

TBA as the state defines new accountability measures and the first data for SBAC testing results is released.

#1-2

TBA per State Guidelines

#3-4

LAS LCAP Baseline Data: CAASPP Spring 2015 Results Percentage of Students Meeting/Exceeding Standard

School-wide ELA: 27%

Significant Subgroups ELA:

Latino: 25%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 19%

Redesignated English Learners (RFEP): 42%

English Learners (EL): 5%

Grade 5 ELA: 21%

Significant Subgroups ELA:

Latino: 19%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 6%

Redesignated English Learners (RFEP): 33%

English Learners (EL): 4%

**STAGE 1 Emerging Biliteracy Grades K-3**

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

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

**STAGE 2 Expanding Biliteracy Grades 4-6**

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

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

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

**STAGE 3 Full Biliteracy Grades 7-8**

- 3.1 (ENGLISH) 85% or more of EL students will be reclassified by the end of Stage 3
- 3.2 (ENGLISH) 65% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
- 3.3 (ENGLISH) 65% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) \*SED\*Latino\*SWD \*EL

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

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

Grade 6 ELA: 37%

Significant Subgroups ELA:

Latino: 33%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 20%

Redesignated English Learners (RFEP): 46%  
English Learners (EL): 7%

Grade 7 ELA: 33%

Significant Subgroups ELA:

Latino: 33%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 30%

Redesignated English Learners (RFEP): 40%  
English Learners (EL): 7%

Grade 8 ELA: 46%

Significant Subgroups ELA:

Latino: 44%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 40%

Redesignated English Learners (RFEP): 43%  
English Learners (EL): 0%

School-wide Math: 24%

Significant Subgroups Math:

Latino: 22%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 19%

Redesignated English Learners (RFEP): 37%  
English Learners (EL): 10%

Grade 5 Math: 12%

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

STAGE 1 Emerging Biliteracy Grades K-3

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

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

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

Significant Subgroups Math:

Latino: 9%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 8%

Redesignated English Learners (RFEP): 67%

English Learners (EL): 4%

Grade 6 Math: 25%

Significant Subgroups Math:

Latino: 21%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 17%

Redesignated English Learners (RFEP): 23%

English Learners (EL): 14%

Grade 7 Math: 26%

Significant Subgroups Math:

Latino: 26%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 27%

Redesignated English Learners (RFEP): 35%

English Learners (EL): 7%

Grade 8 Math: 36%

Significant Subgroups Math:

Latino: 36%

Students with Disability (SWD): 0%

Low Income Pupil (LIP): 27%

Redesignated English Learners (RFEP): 35%

English Learners (EL): 0%

CST Science

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

Grade 5 CSTI

School-wide Science: 77%

Significant Subgroups Science:

Latino: 78%

Students with Disability (SWD): 100%

Low Income Pupil (LIP): 71%

Redesignated English Learners (RFEP): 100%

English Learners (EL): 62%

Grade 8 CSTI

School-wide Science: 82%

Significant Subgroups Science:

Latino: 83%

Students with Disability (SWD): NA

Low Income Pupil (LIP): 84%

Redesignated English Learners (RFEP): 87%

English Learners (EL): 33%

CMA Science

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

Grade 5 CMA

School-wide Science: 100%

Significant Subgroups Science:

Latino: 100%

Students with Disability (SWD): 100%

Low Income Pupil (LIP): 100%

Redesignated English Learners (RFEP): 100%

English Learners (EL): 100%

Grade 8 CMA

School-wide Science: 75%

Significant Subgroups Science:

Latino: 75%

Students with Disability (SWD): 75%

Low Income Pupil (LIP): 75%

Redesignated English Learners (RFEP): 100%

English Learners (EL): 0%

PDA #5 and SP#1

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

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

In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.

PD#6

During the day, ?students ??received additional academic intervention support

SP#3

LAS LCAP Professional Reflections video archives from June, 2015, captured the beginning discussions on defining

			<p>significant internal assessments as well as student progress in various internal assessments in 2014-15.</p> <p>SP#7:  100% of LAS teachers continue to receive professional development in CCSS curriculum and instruction. LAS is waiting for the state's full guidelines in NGSS in order to create a professional development plan.</p>
<b>LAS MISSION: #1 BILITERACY</b>			
<b>LCAP Year: 2015-16 ANNUAL</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures



RESEARCH

- 1.1 Analyze achievement data by school-wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)
- 1.2 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

R- 1.1, 1.2,  
1.3  
PD- 2.1  
Cost: 74,000  
Source: EPA,  
LCFF Base,  
Supplemental,  
CCSS, Title 2  
Object:  
1000, 5000

R1.1 on LAS External Accountability Goals 1.1, 2.1 and 3.1. LAS met its End of Stage 1 (Goal 1.1a: Listening and Speaking), End of Stage 2 (Goal 2.1: Listening and Speaking), End of Stage 2 (Goal 2.1: Reading and Writing). However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading and Writing and End of Stage 3 (Goal 3.1: Redesignation Rate).

In the last four years, LAS Redesignation percentage has ranged from 5%-7% per given year. This past year, LAS rate is at 7%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.

R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above. Distributed AERA Journal to CDTI members for group study (December, 2014). Sent one LAS teacher to Columbia University for Writer's Workshop (WW) Seminar with emphasis on implementation for immersion programs (August, 2014). Sent a LAS teacher to attend Writer's Workshop Implementation Leadership training (2015-16). Sending two more teachers to attend state-wide WW training. Sending a second teacher to Columbia University for Writer's Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16).

R- 1.1, 1.2,  
1.3  
PD- 2.1  
Cost: 21,500  
Source: EPA,  
LCFF Base,  
Supplemental,  
CCSS, Title 2  
Object:  
1000, 5000

<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x Low Income pupils <u>  </u> x English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>	<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x Low Income pupils <u>  </u> x English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: Data analysis (API, Benchmarks) Common Core State Standards (CCSS) Expository Reading and Writing Training such as (ERWC) Designing CCSS redefined rubrics Differentiated Instruction Executive Functions such as ROPES Response to Intervention Writer’s Workshop PBIS</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1 Cost: 74,000 Source: EPA, LCFF Base, Supplemental, CCSS, Title 2 Object: 1000, 5000</p>
<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x Low Income pupils <u>  </u> x English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>	<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x Low Income pupils <u>  </u> x English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>
<p><b>CURRICULUM DESIGN</b></p> <p>3.1 Use of CCSS aligned core and supplementary materials</p> <p>3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e.</p>	<p>CD- 3.1, 3.2, 3.3 AA- 4.1, 4.2 Cost: 88,000</p>

<p>CELDT, ADEPT</p> <p>3.3 Create yearlong backward plans for curriculum</p> <p>3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning</p> <p>3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p>	<p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>	<p>results – i.e. CELDT, ADEPT, DRA and EDL</p> <p>CD 3.3 Created yearlong backward plans for curriculum (work in progress)</p> <p>CD 3.4 Implemented Understanding by Design (UbD) principles in curriculum/instructional planning (work in progress)</p> <p>CD 3.5. Continued implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p>	<p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups:(Specify) SWD _____</p>			
<p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs</p> <p>4.2 Administer CDT defined curriculum and benchmark assessments</p> <p>4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)</p>	<p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>	<p>CD- 3.1, 3.2, 3.3</p> <p>AA- 4.1, 4.2</p> <p>Cost: 88,000</p> <p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>	<p>CD- 3.1, 3.2, 3.3</p> <p>AA- 4.1, 4.2</p> <p>Cost: 40,470</p> <p>Source: LCFF Base, Supplemental, Concentration, CCSS Object: 4000, 5000</p>
<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p>			

<p><u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>		<p><u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>	
<p><b>INSTRUCTION</b>  5.1 Implementation of CCSS aligned core curriculum  5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction  5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</p>	<p>I 5.1  Cost: 1,885,573  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2  Object 1000</p>	<p>I 5.1 Continued implementation of CCSS aligned core curriculum  I 5.2 Incorporation of basic math concepts (mental math and basic measurements) during PE instruction  I 5.3 Utilization of second language learning strategies trainings such as SDAIE, SIOP</p>	<p>I 5.1  Cost: 1,651,427  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2  Object 1000</p>
<p>Scope of service: Charterwide  <u>  </u> ALL  OR:  <u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>		<p>Scope of service: Charterwide  <u>  </u> ALL  OR:  <u>  </u> <u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>	
<p><b>SUPPORT STRUCTURE</b>  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)</p>	<p>SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,900,000  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000</p>	<p>SS 6.1 Provided extensive student support structures (Examples: differentiated instruction, tutoring, summer school for incoming kindergartners (cancelled for 2016 due to site construction), extended day remediation)  SS 6.2 Established school-wide agreements 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. Implemented LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Individual Progress Team</p>	<p>SS- 6.1, 6.2, 6.3, 6.4 Cost: 1,687,427  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 2000, 4000, 5000</p>

		(IPT)	
Scope of service:	Charterwide	Scope of service:	Charterwide
<u>  </u> <u>  </u> ALL		<u>  </u> <u>  </u> ALL	
OR:		OR:	
<u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners		<u>  </u> Low Income pupils <u>  </u> <u>  </u> English Learners	
<u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient		<u>  </u> Foster Youth <u>  </u> <u>  </u> Redesignated fluent English proficient	
<u>  </u> Other Subgroups:(Specify) <u>  </u> SWD		<u>  </u> Other Subgroups:(Specify) <u>  </u> SWD	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	<b>LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS</b> Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ Charterwide Applicable Pupil Subgroups: _____ All: EL, RFEP, LI, SWD	
Expected Annual Measurable Outcomes:	<b>SP#2 Student engagement and building confidence and life skills for all students</b> 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% 3. Dropout for middle school at zero rate  <b>SP#3 Other student outcomes and building confidence and life skills for all students</b>	<b>SP#2 All three goals are met</b> 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% 3. Dropout for middle school at zero rate  <b>SP#3</b> #4-5 TBA with end of the year results #6-7 Goals are met

<p>-??% of Gr2-Gr6 students participated in fitness programs such as Adventures to Fitness</p> <p>-95% of K-8 students participated in daily "Brain Breaks" physical activities</p> <p>SP#4</p> <p>#8 Goal met re: suspension and expulsion with less than ??%</p> <p>#9 TBA Goal met with over ??% of Grades 2-8 students who participated with survey</p> <p>#10 TBA Goal met with ??% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish"</p> <p>#11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts; Parent Council conducted a mid-year survey that show top three areas of interest for enrichment opportunities; Sports: soccer; Music; Art; Ballet Folklórico, and Robotics. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate.</p>		<p>4. Subject emphasis: PE (K-Gr4) 75% or more of students will meet grade level mark or above in their courses by the end of the year</p> <p>5. Subject emphasis: PE (Gr5-Gr8) 80% or more of students will earn a passing grade of C or above in their courses</p> <p>6. 95% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program</p> <p>7. 95% of K-8 students participate in daily "Brain Breaks" physical activities</p> <p><b>SP#4 School climate and building confidence and life skills for all student</b></p> <p>8. Suspension and expulsion rate at less than 1% per year</p> <p>9. Student survey completion (Gr2-Gr8) at eighty-five percent (85%) or above participation</p> <p>10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at seventy percent (75%) or above rating</p> <p>11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production</p>	<p>-??% of Gr2-Gr6 students participated in fitness programs such as Adventures to Fitness</p> <p>-95% of K-8 students participated in daily "Brain Breaks" physical activities</p> <p>SP#4</p> <p>#8 Goal met re: suspension and expulsion with less than ??%</p> <p>#9 TBA Goal met with over ??% of Grades 2-8 students who participated with survey</p> <p>#10 TBA Goal met with ??% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish"</p> <p>#11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts; Parent Council conducted a mid-year survey that show top three areas of interest for enrichment opportunities; Sports: soccer; Music; Art; Ballet Folklórico, and Robotics. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate.</p>
<p><b>LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p><b>RESEARCH</b></p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 47,000</p>	<p>R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES, PBIS PD)</p>	<p>R- 1.1, 1.2 PD- 2.1, 2.2 Cost: 8,800</p>

<p>LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p>	<p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>	<p>R 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)</p>	<p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>
<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x <u>  </u> Low Income pupils <u>  </u> x <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>		<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> x <u>  </u> Low Income pupils <u>  </u> x <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>          </u> SWD</p>	
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>	<p>R- 1.1, 1.2</p> <p>PD- 2.1, 2.2</p> <p>Cost: 47,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>	<p>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <p>A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES PD)</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress)</p> <p>C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES PD)</p> <p>2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor</p>	<p>R- 1.1, 1.2</p> <p>PD- 2.1, 2.2</p> <p>Cost: 8,800</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object: 1000, 5000</p>
<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p>		<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p> <p>OR:</p>	

<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD</p>	
<p><b>CURRICULUM DESIGN</b>  3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design  3.2 Incorporate "Brain Break" into lesson planning</p>	<p>CD- 3.1  AA- 4.1, 4.2, 4.3  Cost: 43,000  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS  Object: 4000, 5000</p>	<p>CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design  CD 3.2 Incorporated "Brain Break" into lesson planning</p>	<p>CD- 3.1  AA- 4.1, 4.2, 4.3  Cost: 9,250  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS  Object: 4000, 5000</p>
<p>Scope of service: Charterwide  <input checked="" type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: Charterwide  <input checked="" type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD</p>	
<p><b>ASSESSMENTS AND ACCOUNTABILITY</b>  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</p>	<p>CD- 3.1  AA- 4.1, 4.2, 4.3  Cost: 43,000  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p>	<p>AA 4.1 Conducted attendance and LIFESKILLS recognition assemblies; invited families  AA 4.2 Encouraged classroom and grade level incentives  AA 4.3 TBA  Administered and analyzed yearly student survey  Grades TK-8: ??% stated, "I like my school."  Grades TK-1: ??% stated, "I feel safe at school."  Grades 2-8: ??% stated, "I feel safe at school."</p>	<p>CD- 3.1  AA- 4.1, 4.2, 4.3  Cost: 9,250  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p>



	Object: 4000, 5000	Grades TK-8: ??% stated, "My school is clean," AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (work in progress) 4.5 Analyzed student achievement in Physical Education; see PFT data	Object: 4000, 5000
Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD		Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD	
<b>INSTRUCTION</b> 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	I 5.1 Cost: 1,885,573 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000	I 5.1 Integrated lessons on life skills and healthy life style choices during instruction I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation	I 5.1 Cost: 339,089 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object 1000
Scope of service: Charterwide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD	SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost:	SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective	SS- 6.1, 6.2, 6.3, 6.4, 6.5 Cost:
<b>SUPPORT STRUCTURE</b> 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on			

<p>strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p> <p>6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes</p> <p>6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS</p> <p>6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>6.6 Promote school-wide healthy snacks choices</p> <p>6.7 Maintain suspension and expulsion rate at less than 1% per year</p>	<p>2,100,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES</p> <p>Grant, Title 1</p> <p>Object: 1000, 2000, 4000, 5000</p>	<p>339,089</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, ASES</p> <p>Grant, Title 1</p> <p>Object: 1000, 2000, 4000, 5000</p>
<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD</p>	<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD</p>	<p>emphasis on strong attendance rate</p> <p>SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance</p> <p>SS 6.3 Highlighted students' progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances 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 Connect-Ed to encourage engagement in civic actions</p> <p>SS 6.6 Promoted school-wide healthy snacks choices</p> <p>SS 6.7 Maintained suspension and expulsion rate at less than 1% per year</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		

<p>Original GOAL from prior year LCAP:</p>	<p><b>LAS MISSION: #3 LEADERSHIP &amp; CRITICAL THINKING</b>          Application of LAS Mission #1 and #2:          Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society</p>	<p>Related State and/or Local Priorities:          1__ 2__ 3__ 4__ 5__ 6__ x 7__ 8__ x          COE only: 9__ 10__          Local : Specify _____</p>
<p>Schools: Charterwide          Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p><b>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</b></p> <ol style="list-style-type: none"> <li>95% of students participate in the election process for Student Council Officers</li> <li>95% of Gr 3-8 students participate in voting for Grade Level Representatives</li> <li>95% of K-8 students have opportunities to practice leadership skills by the end of Gr8.</li> <li>75% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days</li> <li>95% of students participate in school-wide cleaning.</li> <li>By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project ( NLERAP) Participatory Action Research (PAR)</li> <li>By the end of Gr 8, 95% of students will have completed a minimum of 10 hours of community service.</li> <li>Subject emphasis: Electives (Middle School only)          -LAS will offer five or more elective courses annually          -80% or more of students earning a passing grade</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>
<p>SP#3          Items 1-4: All goals are met          Items 5-7: These items are still work in progress and need program structures          Item 8: Met the goal regarding Electives</p> <p>SP #4          Items 9-11: TBA All goals are met; For Item 11: ??% of families voted that they would "Recommend LAS to other parents."</p>		

<p>of C or above in their elective course</p> <p>-95% of students who need extra study skills support will receive assistance during elective block</p> <p><b><u>SP#4 Student climate and building leadership and critical thinking skills for all students</u></b></p> <p>9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need</p> <p>10. 90% or above of students participate in student survey completion</p> <p>11. Parent surveys indicate a rating of 85% or above overall satisfaction with the school</p>	
<p><b>LAS MISSION: #3 LEADERSHIP &amp; CRITICAL THINKING</b></p>	
<p>Planned Actions/Services</p>	
<p><b>Budgeted Expenditures</b></p> <p>R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>	<p><b>Actual Actions/Services</b></p>
<p><b>Budgeted Expenditures</b></p> <p>R- 1.2 PD- 2.1 Cost: 36,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>	<p><b>Actual Actions/Services</b></p> <p>R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large (work in progress)</p> <p>R 1.2 Need to design a community survey about community service projects (work in progress)</p>
<p><b>RESEARCH</b></p> <p>1.1 Document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large</p> <p>1.2 Analyze community survey for responses to questions about community service projects</p>	<p><b>Estimated Annual Expenditures</b></p> <p>R- 1.2 PD- 2.1 Cost: 10,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2 Object: 1000, 2000, 5000</p>
<p><b>Scope of service:</b></p> <p>Charterwide</p> <p><u>  </u> X <u>  </u> ALL</p>	<p><b>Scope of service:</b></p> <p>Charterwide</p> <p><u>  </u> X <u>  </u> ALL</p>

<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>	
<p><u>PROFESSIONAL DEVELOPMENT</u>  2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement  2.2 Continued training in student directed participatory research</p>	<p>R- 1.2  PD- 2.1  Cost: 36,000  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2  Object: 1000, 2000, 5000</p>	<p>PD 2.1 Need to establish professional development on performance task rubric design, calibration, and multiple measures of achievement (work in progress)  PD 2.2 Continued training in student directed participatory research; MS teachers are members of the Action Civics Education team from Sacramento County Office of Education (SCOEE).</p>	<p>R- 1.2  PD- 2.1  Cost: 10,000  Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2  Object: 1000, 2000, 5000</p>
<p>Scope of service:  <input checked="" type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>		<p>Scope of service:  <input checked="" type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>	
<p><u>CURRICULUM DESIGN</u>  3.1 Ensure curriculum includes leadership and critical thinking components  3.2 Include community service projects in curriculum design based on student reflections on survey results</p>		<p>CD 3.1 Ensured curriculum includes leadership and critical thinking components  CD 3.2 Need to establish systematic expectations on how to Include community service projects in curriculum design based on student reflections on survey results (work in progress)</p>	

<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p>		<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p>	
<p>OR:</p> <p><u>  </u> x <u>  </u> Low Income pupils <u>  </u> x <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>		<p>OR:</p> <p><u>  </u> x <u>  </u> Low Income pupils <u>  </u> x <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	
<p><u>ASSESSMENTS AND ACCOUNTABILITY</u></p> <p>4.1 Administer yearly student survey</p> <p>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>4.3 Analyze student achievement in middle school elective courses</p>	<p>AA- 4.1, 4.3</p> <p>Cost: 10,000</p> <p>Source: EPA, LCFF Base</p> <p>Object: 1000, 2000, 5000</p>	<p>AA 4.1 TBA Administered yearly student survey</p> <p>AA 4.2 TBA Ensured participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>AA 4.3 Analyze student achievement in middle school elective courses (work in progress)</p>	<p>AA- 4.1, 4.3</p> <p>Cost: 500</p> <p>Source: EPA, LCFF Base</p> <p>Object: 1000, 2000, 5000</p>
<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p>		<p>Scope of service: Charterwide</p> <p><u>  </u> x <u>  </u> ALL</p>	
<p>OR:</p> <p><u>  </u> x <u>  </u> Low Income pupils <u>  </u> x <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>		<p>OR:</p> <p><u>  </u> x <u>  </u> Low Income pupils <u>  </u> x <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> x <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	
<p><u>INSTRUCTION</u></p> <p>5.1 Highlight student led participatory action research projects and events during class</p> <p>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>5.3 Offer elective classes in middle school</p>	<p>I- 5.3</p> <p>SS- 6.1, 6.2, 6.3, 6.5</p> <p>Cost: 1,500,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p>	<p>I 5.1 Highlighted student led participatory action research projects and events during class</p> <p>I 5.2 Continued to ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>I 5.3 Continued to offer elective classes in middle school</p>	<p>I- 5.3</p> <p>SS- 6.1, 6.2, 6.3, 6.5</p> <p>Cost: 4,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS</p>

	Object: 1000, 4000, 5000	Object: 1000, 4000, 5000
Scope of service: Charterwide		Scope of service: Charterwide
<u>  </u> x_ALL  OR: <u>  </u> x_Low Income pupils <u>  </u> x_English Learners <u>  </u> Foster Youth <u>  </u> x_Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SWD		<u>  </u> x_ALL  OR: <u>  </u> x_Low Income pupils <u>  </u> x_English Learners <u>  </u> Foster Youth <u>  </u> x_Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SWD
<u>SUPPORT STRUCTURE</u> 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- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 1,500,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000	I- 5.3 SS- 6.1, 6.2, 6.3, 6.5 Cost: 4,000 Source: EPA, LCFF Base, Supplemental, Concentration, CCSS Object: 1000, 4000, 5000
Scope of service: Charterwide		Scope of service: Charterwide
<u>  </u> x_ALL  OR: <u>  </u> x_Low Income pupils <u>  </u> x_English Learners <u>  </u> Foster Youth <u>  </u> x_Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____ SWD		<u>  </u> x_ALL  OR: <u>  </u> x_Low Income pupils <u>  </u> x_English Learners <u>  </u> Foster Youth <u>  </u> x_Redesignated fluent English proficient <u>  </u> Other

Subgroups:(Specify) SWD

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?



<p>Original GOAL from prior year LCAP:</p>	<p><b>LAS MISSION: #4 LAS SCHOOLWIDE GOALS</b> School-wide implementation of key infrastructures to support fulfillment of LAS mission</p>	<p>Related State and/or Local Priorities:  1 x 2 x 3 x 4 x 5 x 6 x 7 x 8  COE only: 9 x 10 x  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Charterwide  Applicable Pupil Subgroups: All: EL, RFEP, LI, SWD</p>	
<p>Expected Annual Measurable Outcomes:</p>	<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>80% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees</li> <li>85% or more of families will show a survey response indicating satisfaction with student(s) progress</li> </ol>	<p><b>SP#5</b>  Item 1: Although not meeting the 85% threshold, there has been a considerable increase in parent participation during the recent board election with 70% votes submitted. This has been the highest thus far since the school opened. <input type="checkbox"/>  Item 2:  More than ??% of families stated that they are "Satisfied with their child/ren's academic progress in Spanish and English."  <b>SP#6</b> All three goals are met  <b>SP#7</b> All three goals are met  <b>SP#8</b> All three goals are met</p>
<p>Actual Annual Measurable Outcomes:</p>	<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>100% of LAS teachers are highly qualified and are placed in proper teaching assignments</li> <li>LAS utilizes standards-aligned materials which are available to all students</li> <li>LAS, in conjunction with SCUSD, maintains facilities in good repair</li> </ol>	
<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission</u></b></p> <ol style="list-style-type: none"> <li>LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design</li> </ol>	

	<p>7. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups</p> <p>8. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs</p>		
<p><b>SP#8: <u>Course access and its role in supporting the fulfillment of LAS Mission</u></b></p> <p>9. LAS students are enrolled in a broad course of study delineated by Education Code above</p> <p>10. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs</p> <p>11. Facilitate transition of LAS Graduates to local high schools – 90% implementation</p>			
<p><b>LAS MISSION: #4 LAS SCHOOLWIDE GOALS</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p><b>RESEARCH</b></p> <p>1.1 School leadership researches and establishes rigorous hiring process</p> <p>1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials</p> <p>1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to</p>	<p>Budgeted Expenditures</p> <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,350 Source: EPA, LCFF Base, Supplemental, Concentration,</p>	<p>R 1.1 School leadership continues to research and establish rigorous hiring process</p> <p>R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials</p> <p>R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them</p>	<p>Estimated Actual Annual Expenditures</p> <p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 13,750 Source: EPA, LCFF Base, Supplemental, Concentration,</p>

<p>address them</p> <p>1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction</p>	<p>Title 2 Object: 1000, 5000</p>	<p>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>Title 2 Object: 1000, 5000</p>
<p>Scope of service: <u>  </u> Charterwide</p>	<p>Scope of service: <u>  </u> Charterwide</p>	<p>Scope of service: <u>  </u> Charterwide</p>	<p>Scope of service: <u>  </u> Charterwide</p>
<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>2.1 Ensure all faculty are highly qualified</p> <p>2.2 Ensure all full-time faculty members attend Professional Development delineated for the year</p> <p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <p>-Data analysis</p> <p>-CCSS</p> <p>-Expository Reading and Writing Course (ERWC)</p> <p>-Designing CCSS redefined rubrics, and differentiation</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,000 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p>	<p>PD 2.1 Ensured all faculty are highly qualified</p> <p>PD 2.2 Ensured all full-time faculty members attend Professional Development delineated for the year</p> <p>PD 2.3 School leadership attended new accountability and assessment training from CDE and charter organizations</p> <p>PD 2.4 Faculty receives on-going training on EL teaching methodology</p> <p>PD 2.5 Implemented an extensive professional development:</p> <p>-Data analysis</p> <p>-CCSS Math and ELA</p> <p>-Expository Reading and Writing Course (ERWC)</p> <p>-Designing CCSS redefined rubrics, and differentiation</p> <p>-ROPES</p> <p>-PBIS</p> <p>-Writer's Workshop</p>	<p>R- 1.1, 1.2, 1.3 PD- 2.1, 2.3, 2.4, 2.5 Cost: 56,000 Source: EPA, LCFF Base, Supplemental, Concentration, Title 2 Object: 1000, 5000</p>
<p>Scope of service: <u>  </u> Charterwide</p>	<p>Scope of service: <u>  </u> Charterwide</p>	<p>Scope of service: <u>  </u> Charterwide</p>	<p>Scope of service: <u>  </u> Charterwide</p>
<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>	<p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> SWD</p>

<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other _____  Subgroups:(Specify) _____ SWD _____</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other _____  Subgroups:(Specify) _____ SWD _____</p>	
<p>CD- 3.1, 3.2  AA- 4.1  Cost: 20,969  Source: EPA,  LCFF Base,  Supplemental,  Concentration,  CCSS, Title 2  Object: 4000</p>	<p>CD 3.1 Continue learning how to Integrate CCSS in yearlong backwards planning (work in progress)  CD 3.2 Ensured use of state approved standards based materials</p>	<p>CD- 3.1, 3.2  AA- 4.1  Cost: 71,000  Source: EPA,  LCFF Base,  Supplemental,  Concentration,  CCSS, Title 2  Object: 4000</p>	<p><b>CURRICULUM DESIGN</b>  3.1 Integrate CCSS in yearlong backwards planning  3.2 Ensure use of state approved standards based materials</p>
<p>Scope of service:  <input type="checkbox"/> ALL</p>	<p>Charterwide</p>	<p>Scope of service:  <input type="checkbox"/> ALL</p>	<p>Charterwide</p>
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other _____  Subgroups:(Specify) _____ SWD _____</p>	<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other _____  Subgroups:(Specify) _____ SWD _____</p>	<p>CD- 3.1, 3.2  AA- 4.1  Cost: 71,000  Source: EPA,  LCFF Base,  Supplemental,  Concentration,  CCSS, Title 2  Object: 4000</p>	<p><b>ASSESSMENTS AND ACCOUNTABILITY</b>  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, 3.2  AA- 4.1  Cost: 20,969  Source: EPA,  LCFF Base,  Supplemental,  Concentration,  CCSS, Title 2  Object: 4000</p>	<p>AA 4.1 TBA Administered yearly parent surveys  AA 4.2 Completion of Parent - Student - Teacher Compact  AA 4.3 TBA Administered student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	<p>CD- 3.1, 3.2  AA- 4.1  Cost: 71,000  Source: EPA,  LCFF Base,  Supplemental,  Concentration,  CCSS, Title 2  Object: 4000</p>	<p><b>ASSESSMENTS AND ACCOUNTABILITY</b>  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>Scope of service:</p> <p><u>  </u> ALL</p>	<p>Charterwide</p>	<p>Scope of service:</p> <p><u>  </u> ALL</p>	<p>Charterwide</p>
<p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>      </u> SWD</p>	<p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>      </u> SWD</p>		
<p><u>INSTRUCTION</u></p> <p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning</p>	<p>I 5.1</p> <p>Cost: 1,885,573</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object 1000</p>	<p>I 5.1</p> <p>Cost: 37,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Title 2</p> <p>Object 1000</p>	<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); Dr. Baker provided PD to support the work of K-3, June 2015</p>
<p>Scope of service:</p> <p><u>  </u> ALL</p>	<p>Charterwide</p>	<p>Scope of service:</p> <p><u>  </u> ALL</p>	<p>Charterwide</p>
<p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>      </u> SWD</p>	<p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) <u>      </u> SWD</p>		
<p><u>SUPPORT STRUCTURE</u></p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet</p>	<p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 122,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object:</p>	<p>SS- 6.1, 6.5, 6.6, 6.7, 6.8</p> <p>Cost: 37,000</p> <p>Source: EPA, LCFF Base, Supplemental, Concentration, CCSS, Object:</p>	<p>SS 6.1 Coordinated with Parent Council, Parent Association, 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</p> <p>SS 6.3 Designated time for parent representatives to meet with school leadership for feedback</p>

<p>with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9<sup>th</sup> grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p>	<p>1000, 4000, 5000</p>	<p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Facilities Committee conducts an annual facilities checklist survey (work in progress)</p> <p>SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9<sup>th</sup> grade.</p> <p>SS 6.8 Continues to ensure technology infrastructure is compatible with CCSS implementation.</p>	<p>1000, 4000, 5000</p>
<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups:(Specify) _____ SWD _____</p>	<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups:(Specify) _____ SWD _____</p>	<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>	<p>Scope of service: Charterwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other _____</p> <p>Subgroups:(Specify) _____ SWD _____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	



A California Public School

Agenda Item# III E

**Board Meeting Date:** May 9<sup>th</sup>, 2016

**Subject:** Facilities Committee

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

**Committee/Staff:** A. Sepúlveda (Chair), X. Macias, de León, T. Gellie, F. Aceves (phone in),  
*Not present: A. González, M. Mlakar, R. Pérez*

**Information:**

The committee met on Monday, May 9th.

**Prop 1D**

- As the Prop 1D project nears completion, the following are items that are being addressed:
  - Punch list items, including outstanding electrical items, have continued to be addressed in May.

**Core Site**

- Core building Improvements
  - School Leadership has communicated with SCUSD regarding work orders for the following:
    - Additional Electrical Outlets
    - Addition of Permanent Walls to replace “Accordion Moveable” walls
- Parking Lot
  - The committee discussed contractors and bids that were submitted on April 21st.
  - Per the LAS Facilities Use Agreement and Memorandum of Understanding regarding the Parking Lot Project, and in consultation with LAS legal counsel, it is a requirement to award the project to the lowest bidder as long as the contractor in question is proven to be responsive and responsible.
  - With support from RGA, a reference check was completed and Olympic Land Construction, the lowest bidder, was found to be responsive and responsible in previous projects completed.
  - After review, the committee decided to move forward with Olympic Land Construction.

**Attachments:** 1) Parking Lot Project Bid Summary, 2) Parking Lot Project Proposed Timeline, 3) Olympic Land Construction Bid

**Fiscal Implications:**

Bid value of \$488,071.00 (does not include soft costs); Expectation to not exceed the Board approved amount of approximately 750K

**Recommendation:**

*Approve the bid for Olympic Land Construction in the amount of \$488,071.00*

**Estimated Time of Presentation:** 15 min.  
**Submitted By:** Sepúlveda /De León  
**Date:** 5.9.16

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



A California Public School

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

Agenda Artículo # IIIE

**Fecha de la Reunión:** 9 de mayo del 2016

**Tema:** Comité de plantel

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

**Comité:** A. Sepúlveda (Representante de la Mesa Directiva) X. Macias, de León, T. Gellie, F. Aceves (por telefono), *Ausente:* A. González, M. Mlakar, R. Pérez

**Información:**

El comité se reunió el lunes, 9 de mayo.

**Proposición 1D**

- Ya que el proyecto de Prop 1D se acerca a su finalización; los siguientes temas se están analizando:
  - Lista continua de labores civiles y eléctricas se siguen trabajando durante el mes de mayo.

**Plantel Central**

- Mejoramientos del edificio central -
  - El Liderazgo escolar continuara sus comunicaciones con Rainforth Grau Architects (RGA) sobre los temas siguientes:
    - Enchufes adicionales eléctricos
    - Paredes permanentes para remplazar las paredes de acordeón.
- Estacionamiento
  - El comité revisó contratistas y ofertas que fueron entregadas el 21 de abril. Según el memorándum y acuerdo del plantel de LAS, es requerido ofrecer el proyecto al contratista más barato, mientras pruebe que es responsable.
  - Con el apoyo de RGA, un punto de referencia fue terminado y se encontró que Olympic Land Construction, el contratista con la oferta más baja, es responsable y confiable.
  - El comité decidió proceder con Olympic Land Construction.

**Documentos Adjuntos:** 1) Resumen de las ofertas del proyecto del estacionamiento, 2) Linea de tiempo del proyecto del estacionamiento, 3) Propuesta de Olympic Land Construction.

**Implicaciones fiscales:** Oferta con valor de \$488.071.00; expectativas de no pasar el límite aprobado por la mesa directiva de 750 mil.

**Recomendaciones:** Se le recomienda a la mesa directiva que apruebe la oferta de Olympic Land Construction con un costo de \$488,071.

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Sepúlveda /De León  
**Fecha:** 5.9.16

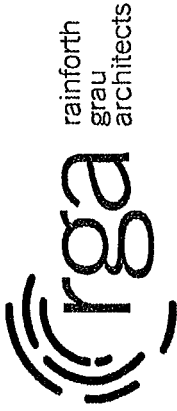
**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_\_



**Bid Summary**

Language Academy of Sacramento - Parking Lot Replacement  
 Language Academy of Sacramento  
 Thursday, April 21, 2016  
 Architect's Project No.: 15-1236  
 Architect's Estimate: \$450,000.00

4/21/16



Plan Holder Name	Addendum		Sub List	Non-Collusion	Bid Bond	Base Bid
	#1					
<b>Abide Builders</b>						
<b>Biomdi Paving &amp; Engineering</b>						
<b>Broward Builders, Inc.</b>	✓		✓	✓	✓	\$ 560,000.00
<b>Olympic Land-Construction</b>	✓		✓	✓	✓	\$ 488,071.00
<b>Western-Engineering</b>						
<b>BRCO Contractors, Inc.</b>	✓		✓	✓	✓	\$ 552,000.00
<b>Joe Vicini, Inc.</b>	✓		✓	✓	✓	\$ 600,175.00

A contract will be awarded to the lowest responsible bidder complying with the Notice to Contractors, Instructions to Bidders, and all other Contract Documents, provided his bid is reasonable and it is in the interest of the Owner to accept it. However, the Owner reserves the right to reject any and all bids.

3. Schedule:

The following schedule summarizes the major activity dates (Dates are approximate and actual start dates are subject to change):

a.	Bid	Dates
	1) Advertise to Bid (first)	April 1, 2016
	2) Advertise to Bid (second)	April 8, 2016
	3) Mandatory Pre-Bid Walk	April 14, 2016; at 10:00 am
	4) Addendum (last)	April 19, 2016; by 2:00 pm
	5) Bids Due	April 21, 2016; at 2:00 pm
	6) Board Award	TBD
b.	Contracts	
	1) Bond Preparation	5 days from award
	2) Contract Execution	6-10 days from award
c.	Pre-Construction Activities	
	1) Submittals and Approvals	May 9 – June 10, 2016
	2) School Concludes for Summer	June 10, 2016
d.	Construction	
	1) Date of facility availability	June 13, 2016
	2) Construction	June 13 – July 22, 2016
e.	Completion/Close-out	
	1) Substantial Completion Date	July 22, 2016
	2) Complete Minor Finish Work	July 29, 2016
	3) Complete Punch List Work	August 2, 2016
	4) Close-out/Completion	August 3, 2016

4. Bid Alternates: None

5. Addendum:

- a. An addendum is anticipated. Contractors with questions that may need to be answered by addenda are encouraged to contact the Architect as soon as possible.
- b. Significant addendum items: None yet
- c. Only written addenda changes to documents shall be incorporated into the bid.

For: Olympic Land Construction  
Contractor

Bids will be received until **Thursday, April 21, 2016 at 2:00 pm.**

TO THE HONORABLE:

Governing Board of the **Language Academy of Sacramento**, Sacramento County, California,  
hereinafter referred to as School District or Owner:

LADIES/GENTLEMEN:

- The undersigned hereby proposes and agrees to furnish any and all required labor, material, equipment, transportation and services for construction of **Language Academy of Sacramento - Parking Lot Replacement** for the **Language Academy of Sacramento** in strict conformity with the Drawings, Project Manual, and other documents on file at the office of the Architect, Rainforth & Grau Architects, 2407 J Street, Suite 202, Sacramento, CA 95816, for the following sum(s):

BASE BID:

Four Hundred Eighty Eight Thousand, Seventy - One DOLLARS  
\$ 488,071 .00

- CONTRACT PERFORMANCE PERIOD: As described in Section 01010 - Summary of Work.
- The undersigned agrees that, should the work not be completed within the time hereinabove stated from and after the date the Contractor is instructed to proceed by the Architect or Owner, an amount equal to **SEVEN HUNDRED FIFTY DOLLARS (\$750.00)** per calendar day for each day of delay after the expiration of such period shall be deducted from the Contract Sum.
- The undersigned, upon written notice of the acceptance of the bid within ninety (90) calendar days after the date of opening of the bids, hereby agrees to sign said Contract and furnish the necessary bonds within five (5) days after Notice of Award of said Contract.
- The undersigned has examined the location of the proposed work and is familiar with the Drawings, Project Manual, and other Contract Documents and the local conditions at the place where the work is to be done.
- The undersigned has checked carefully all of the above figures and understands that the Governing Board of the School District will not be responsible for any errors or omissions on the part of the undersigned in making up this bid.
- The undersigned acknowledges that the Governing Board of the School District reserves the right to reject any and all bids and/or waive any irregularities or informalities in the bidding.
- Enclosed find Bidders' Bond for 10% of the bid, or Cashier's Check No. N/A of the N/A Bank for \$ N/A.
- Receipt is acknowledged of Addenda as follows:  
No. 1 ✓ No. 2 N/A No. 3 N/A No. 4 N/A
- The undersigned has submitted with this Bid Form the properly executed List of Subcontractors and Non-Collusion Affidavit.

BID FORM  
Section 00 4113  
15-1236

Contractor Olympic Land Construction  
Signature   
Address 2442 North Ave  
Sacramento, CA 95838  
Contractor's State License Board No. 424828  
Classification A, C-27  
Expiration Date July 31, 2016

Dated this 21st day of April, 2016.

LIST OF SUBCONTRACTORS FOR Olympic Land Construction, GENERAL CONTRACTOR

PROJECT Language Academy of Sacramento - Parking Lot Replacement

Pursuant to the provisions of Sections 4100 to 4113 inclusive, of the Public Contract Code of the State of California, and as set forth in Instructions to Bidders, and the General Conditions, the above named Contractor hereby designates below the names and locations of the place of business of each subcontractor.

<u>WORK TO BE DONE</u>	<u>NAME OF SUBCONTRACTOR</u>	<u>LOCATION OF PLACE OF BUSINESS</u>
Fencing	Stockton Fence	Stockton
A.C.	Sierra National	Carmichael
Striping	Sierra Striping	Roseville
Demo	Harrison Concrete Cutting	Woodland
(PK)		
(PK)		

NOTE THAT ALL SUBCONTRACTORS MUST BE LICENSED by the Contractors State License Board to perform construction work they will be undertaking. Department of Housing certificate of "approval" is not an acceptable substitute for this requirement.  
 I:\1236 language academy - parking lot rplcmnt\06 projman\00 4113\_bidform.doc Last Updated: December 18, 2014

## CONTRACTOR FINGERPRINTING CERTIFICATION

Olympic Land Construction, Certifies that  
Name of Contractor

pursuant to Education Code 45125.1, it has conducted criminal background checks, through the California Department of Justice, on all employees providing services to the **Language Academy of Sacramento**, pursuant to the Owner Contractor Agreement dated \_\_\_\_\_ and that none have been convicted of serious or violent felonies, as specified in Penal Code Section 1192.7(c) and 667.5(c), respectively.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

4/21/2016  
Date

Olympic Land Construction  
Name of Contractor

  
Signature of Contractor

Owner  
Title of Person Signing Certification

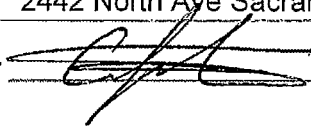
**Return completed form to the Contract Administrator**

Note: This form is to be notarized by a Notary Public.

Non-collusion Affidavit to be Executed  
by Bidder and Submitted with Bid  
Language Academy of Sacramento - Parking Lot Replacement

State of California )  
 ) ss.  
County of Sacramento )

" Pantelis Kallergis, being first duly sworn, deposes and says that he or she is Owner of Olympic Land Construction the party making the foregoing bid that the bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to secure any advantage against the public body awarding the Contract of anyone interested in the proposed Contract; that all statements contained in the bid are true; and further, that the bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any depository, or to any member or agent thereof to effectuate a collusive or sham bid."

Company Name Olympic Land Construction  
Company Address 2442 North Aye Sacramento, CA 95838  
Signature of Officer   
Title Owner

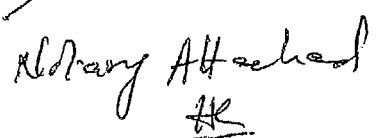
State of \_\_\_\_\_

County of \_\_\_\_\_

On \_\_\_\_\_ before me, \_\_\_\_\_  
Date Name and Title of Officer (e.g., "Jane Doe, Notary Public")

personally appeared \_\_\_\_\_, personally  
Name(s) of Signer(s)

known to me - OR - proved to me on the basis of satisfactory evidence to be the person (s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she /they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.



WITNESS my hand and official seal.

\_\_\_\_\_  
Signature of Notary Public

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

CIVIL CODE § 1189

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California )
County of Sacramento )

On 4-18-16 before me, Harsharanjit Kaur, Notary Public
Date Here Insert Name and Title of the Officer

personally appeared Pantelis Kallergis
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Signature Harsharanjit
Signature of Notary Public

Place Notary Seal Above

OPTIONAL

Though this section is optional, completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Non-CSI version Affidavit Document Date: 4-18-16
Number of Pages: 1 Signer(s) Other Than Named Above:

Capacity(ies) Claimed by Signer(s)

Signer's Name: Signer's Name:
Corporate Officer - Title(s):
Partner - Limited General
Individual Attorney in Fact
Trustee Guardian or Conservator
Other:
Signer Is Representing: Signer Is Representing:



CALIFORNIA BID BOND  
Section 00 6126  
15-1236

Bond No. N/A

Amount \$ N/A

KNOW ALL MEN BY THESE PRESENTS, that Olympic-Land Construction

hereinafter called the PRINCIPAL, and Great American Insurance Company

a corporation duly organized under the laws of the State of Ohio

having its principal place of business at 301 E. 4th Street, Cincinnati, Ohio 45202

Ohio in the State of Ohio, and authorized to do business in the State

of California, as SURETY, are held and firmly bound unto Language Academy of

Sacramento, as OWNER, hereinafter called the OBLIGEE, in the sum of Ten Percent of the

Total Amount of Bid dollars (\$10%) for the payment for

which we bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly

and severally, firmly by these presents.

THE CONDITION OF THIS BOND IS SUCH THAT:

WHEREAS, the PRINCIPAL is herewith submitting his or its Bid Proposal for \_\_\_\_\_

Language Academy of Sacramento - Parking Lot Replacement

\_\_\_\_\_ said

Bid Proposal, by reference thereto, being hereby made a part hereof.

NOW, THEREFORE, if said Proposal shall be rejected, or in the alternate, if said Proposal shall be accepted and the PRINCIPAL shall sign and deliver a Contract to OBLIGEE, in the form of Contract attached hereto and shall execute and deliver Performance and Payment Bonds in the forms attached hereto (all completed in accordance with said Proposal) to OBLIGEE, and shall in all other respects perform the agreement created by the acceptance of said Proposal;

Then, this obligation shall be void, otherwise the same shall remain in force and effect, it being expressly understood and agreed that the liability of the SURETY for any and all default of the PRINCIPAL hereunder shall be the amount of this obligation as herein stated.


The SURETY, for value received, hereby stipulates and agrees that the obligations of said

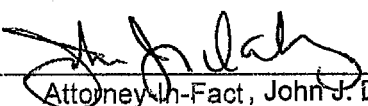
CALIFORNIA BID BOND  
Section 00 6126  
15-1236

SURETY and its bond shall be in no way impaired or affected by any extension of the time within which the Owner may accept such Proposal, and said SURETY does hereby waive notice of any such extension.

IN WITNESS THEREOF, the above-bounded parties have executed this instrument under their several seals, the name and corporate seal of each corporate party being hereto affixed and those presents duly signed by its undersigned representative, pursuant to authority of its governing body.

Signed and sealed this 15th day of April, 2016.

Olympic Land-Construction  
PRINCIPAL  
By 

Great American Insurance Company  
SURETY  
By   
Attorney-in-Fact, John J. Daley

The rate of premium on this bond is First \$500,000.00 @ \$10.20 per thousand.

Total amount of premium charged \$ N/A

Address of surety for service of notice:

Great American Insurance Company

1255 Treat Boulevard, Suite 810

Walnut Creek, CA 94597

Telephone No. 925-988-2247

# CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California  }

County of Contra Costa

On April 15, 2016 before me, Amy K. Chan, Notary Public  
Date Here Insert Name and Title of the Officer

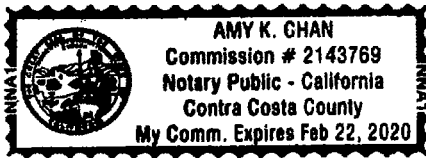
personally appeared John J. Daley  
Name(s) or Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/~~are~~ subscribed to the within instrument and acknowledged to me that he/~~she/they~~ executed the same in his/~~her/their~~ authorized capacity(ies), and that by his/~~her/their~~ signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature  Signature of Notary Public



Place Notary Seal Above

## OPTIONAL

*Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document*

### Description of Attached Document

Title or Type of Document Bid Bond

Document Date: April 15, 2016 Number of Pages: Two(02)

Signer(s) Other Than Named Above! N/A

### Capacity(ies) Claimed by Signer(s)

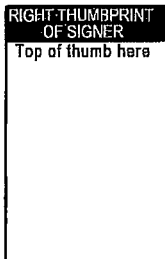
Signer's Name: John J. Daley

Individual  
 Corporate Officer —Title(s): \_\_\_\_\_

Partner  Limited  General  
 Attorney in Fact

Trustee  
 Guardian or Conservator

Other: \_\_\_\_\_



Signer Is Representing: \_\_\_\_\_

Great American Insurance Company

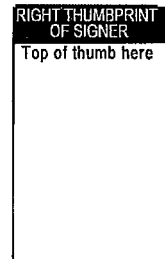
Signer's Name: \_\_\_\_\_

Individual  
 Corporate Officer —Title(s): \_\_\_\_\_

Partner  Limited  General  
 Attorney in Fact

Trustee  
 Guardian or Conservator

Other: \_\_\_\_\_



Signer Is Representing: \_\_\_\_\_

**GREAT AMERICAN INSURANCE COMPANY®**

Administrative Office: 301 E 4TH STREET • CINCINNATI, OHIO 45202 • 513-369-5000 • FAX 513-723-2740

The number of persons authorized by this power of attorney is not more than **THREE**

No. 0 14863

**POWER OF ATTORNEY**

**KNOW ALL MEN BY THESE PRESENTS:** That the GREAT AMERICAN INSURANCE COMPANY, a corporation organized and existing under and by virtue of the laws of the State of Ohio, does hereby nominate, constitute and appoint the person or persons named below, each individually if more than one is named, its true and lawful attorney-in-fact, for it and in its name, place and stead to execute on behalf of the said Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; provided that the liability of the said Company on any such bond, undertaking or contract of suretyship executed under this authority shall not exceed the limit stated below.

Name	Address	Limit of Power
JOHN J. DALEY	ALL OF	ALL
KENNETH J. GOODWIN	WALNUT CREEK,	\$100,000,000.00
L. BYAS-BARNETT	CALIFORNIA	

This Power of Attorney revokes all previous powers issued on behalf of the attorney(s)-in-fact named above.

IN WITNESS WHEREOF the GREAT AMERICAN INSURANCE COMPANY has caused these presents to be signed and attested by its appropriate officers and its corporate seal hereunto affixed this 9TH day of MARCH 2015

Attest

GREAT AMERICAN INSURANCE COMPANY



*Atty L C B*  
Assistant Secretary

*David C. Kitchin*  
Divisional Senior Vice President

STATE OF OHIO, COUNTY OF HAMILTON - ss:

DAVID C. KITCHIN (877-377-2405)

On this 9TH day of MARCH, 2015, before me personally appeared DAVID C. KITCHIN, to me known, being duly sworn, deposes and says that he resides in Cincinnati, Ohio, that he is a Divisional Senior Vice President of the Bond Division of Great American Insurance Company, the Company described in and which executed the above instrument; that he knows the seal of the said Company; that the seal affixed to the said instrument is such corporate seal; that it was so affixed by authority of his office under the By-Laws of said Company, and that he signed his name thereto by like authority.



**JENNIFER MARIE RIPPY**  
NOTARY PUBLIC, STATE OF OHIO  
My Commission Expires 6-20-19

*Jenny Rippy*

This Power of Attorney is granted by authority of the following resolutions adopted by the Board of Directors of Great American Insurance Company by unanimous written consent dated June 9, 2008.

*RESOLVED: That the Divisional President, the several Divisional Senior Vice Presidents, Divisional Vice Presidents and Divisional Assistant Vice Presidents, or any one of them, be and hereby is authorized, from time to time, to appoint one or more Attorneys-in-Fact to execute on behalf of the Company, as surety, any and all bonds, undertakings and contracts of suretyship, or other written obligations in the nature thereof; to prescribe their respective duties and the respective limits of their authority; and to revoke any such appointment at any time.*

*RESOLVED FURTHER: That the Company seal and the signature of any of the aforesaid officers and any Secretary or Assistant Secretary of the Company may be affixed by facsimile to any power of attorney or certificate of either given for the execution of any bond, undertaking, contract of suretyship, or other written obligation in the nature thereof, such signature and seal when so used being hereby adopted by the Company as the original signature of such officer and the original seal of the Company, to be valid and binding upon the Company with the same force and effect as though manually affixed.*

**CERTIFICATION**

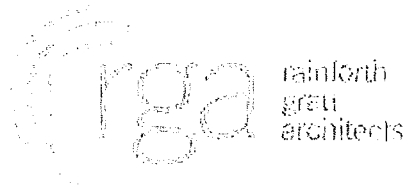
I, STEPHEN C. BERAHA, Assistant Secretary of Great American Insurance Company, do hereby certify that the foregoing Power of Attorney and the Resolutions of the Board of Directors of June 9, 2008 have not been revoked and are now in full force and effect.

Signed and sealed this

15th day of April, 2016.



*Atty L C B*  
Assistant Secretary

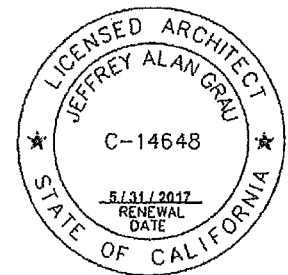


April 19, 2016

Rainforth • Grau • Architects Project No. 15-1236  
DSA File and Application No. 34-LASAC / 02-114917  
PTN 67439-330

ADDENDUM NO. #01  
Language Academy of Sacramento – Parking Lot Replacement  
Sacramento, California

Rainforth • Grau • Architects  
Warren Consulting Engineers



1. ALL WORKMANSHIP, MATERIALS, APPLIANCES AND EQUIPMENT which may be included in the following items shall be the same relative quantity as described for similar work set forth in the original or main specifications of which these Addendum items shall be considered a part.
  
2. ADDENDUM DRAWINGS  
  
NONE
  
3. PROJECT MANUAL
  - A. Section 00 2113, Instructions to Bidders:
    1. Please note that bids are to be turned in to the Language Academy office at 2850 49<sup>th</sup> Street (same address as the pre-bid meeting).

B. Section 01 1000, Summary of Work:

1. Article 1.6D: Add the following note:

"It is understood that sealing and striping may not occur within the allotted time if occurring during the school year, it will need to occur on a weekend at no additional cost to the owner. In addition, temporary striping will need to be provided prior to start of school."

C Section 32 1200, Asphalt Concrete Paving:

1. Article 3.3B: Add the following paragraph.

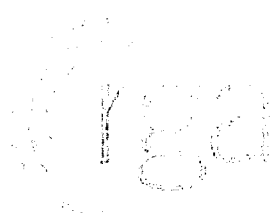
"9. Temporary Striping: Prior to application of seal coat, provide temporary striping to parking lot and drop of lanes. Provide one coat of traffic paint. Color and detail similar to final pavement markings."

4. DRAWINGS

A. None

\* \*\* END OF ADDENDUM \* \*\*

Sign-in sheet from the pre-bid meeting is attached for your convenience but is not an official part of this addendum.

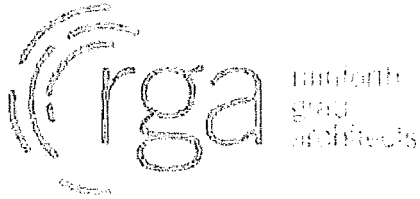


rainforth  
grau  
architects

Sign-In Sheet for  
Mandatory Pre-bid Meeting

Language Academy of Sacramento - Parking Lot  
Replacement (15-1236)  
Language Academy of Sacramento  
April 14, 2016 10:00 a.m.

Name of Representative	Organization & Email	Phone & Fax Nos.
1. BRENT Mc-Davis	Joe Viviani Inc E: BRENT_VI@ATT.NET	P (530) 622-1063 F (530) 622-0927
2. Tony Nardella	Abide Builders Inc E: Tnrdello@abidebuilders.com	P (916) 375-1049 F (916) 375-1049
3. P. KALLEROS	BINDER & OLYMPIC LANDSCAPE E:	P (916) 972-7145 F ( ) -
4. Brian Lando	Blando Paving, Inc. E: blando@blandopaving.com	P (916) 297-9409 F (916) 583-2077
5. Johnnie Wyatt	Laman Const E: knator@lamanconstruction.com	P (530) 424-3035 F (530) 471-7482
6. Franklin Sobaleski	Sierra Asphalt Inc E: fhs@sierraasphalt.com	P (916) 885-9898 F ( ) -
7. Matt Roth	BRCO Constructors, Inc E: M.OTH@brcoconstructors.com	P (916) 653-3868 F (916) 653-3944
8. M/US MORGAN	EDWARD BUILDERS E: EDU@EDWARDBUILDERS.COM	P (530) 666-5635 F ( ) -
9. Eduardo deLeon	Language Academy of Sacramento E:	P (916) 277-7637 F ( ) -
10. Angel Sepulveda	" E:	P ( ) - F ( ) -
11.	" E:	P ( ) - F ( ) -
12.	" E:	P ( ) - F ( ) -
13.	" E:	P ( ) - F ( ) -
14.	" E:	P ( ) - F ( ) -
15.	" E:	P ( ) - F ( ) -



Rainforth  
Grau  
Architects

# Transmittal

2407 J Street, Sacramento, CA 95816

**PROJECT:** Language Academy - Parking Lot Rplcmnt  
 2015-1236.00      **DATE:** 4/19/2016  
**SUBJECT:** Addendum No. 01      **TRANSMITTAL ID:** 00010  
**PURPOSE:** For Bid      **TYPE:** Info Exchange

**FROM:**

NAME	COMPANY	EMAIL	PHONE
Bonnie Hodge 2407 J Street Sacramento CA 95816 United States	Rainforth Grau Architects	bhodge@rainforthgrau.com	(916) 340-7042x102

**TO:**

NAME	COMPANY	EMAIL	PHONE
Eduardo de Leon 2850 49th Street Sacramento CA 95817 United States	Language Academy of Sacramento	edeleon@lasac.info	(916) 402-1139
Anthony Tassano 1117 Windfield Way, Suite 110 El Dorado Hills, CA 95762	Warren Consulting Engineers	anthony@wceinc.com	(916) 985-1870
John Suesens 2613 J Street Sacramento, CA 95816	Quadríga Landscape Architecture	john@quadríga-inc.com	(916) 441-2129
Placer Plan Room 10656 Industrial Drive, Suite 160 Roseville CA 95768 United States YelenaM@srbx.org	Placer County Contractors Association	planroom@placerbx.com YelenaM@srbx.org	(916) 771-7229
Yuba City Plan Room 832 Richland Road Yuba City CA 95991 United States	Valley Contractors Exchange	Elizabeth@vceonline.com	(530) 343-1981
Brian Lando 8150 37th Avenue Sacramento CA 95824	Biondi Paving, Inc.	blando@biondipaving.com	(916) 383-2462



Transmittal

DATE: 4/19/2016  
TRANSMITTAL ID: 00010

NAME	COMPANY	EMAIL	PHONE
United States			
estimating@olympicland.com		estimating@olympicland.com	
ppizzo@abidebuilders.com		ppizzo@abidebuilders.com	
pcc.inc@outlook.com		pcc.inc@outlook.com	
Dan Delorefice 1200 E. Kentucky Avenue Woodland CA 95776 United States	Broward Builders, Inc.	Dan@browardbuilders.com	(530) 666-5635
jwertz@westeng.com		jwertz@westeng.com	
brentjvi@att.net		brentjvi@att.net	
tnardiello@abidebuilders.com		tnardiello@abidebuilders.com	
owner@olympicland.com		owner@olympicland.com	
Ken Norton 881 Market Street Yuba City CA 95991- 4208 United States	Lamon Construction Co Inc.	knorton@lamonconstruction.com	(530) 671-1370
fhs@sierraasphalt.com		fhs@sierraasphalt.com	
Matt Roth P.O. Box 367 Loomis CA 95650 United States	BRCO Constructors, Inc.	mroth@brcoconstructors.com	(916) 652-3868

REMARKS Please download the file for Addendum No. 01, transferred herewith.

DESCRIPTION OF DOCUMENTS

QTY	DATE	TITLE	NOTES
1	4/19/2016	1236 addndm 01.pdf	

COPIES

Kevin Arwood  
Jennifer Huang

(Rainforth Grau Architects)  
(Rainforth Grau Architects)



A California Public School

Agenda Item# IIIF

**Board Meeting Date:** May 20, 2016

**Subject:** Monthly Financials and Preliminary FY2017 Budget

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

**Committee:** School Leadership, Finance Committee and EdTec

**Information:**

Gaspar Magallanes from EdTec will be presenting an update of the monthly financials and the preliminary FY2017 budget. In addition, he will lead the discussion about the potential “implementation relief” to offset the STRS employee contributions for FY2016 and FY2017.

**Recommendation:**

The Finance Committee recommends that the Board discuss the possibility of approving an “implementation relief” measure in the form of end of year employee stipends.

**Documents Attached:**

- April 2016 Financials
- April 2016 Balance Sheet
- April 2016 Cash Flow
- Preliminary FY2017 Budget

**Estimated Time of Presentation:** 30 min  
**Submitted By:** School Leadership/EdTec  
**Date:** 5.20.16

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



**Fecha de la Reunión:** 20 de mayo del 2016

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

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

**Comité:** Liderazgo Escolar, Comité Financiero y EdTec

**Información:**

Gaspar Magallanes de EdTec presentará noticias recientes de los estados financieros mensuales y el presupuesto preliminar del año fiscal 2017. Además, dará una plática sobre la posibilidad de un “alivio de implementación” para compensar las contribuciones de STRS por parte del personal durante los años fiscales 2016 y 2017.

**Recomendación:**

El comité financiero recomienda que la mesa directiva discuta la posibilidad de aprobar un “alivio de implementación” en la forma de estipendios para el personal.

**Documentos adjuntos:**

- Finanzas de abril del 2016
- Saldo actual- abril del 2016
- Declaración del flujo de ingresos hasta abril del 2016
- Presupuesto preliminar del año fiscal 2017

**Tiempo estimado para la presentación:** 30 min.  
**Entregado por:** Liderazgo Escolar/EdTec  
**Fecha:** 5.20.16

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

**Language Academy of Sacramento**  
Preliminary FY 2017 Budget  
As of May 18, 2016

	2015/16	2016/17	2016/17
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	Current Forecast	Preliminary Budget	Net Difference	Notes
<b>SUMMARY</b>				
<b>Revenue</b>				
General Block Grant	4,430,069	4,778,081	348,012	
Federal Revenue	245,152	232,702	(12,449)	
Other State Revenues	836,131	623,045	(213,086)	
Local Revenues	81,050	47,500	(33,550)	
Fundraising and Grants	60,000	55,000	(5,000)	
<b>Total Revenue</b>	<b>5,652,401</b>	<b>5,736,328</b>	<b>83,927</b>	
<b>Expenses</b>				
Compensation and Benefits	3,039,247	3,339,843	(300,596)	
Books and Supplies	254,102	242,777	11,324	
Services and Other Operating Expenditures	1,237,018	1,366,645	(129,626)	
Capital Outlay	-	-	-	
<b>Total Expenses</b>	<b>4,530,367</b>	<b>4,949,266</b>	<b>(418,898)</b>	
Operating Income (excluding Depreciation)	1,122,034	787,063	(334,971)	

<b>Operating Income (including Depreciation)</b>	<b>644,278</b>	<b>267,640</b>	<b>(376,638)</b>
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<b>Fund Balance</b>			
Beginning Balance (Unaudited)	6,667,355	7,331,633	664,278
Operating Income (including Depreciation)	644,278	267,640	(376,638)
<b>Ending Fund Balance (including Depreciation)</b>	<b>7,311,633</b>	<b>7,599,273</b>	<b>287,640</b>
<b>Unrestricted Ending Fund Balance</b>	<b>5,478,732</b>	<b>5,746,372</b>	<b>267,640</b>

**Language Academy of Sacramento**  
Preliminary FY 2017 Budget  
As of May 18, 2016

2015/16	2016/17	2016/17
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	Current Forecast	Preliminary Budget	Net Difference	Notes
<b>Enrollment Summary</b>				
K-3	283	282	(1)	
4-6	176	198	22	
7-8	83	85	2	
<b>Total Enrolled</b>	<b>542</b>	<b>565</b>	<b>23</b>	
<b>ADA %</b>				
K-3	96%	95%	-1%	
4-6	97%	95%	-2%	
7-8	96%	95%	-1%	
<b>Average</b>	<b>97%</b>	<b>95%</b>	<b>-2%</b>	
<b>ADA</b>				
K-3	273.1	267.9	-5.2	
4-6	171.6	188.1	16.5	
7-8	79.5	80.8	1.2	
9-12	0.0	0.0	0.0	
<b>Total ADA</b>	<b>524.2</b>	<b>536.8</b>	<b>12.6</b>	

**Language Academy of Sacramento**  
Preliminary FY 2017 Budget  
As of May 18, 2016

	2015/16	2016/17	2016/17	
	Current Forecast	Preliminary Budget	Net Difference	Notes
<b>LCFF Entitlement</b>				
LCFF Entitlement	8,452	8,902	450	
Charter Schools LCFF - State Aid	3,006,744	3,340,887	334,143	\$8901 per ADA less EPA and Property Tax
Education Protection Account Entitlement	698,711	693,790	(4,922)	Greater of: \$200 per ADA or 25% of State Aid
Charter Schools in Lieu of Property Taxes	724,614	743,404	18,791	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>4,430,069</b>	<b>4,778,081</b>	<b>348,012</b>	
<b>Federal Revenue</b>				
8100 Special Education - Entitlement	62,203	65,521	3,319	\$125 per ADA, excluding Admin and Set-aside fees; fees budgeted in spending
8182 Special Education Reimbursement	42,000	-	(42,000)	
8291 Title I	139,027	164,667	25,640	\$393 per Title I eligible student
8292 Title II	1,922	2,514	592	\$6 per Title I eligible student
<b>SUBTOTAL - Federal Income</b>	<b>245,152</b>	<b>232,702</b>	<b>(12,449)</b>	
<b>Other State Revenues</b>				
8300 Other State Apportionments - Prior Years	15,039	-	(15,039)	
8319 Special Education - Entitlement (State)	264,706	271,059	6,352	\$505 per ADA, after accounting for Admin and Set-aside fees; fees budgeted in spending
8650 Mandated Cost Reimbursements	7,071	-	(7,071)	\$0 per PY ADA
8590 State Lottery Revenue	94,875	97,162	2,277	\$161 per ADA per SSC
8590 All Other State Revenue	150,000	150,000	-	ASES
8590 One-Time Discretionary Funds	263,376	104,834	(158,542)	\$200 per prior year ADA per latest state budget draft
8590 Educator Effectiveness Funds	41,063	-	(41,063)	\$0 per FTE
<b>SUBTOTAL - Other State Income</b>	<b>836,131</b>	<b>623,045</b>	<b>(213,086)</b>	
<b>Other Local Revenue</b>				
8600 Uniforms	5,000	5,000	-	
8636 Merchandise Sales	1,500	1,000	(500)	
8660 Interest	4,000	4,000	-	
8670 Fees and Contracts	7,500	-	(7,500)	
8690 Other Local Revenue	7,000	2,500	(4,500)	
8683 Field Trips	32,000	35,000	3,000	
8699 All Other Local Revenue	24,050	-	(24,050)	
<b>SUBTOTAL - Local Revenues</b>	<b>81,050</b>	<b>47,500</b>	<b>(33,550)</b>	
<b>Donations/Fundraising</b>				
8800 Donations - Parents	15,000	15,000	-	
8802 Donations - Private	15,000	15,000	-	
8803 Fundraising	30,000	25,000	(5,000)	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>60,000</b>	<b>55,000</b>	<b>(5,000)</b>	
<b>TOTAL REVENUE</b>	<b>5,652,401</b>	<b>5,736,328</b>	<b>83,927</b>	

**Language Academy of Sacramento**  
Preliminary FY 2017 Budget  
As of May 18, 2016

	2015/16	2016/17	2016/17	
	Current Forecast	Preliminary Budget	Net Difference	Notes
<b>EXPENSES</b>				
<b>Compensation &amp; Benefits</b>				
1000				
1100	1,426,402	1,563,059	(136,657)	23 teachers, includes two new classroom teachers and a literacy coach
1101	18,050	18,050	-	Student Council, BTSA, Writing Support, Garden Coordinator
1103	46,875	77,729	(30,854)	\$38K teacher subs; \$30K long term subs
1150	22,257	45,762	(23,495)	To temporarily offset impact of increases to certificated staff STRS employee contributions from FY 2014 levels
1300	100,038	102,984	(2,956)	1 Staff
1311	131,338	135,210	(3,873)	50% SPED Coordinator, 80% Psychologist, 1 Specialist
1920	2,240	2,307	(67)	summer hours
1940	130,630	134,519	(3,889)	Academic Accountability, 50% Intervention Coordinator
	<b>1,877,840</b>	<b>2,079,630</b>	<b>(201,791)</b>	<b>Salaries &amp; Wages, when applicable, inflated by 3%</b>
2000				
2100	51,568	53,105	(1,547)	5 various hourly aides
2103	53,952	55,571	(1,619)	One on One Aide; Educational Specialist
2200	48,051	49,493	(1,442)	2 intervention hourly staff; library tech
2300	56,709	37,939	18,770	1 staff
2400	75,281	77,539	(2,258)	3 staff
2905	147,639	152,378	(4,739)	\$140K ASES hourly; \$12K enrichment hourly
2930	70,565	72,662	(2,117)	1 full time staff member; 3 other staff
2940	1,000	1,000	-	summer hourly work
	<b>505,056</b>	<b>499,706</b>	<b>5,350</b>	<b>Salaries &amp; Wages, when applicable, inflated by 3%</b>
3000				
3100	195,160	247,394	(52,235)	12.58% of certificated payroll
3300	69,979	75,854	(5,875)	
3400	325,188	388,080	(42,893)	\$11502.5 per participating FTE. Growth of 7% from prior year.
3500	14,968	15,364	(396)	3.60% per first -\$7K of pay per person
3600	42,892	46,428	(3,536)	1.80% of payroll
3700	8,165	7,386	779	
	<b>656,352</b>	<b>760,507</b>	<b>(104,155)</b>	

**Language Academy of Sacramento**  
Preliminary FY 2017 Budget  
As of May 18, 2016

	2015/16	2016/17	2016/17	
	Current Forecast	Preliminary Budget	Net Difference	Notes
<b>4000 Books &amp; Supplies</b>				
4100 Approved Textbooks & Core Curricula Materials	29,439	31,609	(2,170)	\$56 per Student
4101 SPED Textbooks	6,500	7,500	(1,000)	
4200 Books & Other Reference Materials	24,512	10,387	10,387	\$25 per Student
4201 Library Resources	-	14,125	(14,125)	\$25 per Student
4315 Custodial Supplies	18,000	18,540	(540)	\$1545 per monthly rate
4325 Instructional Materials & Supplies	16,260	17,439	(1,199)	\$31 per Student
4330 Office Supplies	19,200	19,776	(576)	\$1648 per monthly rate
4335 PE Supplies	6,000	6,180	(180)	
4340 Professional Development Supplies	2,250	2,318	(68)	
4350 Garden	2,000	2,060	(60)	
4352 ASSES Materials	14,081	14,483	(422)	
4354 Summer Preschool	300	309	(9)	
4355 SPED Consumables	8,000	8,240	(240)	
4410 Classroom Furniture, Equipment & Supplies	7,000	10,000	(3,000)	new classroom
4420 Computers (individual items less than \$5k)	87,080	62,150	24,930	\$110/student to increase tech to student ratio
4423 Classroom Noncapitalized Items 1	1,500	1,545	(45)	
4430 Non Classroom Related Furniture, Equipment & Supplies	12,000	12,360	(360)	
<b>SUBTOTAL - Books and Supplies</b>	<b>254,102</b>	<b>242,777</b>	<b>11,324</b>	When applicable, expenses inflated by 3% increase factor



**Language Academy of Sacramento**  
Preliminary FY 2017 Budget  
As of May 18, 2016

2015/16	2016/17	2016/17
---------	---------	---------

Notes


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

Financial Row	Amount
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank</b>	
<b>9120-LAS - Cash in Bank - LAS</b>	
9121-3857 - Cash in Bank - LAS: SFCU Checking	\$1,595,058.53
9124-857S - Cash in Bank - LAS: SFCU Savings	\$3,225,557.84
9125-857M - Cash in Bank - LAS: SFCU Money Market	\$616,837.95
9126-857C - Cash in Bank - LAS: SFCU CD	\$56,550.78
<b>Total - 9120-LAS - Cash in Bank - LAS</b>	<b>\$5,494,005.10</b>
<b>Total Bank</b>	<b>\$5,494,005.10</b>
<b>Accounts Receivable</b>	
<b>9200 - Accounts Receivable</b>	
9201 - Employee Advances	(\$276.00)
9212 - AR - Title II	\$202.00
9232 - AR - Property Taxes	\$1,045.00
9251 - AR - Gen Purpose prior yr adjustment (Due from District)	\$529.00
<b>Total - 9200 - Accounts Receivable</b>	<b>\$1,500.00</b>
<b>Total Accounts Receivable</b>	<b>\$1,500.00</b>
<b>Total Current Assets</b>	<b>\$5,495,505.10</b>
<b>Fixed Assets</b>	
9420 - Land Improvements	\$106,376.21
9425 - Accumulated Depreciation - Land Improvements	(\$106,376.19)
9440 - Equipment	\$224,119.73
9445 - Accumulated Depreciation-Equipment	(\$89,331.26)
9450 - Construction in Progress	\$7,802,310.32
<b>Total Fixed Assets</b>	<b>\$7,937,098.81</b>
<b>Total ASSETS</b>	<b>\$13,432,603.91</b>

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

Financial Row	Amount
<b>LIABILITIES &amp; EQUITY</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
<b>9500 - Accounts Payable</b>	
9500 - Accounts Payable	\$27,654.70
9512 - AP - District Prior Year Prop Tax Adjustment	\$49,231.00
9518 - AP - Other State overpayment	\$169.00
<b>Total - 9500 - Accounts Payable</b>	<b>\$77,054.70</b>
<b>Total Accounts Payable</b>	<b>\$77,054.70</b>
<b>Credit Card</b>	
<b>9515-LAS - Credit Card Summary - LAS</b>	
9515-3761 - Credit Card - LAS : CCU #3761	\$3,739.33
9515-6574 - Credit Card - LAS : CCU #6574	\$10,119.56
<b>Total - 9515-LAS - Credit Card Summary - LAS</b>	<b>\$13,858.89</b>
<b>Total Credit Card</b>	<b>\$13,858.89</b>
<b>Other Current Liability</b>	
9501 - Accrued Accounts Payable	\$26,444.58
9502 - AP - District Oversight Fee	\$64.00
9514 - AP - Other	\$1,933,532.00
9525 - Flex Plan Liability	\$1,837.50
9530 - Garnishment/Lien Payable	\$60.00
9540 - Payroll Liability - Federal	\$876.79
9545 - Payroll Liability State	\$9,933.18
9546 - Payroll Liability - SU1	\$115.81
9555 - Retirement Liability - STRS	(\$3,631.24)
9570 - Wages Payable	\$3,064.39
9571 - Wages Payable (July & August)	\$138,362.56
9580 - 403B Payable	(\$1,307.70)
9585 - Other Payroll Liabilities	(\$149.62)
<b>Total Other Current Liability</b>	<b>\$2,109,202.25</b>
<b>Total Current Liabilities</b>	<b>\$2,200,115.84</b>
<b>Long Term Liabilities</b>	
<b>9660 - Long Term Liabilities</b>	
9670 - CDE Loan	\$4,800,000.00
<b>Total - 9660 - Long Term Liabilities</b>	<b>\$4,800,000.00</b>
<b>Total Long Term Liabilities</b>	<b>\$4,800,000.00</b>
<b>Equity</b>	
9781 - Temporarily Restricted	\$763,125.35
Retained Earnings	\$5,924,230.11
Net Income	(\$254,867.39)
<b>Total Equity</b>	<b>\$6,432,488.07</b>
<b>Total LIABILITIES &amp; EQUITY</b>	<b>\$13,432,603.91</b>

**Language Academy of Sacramento**  
 Budget vs. Actuals  
 As of April 30, 2016

	Actual				Budget vs. Actual				Budget			
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
<b>SUMMARY</b>												
<b>Revenue</b>												
General Block Grant	-	780,869	459,745	3,062,018	3,236,700	(174,682)	4,341,644	4,402,194	4,430,069	27,875	1,368,051	
Federal Revenue	16,800	35,394	-	122,547	169,180	(46,633)	198,822	245,152	245,152	-	122,605	
Other State Revenues	160,333	24,810	127,822	703,081	667,745	35,336	754,766	833,808	836,131	2,323	133,050	
Local Revenues	10,933	33,172	1,027	77,813	19,773	58,040	24,000	74,050	81,050	7,000	3,237	
Fundraising and Grants	1,085	13,193	1,498	53,277	41,067	11,611	50,000	60,000	60,000	-	6,723	
<b>Total Revenue</b>	<b>189,151</b>	<b>887,238</b>	<b>590,092</b>	<b>4,018,736</b>	<b>4,135,065</b>	<b>(116,328)</b>	<b>5,369,232</b>	<b>5,615,204</b>	<b>5,652,401</b>	<b>37,198</b>	<b>1,633,665</b>	
<b>Expenses</b>												
Compensation and Benefits	268,046	287,237	289,577	2,410,119	2,681,299	271,180	3,228,107	3,014,617	3,039,247	(24,630)	629,129	
Books and Supplies	14,005	9,417	9,185	206,844	252,025	45,180	273,167	253,102	254,102	(1,000)	47,257	
Services and Other Operating Expenditures	66,203	141,458	77,734	649,110	798,622	149,512	985,107	1,214,093	1,237,018	(22,926)	587,908	
Capital Outlay	12,213	30,460	11,994	1,007,530	-	(1,007,530)	-	-	-	-	(1,007,530)	
<b>Total Expenses</b>	<b>362,468</b>	<b>468,572</b>	<b>388,491</b>	<b>4,273,603</b>	<b>3,731,946</b>	<b>(541,657)</b>	<b>4,486,381</b>	<b>4,481,812</b>	<b>4,530,367</b>	<b>(48,566)</b>	<b>256,764</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>(173,317)</b>	<b>418,666</b>	<b>201,601</b>	<b>(254,867)</b>	<b>403,118</b>	<b>(657,985)</b>	<b>882,850</b>	<b>1,133,392</b>	<b>1,122,034</b>	<b>(11,358)</b>	<b>1,376,901</b>	
<b>Operating Income (Including Depreciation)*</b>	<b>(173,317)</b>	<b>418,666</b>	<b>201,601</b>	<b>(254,867)</b>	<b>403,118</b>	<b>(657,985)</b>	<b>405,094</b>	<b>655,636</b>	<b>644,278</b>	<b>(11,358)</b>	<b>(108,385)</b>	
<b>Fund Balance</b>												
Beginning Balance (Unaudited)	5,885,539	5,812,221	6,230,888	6,687,355	6,832,837	6,832,837	6,832,837	6,687,355	6,687,355	-	-	
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-	
Beginning Balance (Audited)	(173,317)	418,666	201,601	(254,867)	403,118	(657,985)	405,094	655,636	644,278	(11,358)	(11,358)	
Operating Income (including Depreciation)	5,812,221	6,230,888	6,432,488	6,432,488	7,235,955	7,235,955	7,237,931	7,342,991	7,331,633	(11,358)	(11,358)	
<b>Ending Fund Balance (including Depreciation)</b>												

**Language Academy of Sacramento**

Budget vs. Actuals  
As of April 30, 2016

**Enrollment Summary**

K-3  
4-6  
7-8  
**Total Enrolled**

**ADA %**

Average

**ADA**

K-3  
4-6  
7-8  
**Total ADA**

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

		Actual				Budget vs. Actual				Budget				Variance		
		Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Current Forecast	Forecast Remaining	Current Forecast	Forecast Remaining	(Previous vs. Current)	
	Enrollment Summary															
	K-3							283	283	283	283	283	283	-		
	4-6							176	176	176	176	176	176	-		
	7-8							83	83	83	83	83	83	-		
	<b>Total Enrolled</b>							<b>542</b>	<b>542</b>	<b>542</b>	<b>542</b>	<b>542</b>	<b>542</b>	<b>-</b>		
	<b>ADA %</b>							95%	96%	97%	97%	97%	97%	0.62%		
	<b>ADA</b>							288.9	271.7	273.1	273.1	273.1	273.1	1.4		
	K-3							167.2	169.8	171.6	171.6	171.6	171.6	1.7		
	4-6							78.9	79.3	79.5	79.5	79.5	79.5	0.3		
	7-8							514.9	520.8	524.2	524.2	524.2	524.2	3.4		
	<b>Total ADA</b>							542	540	540	540	540	540	-		
	CALPADS Enrollment (for unduplicated % calc)							421	436	436	436	436	436	-		
	# Unduplicated Count (CALPADS)							384	402	402	402	402	402	-		
	# Free & Reduced Lunch (FRL) (CALPADS)							252	222	222	222	222	222	-		
	# ELL (CALPADS)							27	27	27	27	27	27	-		
	New Students															

**Language Academy of Sacramento**  
 Budget vs. Actuals  
 As of April 30, 2016

REVENUE	Actual				Budget vs. Actual				Budget				Variance	
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Remaining Forecast	(Previous vs. Current)	(Forecast)		
<b>LCFF Entitlement</b>														
8011 Charter Schools LCFF - State Aid	-	510,481	252,299	2,082,378	2,101,699	(19,321)	3,046,822	2,987,942	3,006,744	18,802	924,366			
8012 Education Protection Account Entitlement	-	-	207,446	530,057	514,229	15,828	584,672	694,198	698,711	4,513	169,654			
8096 Charter Schools in Lieu of Property Taxes	-	270,388	-	449,583	620,772	(171,189)	710,150	720,054	724,614	4,559	275,031			
<b>SUBTOTAL - LCFF Entitlement</b>	-	780,869	459,745	3,062,018	3,236,700	(174,682)	4,341,644	4,402,194	4,430,069	27,875	1,368,051			
<b>Federal Revenue</b>														
8100 Special Education - Entitlement	16,800	(16,800)	-	65,662	65,662	(65,662)	60,798	62,203	62,203	-	62,203			
8182 Special Education Reimbursement	-	16,800	-	16,800	-	16,800	-	42,000	42,000	-	25,200			
8291 Title I	-	34,911	-	104,579	101,875	2,704	135,833	139,027	139,027	-	34,448			
8292 Title II	-	483	-	1,168	1,643	(475)	2,191	1,922	1,922	-	754			
<b>SUBTOTAL - Federal Income</b>	16,800	35,394	-	122,547	169,180	(46,633)	198,822	245,152	245,152	-	122,605			
<b>Other State Revenues</b>														
8300 Other State Apportionments - Prior Years	3,070	-	-	15,040	15,040	15,040	-	15,039	15,039	-	(0)			
8319 Special Education - Entitlement (State)	22,341	24,610	24,610	199,797	277,490	(77,693)	256,935	262,986	264,706	1,710	64,909			
8550 Mandated Cost Reimbursements	-	-	-	6,967	7,071	104	6,967	7,071	7,071	-	0			
8560 State Lottery Revenue	22,245	-	22,058	44,303	19,158	25,145	83,414	94,262	94,875	613	50,572			
8590 All Other State Revenue	-	-	37,500	135,000	135,000	-	150,000	150,000	150,000	-	15,000			
8590 One-Time Discretionary Funds	112,677	-	35,441	260,807	229,131	31,677	257,450	263,376	263,376	-	2,589			
8590 Educator Effectiveness Funds	-	-	8,213	41,063	41,063	41,063	-	41,063	41,063	-	-			
<b>SUBTOTAL - Other State Income</b>	160,333	24,610	127,822	703,081	667,745	35,336	754,766	833,808	836,131	2,323	133,050			
<b>Other Local Revenue</b>														
8600 Uniforms	-	603	-	3,969	4,167	(197)	5,000	5,000	5,000	-	1,031			
8638 Merchandise Sales	609	270	452	1,331	833	498	1,000	1,000	1,500	500	169			
8660 Interest	183	209	652	3,822	1,667	2,155	2,000	3,500	4,000	500	178			
8670 Fees and Contracts	7,500	-	(4,800)	2,700	2,700	-	-	7,500	7,500	-	4,800			
8690 Other Local Revenue	-	3,397	500	6,304	833	5,470	1,000	6,000	7,000	1,000	696			
8693 Field Trips	2,622	4,662	4,222	31,189	12,273	18,917	15,000	27,000	32,000	5,000	811			
8699 All Other Local Revenue	20	24,030	-	24,050	24,050	-	-	24,050	24,050	-	(0)			
8999 Uncategorized Revenue	-	-	-	4,448	-	4,448	-	-	-	-	(4,448)			
<b>SUBTOTAL - Local Revenues</b>	10,933	33,172	1,027	77,813	19,773	58,040	24,000	74,050	81,050	7,000	3,237			
<b>Donations/Fundraising</b>														
8800 Donations - Parents	720	4,917	200	12,519	12,500	19	15,000	15,000	15,000	-	2,481			
8802 Donations - Private	94	-	1,200	12,478	8,333	4,145	10,000	15,000	15,000	-	2,522			
8803 Fundraising	271	8,276	98	28,280	20,833	7,447	25,000	30,000	30,000	-	1,720			
<b>SUBTOTAL - Fundraising and Grants</b>	1,085	13,193	1,498	53,277	41,667	11,611	50,000	60,000	60,000	-	6,723			
<b>TOTAL REVENUE</b>	189,151	887,238	590,092	4,018,736	4,135,065	(116,329)	5,369,232	5,615,204	5,652,401	37,198	1,633,665			

**Language Academy of Sacramento**  
 Budget vs. Actuals  
 As of April 30, 2016

EXPENSES	Actual				Budget vs. Actual				Budget			
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
<b>Compensation &amp; Benefits</b>												
1000 Certified Salaries												
1100 Teachers Salaries	140,593	141,978	142,435	1,147,394	1,163,291	15,897	1,450,432	1,426,402	1,426,402	-	279,007	
1101 Teacher - Stipends	-	2,250	-	4,500	18,050	13,550	18,050	18,050	18,050	-	13,550	
1103 Teacher - Substitute Pay	5,875	5,929	7,107	32,115	61,884	29,570	76,875	46,875	46,875	-	14,760	
1150 STRS Employee Implementation Relief	-	-	-	-	-	-	-	-	22,267	(22,267)	22,267	
1300 Certified Supervisor & Administrator Salaries	8,337	8,337	8,337	83,365	83,990	625	100,788	100,038	100,038	-	16,873	
1311 Certified SPED Staff	12,516	12,516	12,516	93,790	142,388	48,597	170,865	131,338	131,338	-	37,547	
1920 Other Cert - Summer	-	-	-	2,240	3,360	1,120	3,360	2,240	2,240	-	-	
1940 Academic Accountability & Intervention	12,445	12,445	12,445	105,740	106,228	488	131,175	130,630	130,630	-	24,890	
<b>SUBTOTAL - Certificated Employees</b>	<b>179,765</b>	<b>183,454</b>	<b>182,839</b>	<b>1,482,983</b>	<b>1,578,990</b>	<b>96,007</b>	<b>1,951,545</b>	<b>1,855,573</b>	<b>1,877,840</b>	<b>(22,267)</b>	<b>394,952</b>	
2000 Classified Salaries	1,622	2,701	2,875	25,744	42,965	17,221	51,558	51,558	51,558	-	25,814	
2100 Classified Instructional Aide Salaries	4,586	3,979	4,602	46,209	44,143	(2,066)	53,952	53,952	53,952	-	7,743	
2200 SPED Support	5,972	5,671	6,315	44,248	40,043	(4,205)	48,051	48,051	48,051	-	3,804	
2300 Classified Support Salaries	3,280	2,788	3,475	49,701	105,685	55,984	126,834	56,709	56,709	-	7,008	
2400 Classified Supervisor & Administrator Salaries	7,972	8,119	8,811	69,646	62,734	(6,912)	75,281	75,281	75,281	-	5,635	
2905 Other Classified - Office Salaries	17,190	14,509	16,622	128,099	121,223	(6,875)	147,939	147,939	147,939	-	19,841	
2990 Other Classified - After School	6,412	5,285	6,800	62,374	47,754	(14,620)	57,305	70,585	70,585	-	8,191	
2940 Other Classified - Maintenance/grounds	-	-	-	-	1,000	1,000	1,000	1,000	1,000	-	1,000	
<b>SUBTOTAL - Classified Employees</b>	<b>47,033</b>	<b>43,051</b>	<b>49,499</b>	<b>426,021</b>	<b>465,556</b>	<b>39,535</b>	<b>561,920</b>	<b>505,056</b>	<b>505,056</b>	<b>-</b>	<b>79,035</b>	
<b>Employee Benefits</b>												
3000 STRS	19,075	18,804	18,765	155,528	168,532	13,004	202,239	195,160	195,160	-	39,632	
3300 OASD-Medicare-Alternative	6,438	6,185	6,842	54,402	63,231	8,830	75,878	68,269	68,269	(1,710)	15,578	
3400 Health & Welfare Benefits	11,608	35,141	28,836	284,451	335,042	70,591	365,500	325,188	325,188	-	60,737	
3500 Unemployment Insurance	443	(18)	116	(4,375)	14,979	19,354	14,112	14,716	14,968	(252)	19,343	
3600 Workers Comp Insurance	1,916	-	1,913	23,000	45,242	22,242	45,242	42,491	42,892	(401)	19,892	
3700 Retiree Benefits	1,768	619	767	8,109	9,726	1,617	11,671	8,165	8,165	-	56	
<b>SUBTOTAL - Employee Benefits</b>	<b>41,248</b>	<b>60,731</b>	<b>57,239</b>	<b>501,115</b>	<b>636,752</b>	<b>135,638</b>	<b>714,542</b>	<b>653,989</b>	<b>656,352</b>	<b>(2,363)</b>	<b>155,237</b>	

**Language Academy of Sacramento**

Budget vs. Actuals  
As of April 30, 2016

	Budget vs. Actual												Budget		
	Actual						Budget vs. Actual						Budget		
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance vs. Current Forecast	Forecast Remaining				
<b>4000 Books &amp; Supplies</b>															
4100 Approved Textbooks & Core Curricula Materials	1,093	345	-	25,928	52,552	26,624	54,997	29,439	29,439	-	3,511				
4101 SPED Textbooks	-	-	1,718	2,126	6,211	4,085	6,500	6,500	6,500	-	4,374				
4200 Books & Other Reference Materials	5,606	1,524	482	21,249	15,537	(5,712)	16,260	24,512	24,512	-	3,263				
4315 Custodial Supplies	1,110	1,679	1,690	11,610	15,000	3,390	18,000	18,000	18,000	-	6,390				
4325 Instructional Materials & Supplies	2,419	976	1,220	16,100	13,304	(2,796)	16,260	16,260	16,260	-	160				
4330 Office Supplies	1,304	2,201	2,874	18,856	8,333	(10,523)	10,000	19,200	19,200	-	344				
4335 PE Supplies	-	-	-	5,699	3,300	(2,399)	3,960	6,000	6,000	-	301				
4340 Professional Development Supplies	-	-	-	151	1,875	1,724	2,250	2,250	2,250	-	2,099				
4352 Garden	1,680	-	-	1,845	1,667	(178)	2,000	2,000	2,000	-	155				
4354 ASES Materials	20	1,017	410	5,001	11,504	6,503	14,061	14,061	14,061	-	9,060				
4355 Summer Preschool	-	-	-	-	288	288	300	300	300	-	300				
4356 SPED Consumables	615	734	695	7,540	2,455	(5,086)	3,000	7,000	8,000	(1,000)	460				
4410 Classroom Furniture, Equipment & Supplies	157	320	146	6,847	6,689	(159)	7,000	7,000	7,000	-	153				
4420 Computers (individual items less than \$5k)	-	121	-	75,949	100,410	24,461	105,080	87,080	87,080	-	11,131				
4423 Classroom Noncapitalized items 1	-	-	-	141	1,433	1,292	1,500	1,500	1,500	-	1,359				
4430 Non Classroom Related Furniture, Equipment & Supp	-	499	-	7,802	11,467	3,665	12,000	12,000	12,000	-	4,198				
<b>SUBTOTAL - Books and Supplies</b>	<b>14,005</b>	<b>9,417</b>	<b>9,185</b>	<b>206,844</b>	<b>252,025</b>	<b>45,180</b>	<b>273,167</b>	<b>253,102</b>	<b>254,102</b>	<b>(1,000)</b>	<b>47,257</b>				





**Language Academy of Sacramento**

Budget vs. Actuals  
As of April 30, 2016

	Budget vs. Actual											
	Actual						Budget					
	Feb	Mar	Apr	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	
6000 Capital Outlay												
6100 Sites & Improvement of Sites	513	6,160	-	916,910	-	(916,910)	-	-	-	-	(916,910)	
6200 Buildings & Improvement of Buildings	-	-	-	35,630	-	(35,630)	-	-	-	-	(35,630)	
6300 Parking Lot	11,700	24,300	11,994	47,994	-	(47,994)	-	-	-	-	(47,994)	
6400 Equipment	-	-	-	6,997	-	(6,997)	-	-	-	-	(6,997)	
<b>SUBTOTAL - Capital Outlay</b>	<b>12,213</b>	<b>30,460</b>	<b>11,994</b>	<b>1,007,530</b>	<b>-</b>	<b>(1,007,530)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(1,007,530)</b>	
<b>TOTAL EXPENSES</b>	<b>362,468</b>	<b>468,572</b>	<b>388,491</b>	<b>4,273,603</b>	<b>3,731,946</b>	<b>(541,657)</b>	<b>4,486,381</b>	<b>4,481,812</b>	<b>4,530,367</b>	<b>(48,556)</b>	<b>256,764</b>	
6900 Total Depreciation (includes Prior Years)	-	-	-	-	-	-	477,756	477,756	477,756	-	477,756	
<b>TOTAL EXPENSES including Depreciation*</b>	<b>350,255</b>	<b>438,112</b>	<b>376,496</b>	<b>3,266,073</b>	<b>3,731,946</b>	<b>465,873</b>	<b>4,964,137</b>	<b>4,959,568</b>	<b>5,008,123</b>	<b>(48,556)</b>	<b>1,742,050</b>	

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

**Language Academy of Sacramento**  
 Monthly Cash Forecast  
 As of April 30, 2016

	2015/16												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Projected	Jun Projected		
<b>Beginning Cash</b>	5,901,227	5,256,029	4,635,894	4,328,292	4,987,663	5,009,860	4,850,455	5,213,666	5,069,467	5,278,802	5,494,005	4,831,170		
<b>Revenue</b>														
General Block Grant	-	-	-	885,553	258,182	258,182	419,487	-	780,869	459,745	460,979	297,347	4,430,069	609,725
Federal Income	-	-	-	-	34,757	-	35,596	16,800	35,394	-	79,255	43,350	245,152	-
Other State Income	-	-	-	153,649	42,088	28,055	166,523	160,333	24,610	127,822	53,665	7,826	836,131	71,558
Local Revenues	4,489	696	886	13,592	5,677	5,707	1,636	10,933	33,172	1,027	(611)	3,847	81,050	-
Fundraising and Grants	0	18	-	19,989	13,112	3,292	1,091	1,085	13,193	1,498	3,361	3,361	60,000	-
<b>Total Revenue</b>	4,489	714	886	1,072,784	353,816	295,235	624,333	189,151	887,238	590,092	596,650	355,731	5,652,401	681,283
<b>Expenses</b>														
Compensation & Benefits	118,910	106,490	277,714	264,711	265,385	261,024	271,023	268,046	287,237	289,577	378,551	250,577	3,039,247	-
Books & Supplies	100,946	32,605	7,483	23,613	1,623	5,783	2,185	14,005	9,417	9,185	36,079	11,178	254,102	-
Services & Other Operating Expenses	27,619	42,839	12,343	107,139	35,352	94,603	41,819	68,203	141,458	77,734	435,276	140,428	1,237,018	12,204
Capital Outlay	269,031	365,327	14,097	165,945	350	138,113	-	12,213	30,460	11,994	417,524	-	-	(1,425,055)
<b>Total Expenses</b>	516,507	547,261	311,638	561,408	302,710	499,522	315,027	362,468	468,572	388,491	1,267,431	402,184	4,530,367	(1,412,851)
<b>Operating Cash Inflow (Outflow)</b>	(512,017)	(546,548)	(310,752)	511,376	51,105	(204,287)	309,306	(173,317)	418,666	201,601	(670,781)	(46,452)	1,122,034	2,094,134
Revenues - Prior Year Accruals	404,955	-	-	92,471	-	15,000	40,391	0	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	(27,720)	-	-	-	(18,700)	-	(199,185)	(37,305)	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(533,292)	1,648	12,221	36,761	(47,743)	11,096	13,514	10,596	(28,812)	32,240	-	-	-	-
Summerholdback for Teachers	(77,094)	(75,236)	18,650	18,763	18,834	18,786	18,699	18,522	18,665	18,668	17,733	17,733	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	(9,787)	(9,803)	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	(750,000)
Other Balance Sheet Changes	72,251	-	-	-	-	-	-	-	-	-	-	-	-	(1,933,532)
<b>Ending Cash</b>	5,256,029	4,635,894	4,328,292	4,987,663	5,009,860	4,850,455	5,213,666	5,069,467	5,278,802	5,494,005	4,831,170	2,109,116		



A California Public School

Agenda Item# IIIG

**Board Meeting Date:** May 20, 2016

**Subject:** 8<sup>th</sup> Grade Overnight Fieldtrip

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

**Committee/Staff:** School Leadership

**Information:**

The 8<sup>th</sup> grade class, in conjunction with teachers and parents, are planning an overnight trip to Los Angeles. Students will be visiting the Museum of Natural History in Los Angeles, CA as well as Universal Studios in North Hollywood, CA. These visitations are aligned with the New Generation Science Standards as well as the Visual and Performing Arts Standards. Teachers will host a mandatory parent meeting that will take place on Tuesday, June 24<sup>th</sup>, where parents will be presented with the following information:

- a) Students will leave on Tuesday, May 31<sup>st</sup> at 6:30am and will return on Thursday, June 2<sup>nd</sup> at 5 pm.
- b) Students will tour the Museum of Natural History on Tuesday the 31<sup>st</sup>.
- c) Students will visit Universal Studios on Wednesday, June 1<sup>st</sup>.
- d) Students will leave hotel to return home at given time.

Neumann LTD. Limousine, Valet & Parking, a charter bus company, and Embassy Suites hotels have been contracted as they have offered the best prices. 36 students will be attending the trip at a cost of per student is \$325. Students have raised funds for this trip throughout the year in preparation of this overnight trip. At a previous meeting, parents discussed possible fundraisers including: chocolate sales and a pancake breakfast.

School Leadership has contacted LAS insurance carriers, CCSA JPA and legal counsel to ensure the all areas of this field trip are explored and appropriate protocols are put in place. The following security measures are in place:

**Transportation:** Bus and Bus Driver is certified to transport students. The schedule has been developed in accordance with state law.

**Hotels:** Planning committee has been working with Embassy Suites hotel staff to develop a security plan for students. Students will be consolidated to one wing of the hotel. Hotel staff will be apprised of school schedule, meals will be taken as a whole group. Students will share a rooms (girls with girls and boys with boys at a 4 to 1 room ratio. Five parent volunteers and two teachers will have shared rooms and will be on evening/night watch for students.

**Volunteers:** All parents/guardians are welcomed to chaperone the field trip. However, parents are required to get fingerprinted and cleared through the Department of Justice in addition to being cleared for tuberculosis. Volunteers with violations will not be eligible to participate in the trip. In addition, parents must fundraise or pay for their portion of the trip. Volunteers will be assigned a group of students to supervise throughout the trip including evening/night watch. Currently five (5) parent volunteers are scheduled to attend.

**Staff:** The staff attending are currently scheduled to be Phelps and Jáuregui. All staff members have been CPR/First Aid trained.

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

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 05.20.16

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



A California Public School

Agenda Artículo# IIIG

**Fecha de la Reunión:** 20 de mayo del 2016

**Tema:** Paseo de octavo

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

**Comité/Personal:** Liderazgo escolar

**Información:**

La clase del octavo grado, junto con maestras y padres, está planeando un viaje a Los Ángeles. Los estudiantes irán al Museo de historia natural en Los Angeles y a los Estudios universales en North Hollywood, CA. Estas visitas se alinean a los estándares de ciencias al igual que a los de artes visuales. Tendremos una reunión obligatoria para los padres, que se llevará a cabo el martes, 24 de mayo en la que se presentará la siguiente información a los padres:

- a) Los estudiantes saldrán el martes, 31 de mayo a las 6:30 de la mañana y regresarán el jueves, 2 de junio a las 5 de la tarde.
- b) Los estudiantes irán al Museo de historia natural el martes, 31 de mayo.
- c) Los estudiantes irán a los Estudios universales el miércoles, 1 de junio.
- d) Los estudiantes saldrán del hotel para regresar a sus casas a la hora indicada.

Se ha contratado con la compañía de camión Neumann LTD. Limousine, Valet & Parking y el hotel Embassy Suites, ya que han ofrecido el mejor precio. 36 estudiantes irán al paseo y el costo por estudiante será de \$325. Los estudiantes han recaudado fondos a través del año escolar en preparación para este paseo. En la reunión que se llevó a cabo hace un mes, los padres discutieron posibles recaudaciones de fondos incluyendo: ventas de chocolate, desayuno de hotcakes, etc.

El liderazgo escolar ha contactado a las compañías de seguros de LAS, CCSA JPA y asesoría legal, para garantizar que toda área de esta excursión sea explorada y los protocolos adecuados se establezcan. Se han tomado las siguientes medidas de seguridad:

**Transportación:** Camión y chofer están certificados para transportar estudiantes. El horario se ha desarrollado de acuerdo con la ley estatal.

**Hoteles:** El comité de planificación estará trabajando con el personal del hotel para desarrollar un plan de seguridad para los estudiantes. Los estudiantes estarán en un solo anexo del hotel. El personal del hotel conocerá el horario de los estudiantes y las comidas se servirán para todo el grupo. Los estudiantes compartirán habitaciones, con cuatro estudiantes del mismo género en cada cuarto. Los padres voluntarios y maestras compartirán habitaciones y tendrán la responsabilidad de supervisar a los estudiantes por las tardes y las noches.

**Voluntarios:** Todos los padres/tutores están bienvenidos a ser acompañantes del paseo. Sin embargo, se requiere que los padres obtengan aprobación por medio de huellas digitales del Departamento de Justicia al igual que la prueba de tuberculosis salga negativa. Voluntarios con violaciones no serán elegibles para participar en el paseo. Además, los padres deben recaudar o pagar su porción del paseo. Los voluntarios estarán asignados un grupo de estudiantes para supervisar durante el viaje, incluyendo las tardes y noches. Actualmente, hay cinco (5) padres voluntarios apuntados para participar.

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

**Personal escolar:** Al momento, el personal escolar que asistirán al paseo serán Phelps y Jáuregui. Todos los miembros del personal han sido entrenados en RCP y primeros auxilios.

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo escolar  
**Fecha:** 05.20.16

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



A California Public School

Agenda Item# IVA

**Board Meeting Date:** May 20, 2016

**Subject:** Curriculum Design Team Committee

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

**Committee:** Members: A. Gutiérrez (chair), de Luna, Conant, Suárez, Jáuregui, Mercado, Romo, Bersola and de León

**Information:**

The committee met on Thursday, May 5<sup>th</sup> and addressed the following items:

- **2015-2016 External Accountability Measures**
  - ✓ CAASPP Update
  - ✓ PFT Update: Overview of the State Test and LAS Physical Education Program
- **Local Control Accountability Plan**
  - ✓ Discussed update and feedback: Cohort Representatives reported on Internal Accountability 2<sup>nd</sup> Trimester Results from Grades TK-3
  - ✓ Discussed LCAP Year 2 Annual Update Draft
- **Professional Development Reflection**
  - ✓ PD 360: Shared schedule for upcoming staff presentations
- **Literacy Update**
  - ✓ Provided update on DRA/EDL school wide reading assessment implementation plan

**Recommendations:**

None at this time

<p><b>Estimated Time of Presentation:</b> 5 min  <b>Submitted By:</b> de León/Bersola  <b>Date:</b> 5.20.16</p>
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<p><b>Pertinent Pages in</b>  ( ) Charter, pages _____  ( ) MOU, pages _____</p>
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A California Public School

Agenda Artículo # IVA

**Fecha de la Reunión:** 20 de mayo del 2016

**Tema:** Comité del Equipo 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:** Miembros: A. Gutiérrez (representante), de Luna, Conant, Suárez, Jáuregui, Mercado, Romo, Bersola y de León

**Información:**

El comité se reunió el jueves, 5 de mayo y dirigió su atención a los siguientes artículos:

- **Responsabilidad Externa 2015-2016**
  - ✓ Noticias recientes de CAASPP
  - ✓ Noticias recientes sobre PFT: Resumen del examen estatal y del programa de educación física de LAS
- **Plan de responsabilidad y control local**
  - ✓ Se analizaron las actualizaciones y retroalimentación: Representantes de grupos reportaron con respecto a los resultados del segundo trimestre de los niveles TK-3.
  - ✓ Se discutió el borrador anual actualizado de LCAP
- **Reflexión de desarrollo profesional**
  - ✓ Desarrollo Profesional 360: calendario para las próximas presentaciones del personal
- **Noticias recientes de alfabetización**
  - ✓ Presentó noticias recientes sobre el plan de implementación de evaluación de lectura DRA/EDL

**Recomendaciones:**

Ninguna al momento

Tiempo estimado para la presentación: 5 min.  
Entregado por: de León/ Bersola  
Fecha: 5.20.16

Páginas pertinentes en:

- ( ) La constitución, páginas \_\_\_\_\_
- ( ) MOU, páginas \_\_\_\_\_