

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

Agenda/Agenda

BOARD MEETING/ REUNIÓN DE LA MESA

Friday, December 18, 2020/viernes, 18 de diciembre del 2020

5:30pm (accessible via Zoom only)/5:30pm (Solamente accesible por medio de Zoom)

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors (“Board”) and employees of the Language Academy of Sacramento shall meet via the Zoom meeting platform.

Members of the public who wish to access this Board meeting may do so at:

<https://zoom.us/j/91200680381?pwd=QmNra0NLaG1PdVU4c0E5anVONlkyQT09>

You may also call in using the Zoom phone number: (669) 900-6833; [Meeting ID: 912 0068 0381](#)

[Passcode: 777292](#)

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

| | Name/Nombre | Role/Miembro | Present/ Presente | Absent/ Ausente |
|-----|------------------------|--|------------------------------|----------------------------|
| 1. | Nailah Kokayi | Parent/Padre (19-21) | | |
| 2. | Fernando Aceves | Parent/Padre (19-22) | | |
| 3. | Cristian García | Parent/Padre (20-23) | | |
| 4. | Gemma Jáuregui | Teacher/Maestra (18-21) Vice President/Vice Presidente | | |
| 5. | Pedro León | Teacher/Maestro (19-22) Secretary/Secretario | | |
| 6. | Vacant | Staff/Personal (20-23) | | |
| 7. | Nadeen Ruíz | Community Member/Miembro Comunitario (18-21) | | |
| 8. | Julissa de González | Community Member/Miembro Comunitario (19-22) | | |
| 9. | Nina Sylvains | Community Member/Miembro Comunitario (20-23) | | |
| 10. | Student Representative | Student Council President/Presidente del Concilio Estudiantil | | |
| 11. | Teejay Bersola | Director of Academic Accountability/Directora de Responsabilidad Académica | | |
| 12. | Judy Morales | Director of Business and Operations /Directora de negocios y operaciones | | |
| 13. | Eduardo de León | Executive Director/Director Ejecutivo | | |

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: _____ Second: _____ Vote: _____

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

a. November 20, 2020 minutes/minutas del mes de noviembre 20 del 2020

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

Motion: _____ Second: _____ Vote: _____

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

Motion: ____ Second: ____ Vote: ____

E. MISSION/*Misión*

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION

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

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

A. LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 3)/Actualización del *Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 3) – School Leadership/Liderazgo escolar (30 min.)*

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

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

Motion: ____ Second: ____ Vote: ____

B. Comprehensive Coordinated Early Intervening Services (CCEIS) Plan/Plan de servicios integrales coordinados de intervención temprana (CCEIS por sus siglas en ingles) – School Leadership/Liderazgo (20 min)
i. Public Comments (maximum of three (3) minutes per speaker)/Comentarios Públicos (máximo de 3 minutos por persona)

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

Motion: ____ Second: ____ Vote: ____

C. LAS Academic Accountability 101: SCUSD Annual Progress Report (APR) – Información básica de responsabilidad académica: Informe de progreso anual de SCUSD (APR)– School Leadership (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. Anti-Racism at LAS –Anti-racismo en LAS – School Leadership (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

E. Curriculum Design Team Report –Reporte del comité de diseño curricular – Jáuregui (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

F. November Check Register/Registro de la cuenta bancaria de noviembre – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

V. FUTURE MEETINGS/Próxima Junta

A.) **Board Retreat: Saturday, January 16, 2021 at 9:00am – sábado, 16 de enero de 2021 a las 9:00am**

B.) **Regular Meeting: Friday, January 22, 2021 at 5:30pm – viernes, 22 de enero de 2021 a las 5:30pm**

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

VII. ADJOURNMENT/Clausura

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

Motion: _____ Second: _____ Vote: _____

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



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

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, November 20, 2020/ viernes, 20 de noviembre del 2020
5:30 pm through Zoom/ 5:30PM a través de Zoom

I. PRELIMINARY/PRELIMINARIO

| | | | | |
|--------------------|---|--|---|----------------------------|
| I.A & B | Meeting was called to order by Gemma Jáuregui at 5:31 PM. Roll call was taken./ La junta fue convocada por Gemma Jáuregui a las 5:31 PM. Se tomó lista. | | | |
| | Name/ Nombre | Role/ Papel | Present/ Presente | Absent/ Ausente |
| | 1. Nailah Kokayi | Parent/Madre (19-20) | X | |
| | 2. Fernando Aceves | Parent/Madre (19-22) | X 5:34 | |
| | 3. Cristian García | Parent/Madre (20-23) | X 5:40 | |
| | 4. Gemma Jáuregui | Teacher/Maestra (18-21) Vice President/Vice President | | |
| | 5. Pedro León | Teacher/Maestro (19-22) Secretary/Secretario | X | |
| | 6. Vacant | Staff/Personal (20-23) | X | |
| | 7. Nadeen Ruiz | Community Member/Miembro Comunitario (18-21) | X | |
| | 8. Julissa de González | Community Member/Miembro Comunitario (19-22) | | X |
| | 9. Nina Sylvains | Community Member/Miembro Comunitario (20-23) | X | |
| | 10. Student Representative | Student Council President/Presidente del Concilio Estudiantil | | |
| | 11. Teejay Bersola | Director of Academic Accountability/Directora de Responsabilidad Académica | X | |
| | 12. Judy Morales | Director of Business and Operations/Directora de Negocios y Operaciones | X | |
| | 13. Eduardo de León | Executive Director/Director Ejecutivo | X | |
| | Agenda/Agenda | | Action/Acción | |
| I.C | Approval of Agenda <i>Aprobación de la Agenda</i> | | <p>A motion was made to approve the November 20, 2020 agenda. <i>Se hizo una moción para aprobar la agenda del 20 de noviembre del 2020</i></p> <p>1st Motion/1^a Moción: Pedro León 2nd Motion/2^a Moción: Gemma Jáuregui Absences/Ausencias: Fernando Aceves, Cristián García, Julissa de González Abstentions/Abstenciones: None/ninguno The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p> | |
| I.D.a | Approval of April Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i> | | <p>A motion was made to approve the September 25, 2020 minutes <i>Se hizo una moción para aprobar las minutas del 25 de septiembre del 2020</i></p> <p>1st Motion/1^a Moción: Pedro León 2nd Motion/2^a Moción: Fernando Aceves Absences/Ausencias: Julissa de González, Cristián García Abstentions/Abstenciones: Nadeen Ruíz, Nina Sylvains The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i></p> | |
| I.D.b | | | <p>A motion was made to approve the October 30, 2020 minutes <i>Se hizo una moción para aprobar las minutas del 30 de octubre del 2020</i></p> <p>1st Motion/1^a Moción: Nadeen Ruíz 2nd Motion/2^a Moción: Fernando Aceves Absences/Ausencias: Julissa de González, Cristián García Abstentions/Abstenciones: Pedro León, Gemma Jáuregui The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i></p> | |

| | | |
|---|---|---|
| I.E | Mission <i>Misión</i> | The mission was read aloud by member León. / <i>La misión fue leída en voz alta por miembro León.</i> |
| II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN | | |
| II.A. | Public Comments <i>Comentarios Públicos</i> | A public comment was made by Eduardo de León announcing to board members that communication would be shared regarding the scheduling of the Board Retreat. <i>Eduardo de León compartió que se mandará una comunicación sobre la coordinación del retiro de la mesa directiva.</i> |
| III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN: | | |
| III.1 | Parent Council/Association Representative <i>Representante del concilio y asociación de padres</i> | Eduardo de León shared an update regarding Parent Council and Parent Association. <i>Eduardo de León compartió un reporte sobre actividades del Concilio de padres y Asociación de padres.</i> |
| IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN | | |
| IV.A | LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 2)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 2) | <p>School Leadership provided a Return to LAS Update that included the following: materials distribution, meals distribution, learning hubs, family survey, health and safety and next steps. The board engaged in discussion regarding the recommendation to change the return date for grades TK-5 from January 4, 2021 to January 19, 2021.</p> <p><i>El Liderazgo escolar compartió una actualización del plan de Regreso a LAS que incluyó lo siguiente: distribución de materiales, distribución de comidas, centros de aprendizaje, encuesta familiar, salud & seguridad y próximos pasos. La mesa discutió la recomendación de cambiar la fecha de regreso para grados TK-5° del 4 de enero de 2021 al 19 de enero de 2021.</i></p> <p>A motion was made to approve the change in to transition to hybrid model date for grades TK-5 from January 4, 2021 to January 19, 2021 pending further information that would be collected from staff and an opportunity to revisit the topic at the December board meeting.</p> <p><i>Se hizo una moción para aprobar el cambio en la fecha de transición al modelo híbrido para TK-5° del 4 de enero de 2021 al 19 de enero de 2021 pendiente de obtener más información sobre el personal y la oportunidad de retomar el tema en la junta de la mesa directiva en diciembre.</i></p> <p>1st Motion/1^a Moción: Nina Sylvains 2nd Motion/2^a Moción: Cristián García Absences/Ausencias: Julissa de González Abstentions/Abstenciones: None/ninguna The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p> |
| | Public Comments <i>Comentarios Públicos</i> | <p>A parent made a public comment about the challenges of distance learning and the hybrid model <i>Una madre de un estudiantes de LAS comentó sobre las dificultades de aprendizaje a distancia y del modelo híbrido</i></p> <p>A parent asked a question in regards to county official announcement and the conditions that would allow students and staff to be back on campus. <i>Una madre hizo una pregunta con respecto al anuncio oficial del condado y las condiciones que permitirían a los estudiantes y al personal regresar al campus.</i></p> <p>A parent asked about teachers who do not qualify for the safety/health exemption in order to stay home in the event that we transition to a hybrid model. <i>Un padre preguntó acerca de los maestros que no califican para la exención de seguridad / salud para quedarse en casa en caso de que hagamos la transición a un modelo híbrido.</i></p> |

| | | |
|--|---|--|
| IV.B | Anti-Racism at LAS <i>Anti-racismo en LAS</i> | School Leadership provided an update regarding Anti-Racism at LAS. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.C | Curriculum Design Team Report – <i>Reporte del comité de diseño curricular</i> | Board member Jáuregui provided an update regarding the work of the Curriculum Design Team. / <i>Miembro Jáuregui compartió un reporte sobre el trabajo del comité de diseño curricular.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.D | Finance Committee Report & Monthly Financials / <i>Reporte de comité de finanzas y financieros mensuales</i> | Judy Morales presented the finance committee report and monthly financials. / <i>Judy Morales compartió el reporte de comité de finanzas y financieros mensuales.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.E | First Interim Report / <i>Primer Reporte Intermedio</i> | A motion was made to approve the First Interim Report including the Budget Overview for Parents / <i>Se hizo una moción para aprobar el Primer Reporte Intermedio y el Resumen del presupuesto para padres.</i> 1 st Motion/ <i>1ª Moción</i> : Nadeen Ruíz 2 nd Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : Julissa de González Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.G | October Check Register <i>Registros de la cuenta bancaria del mes de octubre</i> | A motion was made to approve the October 2020 Check Register. / <i>Se hizo una moción para aprobar los registros de las cuentas bancarias del mes de octubre del 2020.</i> 1st Motion/ <i>1ª Moción</i> : Nadeen Ruíz 2nd Motion/ <i>2ª Moción</i> : Gemma Jáuregui Absences/ <i>Ausencias</i> : Julissa de González Abstentions/ <i>Abstenciones</i> : Pedro León Motion passed with six votes. / <i>La moción pasó con seis votos.</i> |
| | Public Comments <i>Comentarios Públicos</i> | None/Ninguno |
| IV.G | El Dorado County Charter SELPA Local Plan / <i>Plan Local de SELPA para el Condado de El Dorado</i> | A motion was made to approve the El Dorado County Charter SELPA Local Plan and Participation Agreement. / <i>Se hizo una moción para aprobar el Plan local de SELPA para el condado de El Dorado y el Acuerdo de participación.</i> 1st Motion/ <i>1ª Moción</i> : Nadeen Ruíz 2nd Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : Julissa de González Abstentions/ <i>Abstenciones</i> : Motion passed with seven votes. / <i>La moción pasó con siete votos.</i> |
| | Public Comments <i>Comentarios Públicos</i> | A parent made a public comment about special education assessments during the pandemic/ <i>Una madre de familia hizo un comentario público sobre evaluaciones de educación especial durante la pandemia.</i> |
| VIII. FUTURE MEETINGS/PRÓXIMA JUNTA | | |
| 1. Friday, December 18, 2020 Regular Board Meeting/ <i>viernes 18 de diciembre del 2020 Junta Regular de la Mesa Directiva</i> | | |
| V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS | | |

VIII. ADJOURNMENT/CLAUSURA

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

1st Motion / *1ª Moción*: Nadeen Ruíz

2nd Motion / *2ª Moción*: Fernando Aceves

Absences / *Ausencias*: Julissa de González

Abstentions / *Abstenciones*: None / *Ninguna*

The motion passed with seven votes. / *La moción pasó con siete votos.*

The board meeting was adjourned at 8:08PM. / *La reunión de la Mesa se terminó a las 8:08PM.*



A California Public School

Agenda Item # III1

Board Meeting Date: December 18th, 2020

Subject: Parent Council

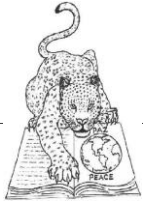
- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action

Committee: Parent Council, Parent Association, ELAC Advisory Representatives -Other Parent Items

Parent Council: The Parent Council met on Thursday, December 10th

- **Grade Level Representatives-** Grade level representatives had no updates at this time.
- **Administration Updates-** Eduardo de León, Executive Director, gave us information on the Family survey that was sent out. More updates on school reopening will be shared after the December Board meeting.
- **Parent Council** – PC will be having a celebration for all of our LAS students. The event will take place on December 17 & 18th. Each LAS student will receive a scarf with the LAS logo embroidered, a raffle ticket per family for a chance to win a Target gift card, hot chocolate and pan dulce.
- **Miscellaneous/Reminders/Questions:** PC is planning a couple of fundraisers to help with the PC budget balance. More information on the fundraisers will be shared at a later date.

Parent Council: Our next meeting will take place on Thursday, January 14th at 6pm via Zoom



Fecha de la Reunión: 18 de diciembre del 2020

Tema: Concilio de padres

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

Comité: Concilio de padres, Asociación de padres, Representantes para el Comité Asesor de Padres para Aprendices de Inglés (ELAC por sus siglas en Inglés) - Otros artículos para padres

Concilio de padres: El concilio de padres se reunió el jueves 10 de diciembre.

- **Representantes de nivel de grado:** Los representantes de nivel de grado no tienen actualización por el momento.
- **Actualización de la Administración:** Eduardo de León, Director Ejecutivo, compartió de la encuesta para las familias que se mandó a casa. Se compartirá más información acerca de la reapertura de la escuela después de la junta de la Mesa Directiva de este mes.
- **Concilio de padres-** El Concilio de padres también planeado una celebración Invernal para todos los estudiantes de LAS. Esta celebración será el 17 y 18 de diciembre. Cada estudiante de LAS estará recibiendo una bufanda con el logo de LAS, un boleto por familia para una rifa para una tarjeta de la Target, un chocolate caliente y pan dulce.
- **Misceláneo/Recordatorios/Preguntas:** El Concilio de padres estará planeado varias actividades para recaudar fondos para ayudar con el balance. Después se les estará compartiendo más información.

Concilio de padres: La próxima reunión va a tomar lugar el jueves, 14 de enero de 2021 a las 6pm por medio de Zoom.



A California Public School

Agenda Item # III2

Board Meeting Date: December 18, 2020

Subject: Student Council

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

Committee/Staff: Student Council

Information:

Student Council Reports:

The Student Council meeting was called to order with comments regarding the Spirit Calendar.

The meeting began by sharing the budget balance along with reviewing our “Suggestions” document.

The Vice President, Emma Cerda, shared her project of developing monthly opportunities for the entire school to gather and play games. As of right now, one of the proposed ideas is a family and student webinar rally.

The meeting continued by voting on a Spirit Day calendar for the year and was shared with the office to publish on our site and newsletter.

Future agenda items:

Virtual School-Wide Events



Fecha de la reunión: diciembre 18 de 2020

Tema: Concilio estudiantil

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

Comité/Personal: Concilio estudiantil

Información:

Informes del concilio estudiantil:

La junta del Concilio estudiantil se inició con comentarios sobre el calendario de días de espíritu.

La reunión comenzó compartiendo el balance del presupuesto junto con la revisión de nuestro documento de “Sugerencias”.

La vicepresidenta, Emma Cerda, compartió su proyecto de desarrollar oportunidades mensuales para que toda la escuela se reúna y juegue. A partir de ahora, una de las ideas propuestas es un evento virtual para familias y estudiantes.

La reunión continuó con la votación de un calendario del Día del Espíritu para el año y se compartió con la oficina para publicar en nuestro sitio web y el boletín.

Temas futuros en la agenda:

Eventos virtuales para toda la escuela



A California Public School

Agenda Item# IVA

Board Meeting Date: December 18, 2020

Subject: LAS Distance Learning (DiLe) Plan & Return to LAS Update

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

Information:

The Language Academy of Sacramento (LAS) remains steadfast in its commitment to fulfilling our charter mission. In the midst of the Covid-19 public health crisis, LAS will continue to pursue innovative ways and means to ensure that the three charter pillars: 1) Academics, 2) Business and Operations, and 3) Governance, work efficiently and efficaciously in tandem, to address the ever-dynamic emerging needs of its constituents. During the November 20 board meeting, the board voted to change the return date for TK-5 from January 4, 2021 to January 19, 2021. Additionally, the board asked that we revisit this discussion during the December meeting.

Key Updates of the Return to LAS Plan:

Family Survey: In late November, a survey was distributed to all LAS families with the intent of collecting data that would assist in planning. Families were provided with a detailed description of the Hybrid model to be implemented, informed about COVID-19 risks, and asked to choose either Extended Distance Learning or the Hybrid Model. They were also given the option to include questions or comments. A summary of these results will be shared during the December 18, 2020 board meeting.

Staff Survey: In early December, an additional survey was administered to staff regarding the following topics: Interest in working within hybrid, distance learning, or both; reasons for their selection; what would make them feel safer or at ease; hybrid model that they prefer, as well as the ability to add comments or questions. A summary of these results will be shared during the December 18, 2020 board meeting.

Governor Newsom’s “Stay at Home” Order: On December 3, 2020, Governor Gavin Newsome announced a regional Stay Home order in an effort to impact ICU availability across the state. Once the announcement was made, staff that were working on campus were asked to work from home with the exception of a consistent administrative presence within the office. SCUSD Nutrition services has also continued to operate during this time, so families still have access to meal distribution on the scheduled days.

Sacramento Department of Public Health: As previously shared, school leadership has been able to meet with representatives from the Sacramento Department of Public Health (SDPH), including Dr.



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Olivia Kasirye, the SDPH Public Health Officer. In recent weeks, they have provided updates about the current public health crisis and the impact on schools. Sacramento County is currently in the most restrictive purple tier which would not allow us to open within a Hybrid model. While this does not prohibit us from continuing an expanding out small learning hubs, it is not likely that we will meet the January/February deadlines.

Assembly Bill 10 (Ting): Assembly Budget Committee Chairman Phil Ting introduced a bill, AB 10, which states that “Under AB10, starting March 1, 2021, schools allowed to open under state and county health orders (those in the Red, Orange, or Yellow tiers) must implement a plan to do so within two weeks, setting a clear threshold for when in-person instruction resumes. Local districts can still decide for themselves which in-person model best fits their student and workforce needs, including a hybrid format of both in-person and distance learning.” While AB10 is still in draft form and has not received final approval, it is an important variable to consider as we develop our Return to LAS plan.

Revised Recommendation: Given the data available at this time, the guidance of local health experts, as well as proposed legislation, school leadership engaged the Curriculum Design Team in a discussion regarding these variables and asked that they reach out to other staff members. After meeting on two separate dates, the CDT agreed to the following recommendation:

It is recommended that the Governing Board suspend the transition to a hybrid model in January or February, and instead commit to making an announcement to our community about the plan moving forward by Friday, March 5, 2021 that is based on available data, state and local guidance.

Return to LAS Plan Next Steps:

- Continue to monitor the effectiveness of the Extended Distance Learning program for LAS staff, students and families
- Continue with the implementation of Learning Hubs including the option to expand these and serve a higher number of students
- Provide updates during Parent Association Meetings
- Continue to meet with representatives from SDPH and SCOE, including the potential for representatives to meet with families and/or the Governing Board at upcoming meetings.
- Update the Governing Board and community at the January and February meetings
- Ensure that staff and families receive advanced notice in anticipation of any change to the current educational model

| Return to LAS Plan | | | | |
|---------------------------|------------|------------|----------------|---------------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |
| | | | | |

Estimated Time of Presentation: 30 min
Submitted By: School Leadership
Date: 12.15.20

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



Fecha de la reunión: 18 de diciembre de 2020

Tema: Plan de aprendizaje a distancia de LAS (DiLe) y actualización del Plan de regreso

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

Información:

La Academia de Idiomas de Sacramento (LAS) se mantiene firme en su compromiso de cumplir con nuestra misión de nuestro chárter. En medio de la crisis de salud pública de Covid-19, LAS continuará buscando formas y medios innovadores para garantizar que los tres pilares del chárter: 1) Académicos, 2) Negocios y operaciones, y 3) Gobernanza funcionen en conjunto de manera eficiente y eficaz, para abordar las necesidades emergentes siempre dinámicas de sus miembros.

Durante la reunión de la junta del 20 de noviembre, la mesa directiva votó para cambiar la fecha de regreso de TK-5 del 4 de enero al 19 de enero de 2021. Además, la mesa directiva pidió que volviéramos a esta discusión durante la junta de diciembre.

Aspectos clave de PACT.O 2.0 y Plan de regreso a LAS:

Encuesta familiar: A fines de noviembre, se administró una encuesta a todas las familias de LAS con la intención de obtener datos que ayudarían en la planeación de Regreso a LAS. Familias recibieron una descripción detallada del modelo híbrido que se implementará, información sobre los riesgos de COVID-19 y se les pidió que eligieran el aprendizaje a distancia extendido o el modelo híbrido. También se les dio la opción de incluir preguntas o comentarios. Se compartirá un resumen de estos resultados en la junta de la mesa directiva el 18 de diciembre de 2020.

Encuesta al personal: A principios de diciembre, se administró una encuesta adicional al personal con respecto a los siguientes temas: interés en trabajar dentro del modelo híbrido, a distancia o ambos; motivos por la elección; aspectos que los haría sentir más seguros o cómodos; modelo híbrido que prefieren, y la posibilidad de añadir comentarios o preguntas. Se compartirá un resumen de estos resultados en la junta de la mesa directiva el 18 de diciembre de 2020.

Orden del gobernador Newsom de "Permanecer en casa": el 3 de diciembre de 2020, el gobernador Gavin Newsome anunció una orden regional de permanecer en casa como un esfuerzo por impactar la disponibilidad de UCI en todo el estado. Una vez que se hizo el anuncio, se pidió al personal que actualmente trabajan en el plantel que trabajaran desde casa con la excepción de una presencia administrativa constante dentro de la oficina. Los servicios de nutrición de SCUSD también han



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continuado operando durante este tiempo, asegurando que las familias aún tienen acceso a la distribución de comidas en los días programados.

Departamento de Salud Pública de Sacramento: Como se compartió anteriormente, el liderazgo escolar ha podido reunirse con representantes del Departamento de Salud Pública de Sacramento (SDPH), incluyendo a la Dra. Olivia Kasirye, Oficial de Salud Pública de SDPH. En las últimas semanas, han proporcionado actualizaciones sobre la actual crisis de salud pública y el impacto en las escuelas. El condado de Sacramento se encuentra actualmente en el nivel morado más restrictivo que no nos permitiría abrir dentro de un modelo híbrido. Aunque el nivel actual no nos prohíbe continuar expandiendo pequeños centros de aprendizaje, no es probable que cumplamos con las fechas de regreso programados en enero o febrero.

Proyecto de ley 10 de la Asamblea (Ting): El presidente del Comité de Presupuesto de la Asamblea, Phil Ting, presentó un proyecto de ley, AB10, que establece que "Bajo AB10, a partir del 1° de marzo de 2021, las escuelas pueden abrir bajo las órdenes de salud del estado y del condado (niveles rojo, anaranjado o amarillo) y deben implementar un plan para hacerlo dentro de dos semanas, estableciendo una descripción detallada de cuando se comenzará la instrucción en persona. Los distritos locales aún pueden decidir por sí mismos qué modelo en persona se adapta mejor a las necesidades de sus estudiantes y su fuerza laboral, incluyendo un modelo híbrido de aprendizaje en combinación con un modelo a distancia." Aunque AB10 aún está en forma de borrador y no ha recibido la aprobación final, es una variable importante a considerar mientras desarrollamos nuestro plan Regreso a LAS.

Recomendación revisada: Debido a los datos disponibles en este momento, la guía de los expertos en salud locales, así como la legislación propuesta, el liderazgo escolar involucró al Comité de Diseño Curricular (CDT) en una discusión sobre estas variables y se les pidió que se comunicaran con otros miembros del personal. Después de reunirse en dos fechas separadas, el CDT acordó la siguiente recomendación:

Se recomienda que la mesa directiva suspenda la transición a un modelo híbrido en enero o febrero y, en cambio, se comprometa a hacer un anuncio a nuestra comunidad sobre el avance del plan antes del viernes, 5° de marzo de 2021. El plan que se presentará se basará en los datos disponibles, el estado y orientación local.

Próximos pasos de Plan de Regreso a LAS:

- Continuar monitoreando la efectividad del programa de aprendizaje a distancia extendido para el personal, los estudiantes y las familias de LAS
- Continuar con la implementación de "Centros de aprendizaje", incluyendo la opción de ampliarlos e invitar a un mayor número de estudiantes.
- Proporcionar actualizaciones durante las reuniones de la Asociación de padres
- Continuar reuniones con representantes de SDPH y SCOE, incluyendo la posibilidad de que los representantes se reúnan con las familias y/o la Mesa Directiva en las próximas reuniones.
- Actualizar a la Mesa Directiva y a la comunidad en las reuniones de enero y febrero
- Asegurarse de que el personal y las familias reciban un aviso con anticipación de cualquier cambio al modelo de aprendizaje actual



Board Meeting Date: December 18, 2020

Subject: Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

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

Committee: School Leadership

Information: The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; as well as other factors. In the case of LAS, we were identified as over identifying Hispanic students in the area of Speech and Language based on 2018-2019 data. Given this, LAS is responsible for the development of a Comprehensive Coordinated Early Intervening Services (CCEIS) plan. Throughout the last year, LAS Special Education Coordinator, Isela Méndez, has engaged various stakeholder and coordinated the process of elaborating the CCEIS plan.

Attachment: LAS CCEIS Plan

Recommendation: It is recommended that the LAS Board approve the LAS CCEIS Plan.

| LAS CCEIS Plan | | | | |
|-----------------------|------------|------------|----------------|---------------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |
| | | | | |

Estimated Presentation time: 20 min.
Submitted by: School Leadership
Date: 12152020

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



Fecha de la Reunión: 18 de diciembre de 2020

Tema: El Dorado County Chárter SELPA: Revisión del Plan Local

- 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: El Departamento de Educación de California (CDE) ha identificado ciertas agencias educativas locales (LEA) como significativamente desproporcionadas por motivos de raza o etnia con respecto a la identificación de estudiantes con discapacidades; la identificación de estudiantes en categorías específicas de discapacidad; así como otros factores. En el caso de LAS, fuimos identificados por identificar excesivamente a los estudiantes hispanos en el área del habla y el lenguaje según los datos de 2018-2019. Debido a esto, LAS es responsable del desarrollo de un plan de Servicios Integrales de Intervención Temprana Coordinada (CCEIS por sus siglas en ingles). Durante el último año, la Coordinadora de Educación Especial de LAS, Isela Méndez, ha involucrado a varias partes interesadas y ha coordinado el proceso de la elaboración del plan CCEIS.

Documentos adjuntos: Plan de CCEIS de LAS

Recomendación: Se recomienda que la Mesa Directiva de LAS apruebe el plan de CCEIS de LAS.

| Plan de CCEIS de LAS | | | | |
|-----------------------------|------------|------------|----------------|---------------|
| Members | Aye | Nay | Abstain | Absent |
| Sylvains, Nina | | | | |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| Garcia, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Totals: | | | | |

Tiempo estimado para la presentación: 20 min.
Entregado por: School Leadership
Fecha 12152020

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

Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS)

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The purpose of this document is to describe requirements regarding Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS). The CCEIS Requirements and Instructions and budget and plan forms are designed to meet federal requirements for the use of CCEIS funds.

Please refer to the Padlet for forms and other information specific to Significant Disproportionality at the following link:

<https://padlet.com/sedmonitoring/1920monitoring>

Federal Individuals with Disabilities Education Act Requirements (See Title 34 Code of Federal Regulations (34 CFR) section 300.647 Determining significant disproportionality)

Under the Federal Individuals with Disabilities Education Act (IDEA) Determining significant disproportionality requirements, if a LEA is identified as significantly disproportionate, the LEA must reserve 15 percent of its 611 and 619 IDEA grant funds to address factors contributing to the significant disproportionality (See 34 CFR sections 300.646(c) and (d).) These services are for both students who currently receive special education services and who do not currently receive special education services, but who need additional academic and behavioral supports to succeed in a general education environment. An LEA must develop a CCEIS plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category (See 34 CFR section 300.646(d)(1).)

CCEIS activities must:

- Include children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment
- Address the needs of those student subgroups that were identified as the basis for the LEA's identification as significantly disproportionate, but not exclusively, for those student subgroups

- Focus on instructional activities for children age three through twelfth grade with primary focus on age three through third grade
- Allow expenditures on children ages three through five if an LEA has an established preschool program as part of the educational system
- Focus on academic and behavioral instructional services and professional development
- Occur within the allowable CCEIS budget period (27 months)

(See 34 *CFR* sections 300.646(d)(3) and (4).)

Budget and Allowable Expenditures Information for 2020 (See 34 *CFR* section 300.646(d)(1)(iii).)

The following are required for the development of the CCEIS Budget:

- CCEIS expenses for 2020 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable Comprehensive Coordinated Early Intervening Services (Comprehensive CEIS), please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- Reserve 15 percent of the Fiscal Year 2020–21 IDEA grant funds for CCEIS. (Refer to the OSEP regulations, Questions C-3-6, page 21)
- IDEA funds budgeted for the 2020 CCEIS plan must be exhausted within the 27-month report period: July 1, 2020, through September 30, 2022. Implementation of CCEIS cannot begin until written approval of the CCEIS Plan is provided by the CDE.
- Clarification on appropriate use of CCEIS funds:
 - **Supplement not supplant:** CCEIS funds should only be used to supplement, and not supplant, activities funded with, and implemented utilizing, Part B funds or other federal funds (See 34 *CFR* section 300.266(e).) (Refer to the OSEP regulations, Question C-3-7, Page 21 of 28).
 - **Professional development:** CCEIS professional development events are for preschool through grade twelve personnel who are responsible for students who need additional academic and behavioral supports to succeed in the general education environment. (Refer to the OSEP regulations, Questions C-3-8, page 22)

Personnel who exclusively serve students with individualized education programs (IEPs) cannot be funded using CCEIS funds. However, special education personnel can be included in professional development activities associated with the implementation of CCEIS under certain circumstances. For example, if they do not increase the cost of the professional development, the quality of the professional development does not decrease,

and their participation does not lead to the exclusion of personnel who are serving students defined as needing additional support, then special education personnel may be included in professional development.

CCEIS planning process: Support the CCEIS planning process with a clear relationship to the development of the CCEIS Plan. CCEIS funds may be used to hire a CDE-approved technical assistance facilitator to assist with development and the implementation of the CCEIS Plan. To the extent that special education personnel are involved in developing the CCEIS Plan, the LEA may use CCEIS funds to pay for this involvement.

Phase 1

1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan. In small LEAs, there may be a group that covers both the leadership and stakeholder functions. Multiple roles may be assigned to one administrator or team member.

| Name | Title/Role | CCEIS Team Responsibility for Development and Implementation of CCEIS Plan | Email |
|-------------------|---------------------------------|--|-------------------------|
| Isela Mendez | SPED Coordinator | CCEIS Lead | imendez@lasac.info |
| Maria Anguiano | General Education Lead | Initiative Inventory/Focus Group/File Review | manguiano@lasac.info |
| Clark Graham | Education Specialist | Initiative Inventory/Focus Group/File Review/Root Cause Analysis | rcclark@lasac.info |
| Nancy Castignetti | Speech and Language Pathologist | Focus Group/File Review/Root Cause Analysis | ncastignetti@lasac.info |
| Eduardo de Leon | Executive Director | Root Cause Analysis/ Focus Group | edeleon@lasac.info |

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

Yes

Has your district been previously identified as significantly disproportionate? Yes or No.

No

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year ie 2018 Indicator 10, White Emotional Disturbance):

N/A

1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities.

| Name | Title/Role | CCEIS Team Responsibility for Development and Implementation of CCEIS Plan |
|-----------------|---|---|
| Gemma Jauregui | Cabinet Level – General Education | <ul style="list-style-type: none"> ● School Board Representative |
| Clark Graham | Cabinet Level – Special Education | <ul style="list-style-type: none"> ● Middle School Special Education Perspective ● Participation in School Disproportionality Assessment ● File Review ● Root Cause ● Development of Action Plan |
| Cynthia Suarez | Director of Curriculum (or Similar) | <ul style="list-style-type: none"> ● Curriculum Implementation perspective |
| Sarah Philips | SELPA Director/Representative | <ul style="list-style-type: none"> ● SELPA Guidelines perspective ● Gathering of SEIS Data |
| Teejay Bersola | Director of Assessment (or Similar) | <ul style="list-style-type: none"> ● School wide data ● School Initiatives Documents ● Participation in School Disproportionality Assessment |
| Maria Anguiano | Appropriate Grade Level General Education Teacher | <ul style="list-style-type: none"> ● General Education Teacher perspective ● Development of Action Plan |
| Clark Graham | Appropriate Grade Level Special Education Teacher | <ul style="list-style-type: none"> ● Middle School Special Education Perspective ● Participation in School Disproportionality Assessment ● File Review ● Root Cause ● Development of Action Plan |
| Mirza Luna | Community Member/Parent | <ul style="list-style-type: none"> ● Input on Speech Program |
| Francisca Ruiz | Parent (diverse representation) | <ul style="list-style-type: none"> ● Parent Input on Speech Program |
| Eduardo de Leon | Superintendent | <ul style="list-style-type: none"> ● Oversight of CCEIS Tasks ● Focus Group ● Participation in School Disproportionality Assessment ● Root Cause Analysis ● Development of CCEIS Plan ● Supervision of Plan |
| N/A | Site Level Administrator | N/A |
| Judy Morales | Fiscal Services Representative | <ul style="list-style-type: none"> ● Fiscal Perspective on CCEIS Plan implementation |

| | | |
|--------------|---|---|
| | | <ul style="list-style-type: none"> • Participation in School Disproportionality Assessment |
| Judy Morales | Human Resources Administrator (optional) | <ul style="list-style-type: none"> • Human Resource support during development and implementation of CEIS Plan |
| N/A | Bargaining Unit Representative (optional) | N/A |
| | Other: | |

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

Provide the dates the Stakeholder group met and a summary of the work completed by the Stakeholder Group:

| Purpose | Date | Attendees | Summary of Notes/Next steps |
|--|--|--|---|
| Initial CCEIS Workshop Information Session | February 21, 2020 | Maria Anguiano-Gen. Ed. Clark Graham-Ed. Sp. Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> • Convene a meeting with school leadership to inform about Intensive Monitoring and CCEIS tasks to complete |
| Check in with school Leadership | February 28, 2020 | Maria Anguiano-Gen. Ed. Clark Graham-Ed. Sp. Isela Mendez-SPED Coord. Eduardo de Leon-Director Teejay Bersola-Acc. Sp. Judy Morales CBO Eduardo de Leon-Director | <ul style="list-style-type: none"> • Begin TAF interviews • School Leadership Team to attend Intensive Monitoring Workshop |
| TA Facilitator Interviews/Check-in | February 28, 2020 February 29, 2020 March 5, 2020 March 6, 2020 June 3, 2020 (phone, email) June 11, 2020 (phone, text) | Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> • Connect with possible TAF Facilitator • Define what task LEA will need TAF support with • Secure TAF through contract |
| School Leadership Attends CCEIS Introduction | March 11, 2020 | Judy Morales-CBO Eduardo de Leon-Director | <ul style="list-style-type: none"> • School Leadership to connect with CCEIS Leadership Team |

| | | | |
|--|---------------|---|--|
| Information Session | | | |
| CCEIS Workshop "Moving the Work Forward" | May 13, 2020 | Isela Mendez-SPED Coord. Maria Anguiano-Gen Ed. | <ul style="list-style-type: none"> ● Obtained updates on how to move forward with rolling out CCEIS after the COVID-19 Shelter in Place orders ● Obtained new guidelines and revised due dates |
| CCEIS Workshop "Holding Challenging Conversations" | June 2, 2020 | Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> ● Obtaining information/skills on holding challenging conversations during CCEIS discussions (data analysis, self assessment, etc...) |
| Leadership Team Check in with Data Expert from CDE | June 8, 2020 | Isela Mendez-SPED Coord. Nancy Castignetti-SLP Eduardo de Leon-Director Teejay Bersola-Acc. Sp. | <ul style="list-style-type: none"> ● More in depth understanding of the formulas used for the over identification of Hispanic students with SL supports |
| CCEIS Workshop "Significant Disproportionality Community of Practice:Budget Guidance" | June 9, 2020 | Judy Morales-CBO Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> ● Obtained financial guidance on budgeting the CCEIS Project |
| CCEIS Workshop "Unpacking & Addressing Hispanic Disproportionality" | June 16, 2020 | Isela Mendez-SPED Coord. Maria Anguiano-Gen. Ed. | <ul style="list-style-type: none"> ● Following up with TA, Zaida for support in understanding Hispanic Disproportionality specifically for students with Speech and Language Services |
| CCEIS Leadership Team Check-in/Planning Meeting | June 10, 2020 | Isela Mendez-SPED Coord. Eduardo de Leon-Director Maria Anguiano-Gen. Ed. Nancy Castinetti-SLP Sarah Philips-SELPA PS | <ul style="list-style-type: none"> ● Gathering the basic information, clarifying tasks ● Schedule a meeting with Program Specialist to begin looking at data |

| | | | |
|---|-----------------------------|---|--|
| Check-in with EDCOE "Gathering Data" | June 11, 2020 | Isela Mendez-SPED Coord. Sarah Philips- SELPA PS | <ul style="list-style-type: none"> • Explore searches, reports that can be run on SEIS that would provide useful data for CCEIS |
| TA Facilitator Contract | June 11, 2020 | Eduardo de Leon-Director | <ul style="list-style-type: none"> • Finalize tasks LEA would like TAF to support with • Develop and finalize contract |
| CCEIS "Unpacking and Addressing Hispanic Disproportionality" | June 16, 2020 | Isela Mendez-SPED Coord. Maria Anguiano-Gen. Ed. | <ul style="list-style-type: none"> • Reflecting on how this information will support work with Significant Disproportionality of Hispanic Students identified with a primary SL disability |
| Check-in with Zaida | July 22, 2020 | Isela Mendez-SPED Coord. Zaida Perez Mc Call-TAF | <ul style="list-style-type: none"> • Reviewed the CCEIS work • Next Steps • Gather Data (share with leadership group, share the data, respond to Wisconsin) |
| Unpack the Disproportionality Inpack the SL Data | July 22-29, 2020 | Isela Mendez-SPED Coord. Zaida Perez Mc Call-TAF | <ul style="list-style-type: none"> • Zaida will pull EL data • Gather the Disproportionality Data • EL, LTEL (students who have EL count and %, ELTEL count and %) • Send out Wisconsin to Leadership Team 7/27/20 • Schedule a meeting with Leadership 8/4, Or 8/5 |
| Confirm Leadership Team Check-in Meeting with TAF Distribute Wisconsin Check-List to Leadership Team | August 27th-August 30, 2020 | Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> • Email Leadership • Contact Zaida with final meeting date • Wisconsin Self Assessment due August 7th |
| Meeting with Leadership | August 13, 2020 | Isela Mendez-SPED Coord Zaida Perez Mc Call-TAF | <ul style="list-style-type: none"> • Review data (Dispro/EL) • Focus on Wisconsin results • 10 Focus questions |

| | | | |
|--|--------------------|--|--|
| | | Edardo de Leon-Director Teejay Bersola-Acc. Spec. Judy Morales-Chief Ex. Off. Maria Anguiano-Gen. Ed. | |
| Check-in with Zaida | August 28th, 2020 | Isela Mendez- SPED Coord. Zaida Perez McCall-TAFI | Discussed the following topics: MTSS SL <ul style="list-style-type: none"> • Sources (Carmen Garces-Mt. Diablo ELD Program; Alaba Ortiz-Univ. Texas; Ofelia Garcia, Translanguaging; Sylvia Duque de Torque-Teacher PD for Translanguaging Strategies • Mt. Diablo ELD Master Plan • Leadership Team Notes |
| Check in with FMTA | September 12, 2020 | Isela Mendez-SPED Coord. Jasmin Ayten-FMTA Cons. | <ul style="list-style-type: none"> • Status of CCEIS work • Review of documentation • Next Steps |
| Check in with Admin. | September 21, 2020 | Isela Mendez-SPED Coord. Eduardo de Leon-Director | <ul style="list-style-type: none"> • Update admin. |
| Compiling Data/File Review <ul style="list-style-type: none"> • Articulation vs. Other • Incoming students with S/L • Grade Level Numbers | September 22-30 | Isela Mendez-SPED Coord. Nancy Castignetti-SLP Miriam UC-SLPA Claudia Corona-SLPA | <ul style="list-style-type: none"> • Created an Excel sheet to compile relevant data while conducting the file review |
| Focus Group to Review SL Data with | October 1, 2020 | Nancy Castignetti-SLP Evelyn Sandoval-Psych. Claudia Corona-SLPA Ann Hubbell-Teacher Maria | <ul style="list-style-type: none"> • Inviting the School Psychologist • SLP and SLPA • Kinder Teacher • MS Teacher • Education Specialist • Director |

| | | | |
|-----------------------------------|------------------|--|---|
| | | Anguiano-Teacher Eduardo de Leon-Director Isela Mendez-SPED Coord. Zaida Perez McCall-TAF | <ul style="list-style-type: none"> ● SPED Coordinator ● TAF |
| Check-in with TAF | October 5, 2020 | Isela Mendez Zaida Perez McCall | <ul style="list-style-type: none"> ● Debrief Focus Group Meeting ● Review Findings ● Review Root Causes ● Next Steps Parent focus group ● Next Steps Stakeholder meeting |
| Workshop B Part 2 | October 6, 2020 | Sarah Philips-EDCOE Eduardo de Leon-Director Isela Mendez-SPED Coord. Zaida Perez McCall-TAF Teejay Bersola-Acc. Spec. Judy Morales-CBO Maria Anguiano-Teacher | <ul style="list-style-type: none"> ● Reviewed CCEIS Plan ● Areas to address ● Next Steps |
| Check-in with SLP | October 27, 2020 | Nancy Castignetti-SLP Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> ● Discuss possible Tier II SLP Interventions to be incorporated to the the CCEIS Plan |
| Stakeholder Check-in | October 28, 2020 | Isela Mendez-SPED Coord Nancy Castignetti-SLP Cynthia Suarez-Literacy Coach Eduardo de Leon-Director Judy Morales CBO | <ul style="list-style-type: none"> ● Discuss High Intensity Literacy Training Program with Stakeholder group |
| Parent/Community Member Interview | October 30, 2020 | Zaida Perez Mc Call TAF Isela Mendez-SPED Coord. Francisca Ruiz-Parent | <ul style="list-style-type: none"> ● Interview community member and parent regarding speech supports |

| | | | |
|--|--------------------|---|--|
| | | Mirza Luna-Parent | |
| Plan Development (Target Population Discussion, Review Plan) | November 13, 22020 | Zaida Perez Mc Call-TAF Isela Mendez-SPED Coord. | <ul style="list-style-type: none"> Continue CCEIS Plan/Forms |
| Plan Development (Reflective Data Analysis) | December 1, 2020 | Isela Mendez-Special Education Coordinator Zaida Perez McCall-TAF | <ul style="list-style-type: none"> CCEIS Development |
| CCEIS Budget Planning | December10, 2020 | Eduardo de Leon -Director Judy Morales-CBO Isela Mendez-Special Education Coordinator | <ul style="list-style-type: none"> CCEIS Budget Development |
| Finalize CCEIS Plan (Review/Edit Plan) | December 11, 2020 | Isela Mendez-SPED Coord. Zaida Perea McCall-Technical Assistance Facilitator | <ul style="list-style-type: none"> Finalize, revise and edit plan |
| Final CCEIS Plan Review | December 14, 2020 | Isela Mendez-Special Education Coordinator Eduardo de Leon-Director | <ul style="list-style-type: none"> Final review of plan before submission |
| Submit Plan | December 15, 2020 | Submit Plan | <ul style="list-style-type: none"> Submit Plan |
| CCEIS Plan Due | December 15, 2020 | | |

1.3 List the activities the LEA has completed to support the development of the CCEIS Plan*:

- Attended Phase I and Phase II Workshops
- Met with school leadership to inform them of Intensive Monitoring Process
- Participated in the CCEIS Budget Planning Workshop
- Scheduled a Data Meeting with Data Expert from CDE to review indicator 10
- Participated in CCEIS Learning Workshops such as “Holding Difficult Conversations Online” and “Unpacking and Addressing Hispanic Disproportionality”
- Checked in with FMTA and SELPA for clarification on matters
- Interviewed possible TA Facilitators and narrowed it down to one
- Periodic check-ins with TA Facilitator

- Checked in with FMTA regarding due dates and CCEIS and SEP progress
- Participated in Workshop B Part 1 and Workshop B Part 2
- Periodic Check-ins with FMTA
- Ongoing meetings with Leadership
- Ongoing meetings with Stakeholder group
- Parent focus group
- SLA file reviews
- Data analysis

*Communicated with CDE FMTA Consultant and Technical Assistance Facilitator; Participated in virtual Community of Practice (CoP) meetings; Attended CCEIS Workshop Phase 1 and 2; Attended CCEIS Workshop Phase 3 and 4

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain prior permission from the CDE and supply a copy of the TA facilitator's resume and contract to the FMTA consultant.

| Name | Current Service | Anticipated Service |
|---------------------------|----------------------------------|--|
| Zaida McCall Perez | Technical Assistance Facilitator | <ul style="list-style-type: none"> ● Coaching/Consultation (10hrs) ● Review of policies and procedures (Wisconsin) ● Assist in review of qualitative, quantitative data analysis ● Assist in root cause analysis ● Coach/Assist in development of CCEIS activities related to root cause appropriate for target population ● Coach in implementation of CCEIS Plan |

1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? (See *State Performance Plan Technical Assistance Project's website*:

<https://spptap.org/significant-disproportionality/sd-ceis-guidance-documents-and-forms/> for additional information.)

- Parents who elect this Spanish bilingual charter school, subscribe to its mission of proficient bilingualism for all students. This attracts a unique demographic with this interest.
- Many children arrive at this school partially bilingual and are neither English Learners (EL) nor English Only (EO) students, yet are committed to becoming fully bilingual.
- List of Hispanic students having a primary SL disability (currently 37 SLI, 35 of these are Hispanic)
- Number of students who entered LAS with a primary SL disability (K)
- Data of assessment completed (students who qualified for SL and students who did not qualify)
- Students dismissed from speech and language services by grade level
- “Speech” and “language” needs: articulation, fluency, expressive/receptive language, physiological needs etc.,,
- Ratio of total Hispanic students vs ratio of all students identified with primary SL
- LL Status (ELPAC, how many kids at each level, reclassified)
- Enrollment data/ procedures -patterns of enrollment
- Number of Hispanic SLA students = identified dispro population
- File review of SLA students included: (grade level when they were first identified, specific information on intervention and goals, plus when students were identified in other categories)
- What interventions are taking place already (MTSS)

Phase 2

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

| <i>Initiative and Funding Source</i> | Relationship to LCAP and other Initiative Goals/Priorities | Target Group | Leaders and Responsible Staff | Educational Areas: Curriculum and Instruction, Behavior, Family and Community Engagement, Climate, Social-Emotional Learning, Other |
|--------------------------------------|---|---------------------|--------------------------------------|--|
| | | | | |

| | | | | |
|--|---|---|------------------------------------|---|
| Multi-Tier System of Support (MTSS) | Increased or Improved Academic and Behavioral Support Services | Students with Academic/ Behavioral Concerns | All/Intervention Progress Team | All Areas |
| Intervention Progress Team (IPT) | Increased or Improved Consultation and Collaboration with Specialist | Students with Academic/ Behavioral Concerns | Intervention Progress Team | All Areas |
| Reading Interventions | Increased or Improved Academic Reading Support for Struggling Readers | Students struggling with Reading | Intervention Team | All Areas |
| School Counselor/ School Psychologist | Increased or Improved Mental Health Support Services | Students with Educationally Related Mental Health (ERMHS) Needs | School Mental Health Support | Behavior, Family and Community Engagement, Climate, Social Emotional Learning |
| Circle-Up | Increased or Improved Foundations of Restorative Justice | School Community | School Climate Team and Consultant | Climate/Social Emotional Learning |
| School Climate Committee | Increased or Improved School Climate/ Confidence Life & Skills | School Community | School Climate Staff Team | Climate/Social Emotional Learning |
| 1-1 Technology Ratio | Increased or Improved Digital Access | Students and Staff | School Administration | Curriculum and Instruction |

2.2 Complete a Programmatic Self-Assessment

Identify one or more of the approved Self-Assessment Tools used:

- Annotated Checklist for Addressing Racial Disproportionality
- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process
- Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

- Quality Standards for Inclusive Schools: Self-Assessment Instrument
- Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide
- Other: _____

Identify the programmatic self-assessment tool(s) used and describe process of completion:

Annotated Checklist for Addressing Racial Disproportionality in Special Education
by Daniel J. Losen, in collaboration with the Wisconsin Department of Public Instruction

2.3 Complete Reflective Data Analysis

Describe the processes used to collect, analyze, and interpret data. Include data sources.

Note: The description of findings from this analysis should validate the selected: root causes; measurable outcomes and related activities; target populations; and policies, practices and procedures that are reviewed and revised.

Collecting the Data-The Leadership and Stakeholder Teams members responded to the Wisconsin checklist, and reflected on the area of disproportionality and identified relevant sources of quantitative and qualitative data. The teams agreed on the list of possible sources and areas of focus to be collected for Hispanic Students with a Primary Speech and Language Disability. Data was compiled from Illuminate, the school database; SEIS, the Special Education database; and Individual Education Plan (IEP) records reviews. All compiled data was organized in an Excel data sheet. [note: Excel data spreadsheet is available upon request, but has not been included here in order to protect the identity of eligible students). Qualitative sources of data were created by conducting a file review of SLA, and conducting a parent focus group (bilingually) of parents of current SLA students. The parent focus group provided a lens as to the length of time several students had been receiving services.

Analyzing -Quantitative and qualitative data was reviewed by the Leadership and Stakeholder Teams to identify, analyze and discuss trends. Data was presented in a locally compiled spreadsheet. Some of the most notable trends included that (1) a significant number of students initially enrolled with a primary SLA eligibility in their IEP. In addition the (2) data indicated that many of the initial referrals at our school were made by teachers in the early K-1st grades. (3) It was also noted that there was a unique distribution of eligible SLA students in that fewer students are served in the early grades and a larger number in the middle and upper grades. (4) Half of the students identified with a primary SLA eligibility were English Language Learners. (5) Only 2 students were English-only speakers. Many of the identified students were receiving services for articulation. About 15% of the 41 eligible SLA students who were close to dismissal were continued on consultation services. (6) The majority of students eligible under SLA were initially referred directly by teachers and not by parents, and (7) did not participate in the established MTSS Tier I and Tier II interventions or in the established SST Process. (8) It was reported that several parents advocated for continued SLA services when only minor pronunciation concerns

remained. (9) In some IEP records, the primary disability had not been updated when the student qualified primarily under another eligibility category.

Interpreting Data: Parent Focus Group and a Stakeholder Team discussions provided valuable input in interpreting quantitative and qualitative data. It became clear that the parents of children receiving SLA services were very happy with the services, and that their children experienced no negative stigma as a result of participating in services. While this is a good commentary on the school program, it also led parents to advocate for continuing services at the triennial IEP, even services may have become more enrichment than necessary to school success. This contributed to an increased SLA caseload that included consultative services. Because this is a Spanish bilingual charter school, parents have selected it specifically with the goal that their children (whether, EL, EO, or neither) become proficient in English and in Spanish. The deeper dive into the data affirmed the stakeholder report that referrals for SLA were typically initiated by teachers in the early grades, and not by parents. Parent experience also affirmed that few pre-referral procedures were being followed. Parental respect for teacher opinion, coupled with desire for optimal academic support for their children, contributed to increased numbers of children receiving SLA services. The school's excellent language preparation reputation and public dashboard scores in ELA suggested that the number of children enrolled after having already been identified under SLA in a prior non-bilingual school. The Stakeholder Team meeting, including the Speech/Language therapist, further revealed that denying services to parents was made more difficult because neither parents nor teachers were well informed about Tier I and II supports and eligibility criteria for SLA under I.D.E.A. Finally, through the file review the stakeholder Team was able to see that the primary disability status had not been updated when students had qualified under a secondary disability.

- LA with SLA as primary disability= 41
- SLA identified prior to enrolling at TLA 16/41
- Student distribution by grade- Tk:3;K:3;1:7;2:5;3:2; 4:3; 5:8; 6:4; 7:5; 8:1
- SLA who are also EL =20
- Only 2 of the 41 were EO
- SLA though becomes SLD 5
- SLA services: 8/20-Articulation
- SLA consults: 1/20 cleft palate + 6 Consult Only; 1/20-HI +SLA
- Referrals by SST:2
- Approximately 10 Referrals from K-1
- Referrals come directly from teachers or parents
- Parent advocating for continued SLA for minor pronunciation concerns
- Lack of Tier I,II SLA Interventions in the Least Restrictive Environment
- Failure to implement the existing MTSS Referral and SST Policies Practices and Procedures
- Parent concerns about English acquisition (L-2) articulation
- IEP decisions teachers silent, parents advocate for services

- Updating primary and secondary disability when a student qualifies for services under a new disability
- Lack of staff PD on age appropriate sound development, Tier I and II interventions and special education qualification eligibility

2.4 Determine Root Cause(s) Based on Data

Provide the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

| Root Cause | Description of Root Cause with Supporting Data |
|--|---|
| 1.Policies, Procedures, Practices | <ul style="list-style-type: none"> • 1.A Inconsistent Pre-referral process-Implementing MTSS supports for Speech and Language concerns and holding SST Meetings when concerns persist • 1.B Lack of Professional Development- Need to provide professional learning for General Education Teachers, Support Staff, and Administrators around age appropriate speech and language development, language difference and language disability, and special education assessments process and eligibility. |
| 2.Curriculum and Instruction | <ul style="list-style-type: none"> • 2.A Few MTSS Tier I & II Intervention Resources and Intervention Options- Currently there are few Tier I and II intervention material and options available prior to a speech and language evaluation referral • 2.B Limited Speech and Language Intervention Human Resources The school has limited human resources to deliver Tier I & II MTSS Interventions |

Phase 3

3.1 Complete Review of Policies, Practices, and Procedures

Guidance: (Upon identification of significant disproportionality, an LEA must) Provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals (to ensure compliance.) 34 *CFR* Section 300.646

Has your LEA completed a review of the related policies, practices, and procedures? Yes or No.

Yes

Has your LEA revised the reviewed policies, practices, or procedures? Yes or No.

Yes

If any policies, practices, and/or procedures have been revised, document revisions and describe how revisions will be shared (e.g., School Board meeting minutes, posting on LEA website).

Professional development for all teachers, support staff, and administrators will be conducted to review existing procedures for prereferral and Tier I and II MTSS supports for speech and language concerns before evaluation for special education eligibility.

3.2a Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. (See *Section 3.2b.*)

Measurable Outcome:

1.A Updating Intervention Structure-By March 2021 the Multi-Tiered System of Support intervention structure for speech and language supports will be presented to at least 95% of the teachers, and administrators to ensure clear understanding of the process to address Speech and Language concerns.

1.B Professional Development- By May of 2021, 95% of Teachers, Support Staff and Administrators will participate in professional development that will cover age appropriate speech and language development, language difference and language disability, and assessment and eligibility for speech and language supports.

2.A Increasing MTSS Speech and Language Tier I & II Intervention Material and Support Options- By February 2021, Tier I and II Speech and Language Interventions material and resources will be purchased to deliver supports in the areas of articulation, expressive language, receptive language, pragmatics and pre-reading skills.

2.B Increasing Speech and Language Human Resources to deliver Tier I and II Speech and Language Interventions- Beginning in March 2021, a speech and language Interventionist will be hired for 8 hours per week to deliver Tier I and II supports.

Indicator/Element(s):

Hispanic students with a Primary Speech and Language Disability

Root Cause(s):

1.Policies, Procedures and Practices, Curriculum and Instruction-Inconsistent implementation of the Intervention Structure (MTSS Process) for speech and language concerns. Lack of professional development on developmentally appropriate speech and language development, language difference and language disability and special education eligibility.

Target Population:

K-1 English Only students who are Hispanic

You may wish to duplicate the four shaded boxes below to add additional activities for each measurable outcome.

Activity:

1.A Updating Intervention Structure Procedures-The Multi-Tier System of Support Procedures Presentation will be updated to explicitly include a description of steps to follow when speech and

language concerns exist. The MTSS referral documents will also be updated to include a clearly delineated section for speech and language concerns.

Staff Responsible:

- Special Education Coordinator
- School Psychologist
- Director

Timeline:

Upon CCEIS Plan approval -June 15, 2023

Data Sources/Methods for Evaluating Progress:

Work products in evidence of this activity will be:

- PD Meeting agenda
- MTSS Presentation slides
- Participant sign-in sheet
- Updated MTSS Referral Documents

Activity:

1.B Professional Development- All teachers, support staff, and administrators will participate in a speech and language professional development that will target developmentally appropriate sound development, language difference or language disability, and address eligibility for special education.

Staff Responsible:

- Special Education Coordinator
- Speech and Language Pathologist Consultant

Timeline:

Upon CCEIS Plan approval -June 15, 2023

Data Sources/Methods for Evaluating Progress:

- PD Meeting agenda
- Speech and Language Presentation slides
- Participant sign-in sheet

Root Cause(s):

2. Curriculum and Instruction-Lack of Tier I and II Speech and Language intervention material and support staff to provide speech and language interventions.

Activity:

2.A Increasing Tier I & II Intervention Resources Material and Support Options-Increasing Tier I and II intervention materials to deliver Tier I and II speech and language interventions.

Staff Responsible:

- Special Education Coordinator
- Speech and Language Pathologist

Timeline:

Upon CCEIS Plan approval -June 15, 2023

Data Sources/Methods for Evaluating Progress:

- Inventory of materials ordered and purchased
- Teacher / Instructional Interventionist feedback
- Tracking the number of referrals made in the early grades that result in SLA eligibility

Activity:

2.B Increasing Speech and Language Human Resources in the form of a Tier I and Intervention Specialist to deliver Speech and Language Supports

Staff Responsible:

- Director
- Special Education Coordinator
- Chief Business Officer

Timeline:

Upon CCEIS Plan approval -June 15, 2023

Data Sources/Methods for Evaluating Progress:

- Position Description
- Timesheets
- Tracking the number of referrals made in the early grades that result in SLA eligibility

3.2b Complete Budget Forms

Step 1: Download the following documents from the padlet section specific to Significant Disproportionality.

- 2020 Budget Allocation and 2020 Allowable Costs Budget
- 2020 Target Student Population

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

Phase 4

4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms). If these are submitted from different departments (such as business and program), two individuals may be identified.

| Staff Name | Reports to Submit (Progress, Budget, or Both) | Email |
|------------------------|--|---------------------|
| Isela Mendez | CCEIS Activities/Progress Report | imendez@lasac.info |
| Eduardo de Leon | CCEIS Activities/Progress Report | edeleon@lasac.info |
| Judy Morales | Quarterly Expenditure Reporting Form | jmorales@lasac.info |

4.2 Evaluate Effectiveness

Describe process for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sending out feedback surveys, gathering and sharing data with stakeholders, and adapting the action plan based on data.

- Elements of each activity will be monitored and tracked on a quarterly basis in relation to the measurable outcomes outlined in the Programmatic Improvement Action Plan.
- A database of target students will be created.
- Activities, target students will be tracked in the database and shared with stakeholders.
- Feedback regarding activities will be agendized for regular feedback for regular faculty meetings.
- Modifications to the plan will be made based on feedback from stakeholders.
- Individual or focus group feedback will be sought from a sample of parents of target population students.

4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

- Several of the activities in the plan involve SYSTEMIC modifications that, if deemed, successful, will continue to be sustained after the CCEIS plan period is complete. Examples of these are professional development to review and implement existing policies, practices and procedures such as the SST process, and the assurance that MTSS Tier I and Tier II supports are taking place. This will include modifications of existing forms specific to potential SLA eligible students. These modifications will be designed specific to our bilingual mission.
- In the area of curriculum and instruction, there will be additional staff (Instructional Interventionist) specific to Speech and Language support for the target population identified in the plan. If this role is deemed successful, it can be sustained with non-CCEIS funds after the CCEIS plan ends.

4.5 Complete and Submit CDE Feedback survey

List staff responsible for completing and submitting surveys provided by CDE at the end of the CCEIS period.

| Staff Name/Title | LEA/Agency | Email |
|------------------------|--------------------------------|--------------------|
| Isela Mendez | Language Academy of Sacramento | imendez@lasac.info |
| Eduardo de Leon | Language Academy of Sacramento | edeleon@lasac.info |

Submit the following final documents to the CDE by email to:

IntensiveMonitoring@cde.ca.gov.

Significant Disproportionality CCEIS Plan Form

2020 Budget Allocation and 2020 Allowable Costs Budget Form

2020 Target Student Population Form

Contract or memorandum of understanding for technical assistance

CCEIS Plan signature Form

Prepared by California Department of Education January 2020



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Agenda Item# IVB

Board Meeting Date: December 18, 2020

Subject: LAS Academic Accountability 101: SCUSD Annual Progress Report (APR)

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

Background:

LAS Governing Board is responsible for the overall leadership, vision, and strategic planning for achieving the educational goals of the school as stated in the charter.

Governing Board members are responsible for:

- 1) Understanding the federal and the state’s Accountability Progress Reporting: State Dashboard
- 2) Understanding the following LAS compliance documents and their funding implications:
 - A. State (Local Control Funding Formula: LCFF) and Federal (Title 1, Title 2 and Title 4 Funding)
 1. State LCAP (Local Control Accountability Plan) and Federal Addendum
- 3) Reviewing and adopting via integrated approach, updates in LCAP and Federal Addendum

The Board will receive a series of presentation on the major components of the listed items above in the upcoming months.

- Components of Sac City District’s Annual Progress Report (APR)
- Overview of state’s Accountability Progress Reporting (APR) system: State Dashboard and of updates of the compliance documents from the federal (Federal Addendum, the state (LCAP) and the integration of these documents
- Mid-Year updates on LAS Academic Goals as stated in the LAS Charter and integrated in LCAP/Federal Addendum

Overview of LAS Accountability System and CAASPP Analysis:

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS’ biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students’ English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the



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LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

Attachment: Annual Progress Report (APR) (Submitted to SCUSD)

Recommendation: School Leadership recommends that the board approve the LAS APR.

| LAS APR | | | | |
|----------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Sylvains, Nina | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| García, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Vacant | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 10 min
Submitted By: Bersola
Date: 121420

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



Fecha de la Reunión: 18 de diciembre de 2020

Tema: Información básica de responsabilidad académica: *Informe de progreso anual de SCUSD (APR)*

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

Contexto:

La Mesa Directiva de LAS es responsable del liderazgo general, la visión y la planificación estratégica para lograr los objetivos educativos de la escuela como se establece en el chárter.

Los miembros de la Mesa Directiva son responsables de:

1. Entender los informes de progreso de rendición de cuentas federales y estatales: Tablero Estatal
2. Entender los siguientes documentos de cumplimiento y sus implicaciones de financiación.
 - A. Estado (Fórmula de financiación de control local: LCFF) y federal (financiación de Título 1, Título 2 y Título 4)
 1. LCAP Estatal (Plan de Control Local y Rendición de Cuentas y Adenda Federal)
3. Revisar y adoptar a través de un enfoque integrado, actualizaciones en LCAP y Adenda Federal

La Mesa recibirá una serie de presentaciones sobre los componentes principales de los elementos enumerados anteriormente en los próximos meses.

- Componentes del Informe de progreso anual (APR) del Distrito de la Ciudad de Sacramento
- Descripción general del sistema de Informes de progreso de responsabilidad (APR) del estado: Tablero estatal y de actualizaciones de los documentos de cumplimiento del gobierno federal (Adenda federal, el estado (LCAP) y la integración de estos documentos
- Actualizaciones de mitad de año sobre las metas académicas de LAS cómo se establece en el chárter de LAS y la integración en el LCAP/Adenda federal

Descripción general del sistema de responsabilidad en LAS y el análisis de CAASPP:

Basado en la investigación de inmersión dual y adquisición de un segundo idioma, toma aproximadamente de cinco a siete años desarrollar la competencia cognitiva del lenguaje académico (CALP). Con la alfabetización bilingüe en aproximadamente siete años como meta final, LAS supervisa estratégicamente el rendimiento de los estudiantes en períodos de grado críticos. La progresión del grado de alfabetización bilingüe de LAS se divide en tres etapas: Etapa 1: Alfabetización bilingüe emergente, Etapa 2: Alfabetización bilingüe en expansión y Etapa 3: Alfabetización bilingüe completa. Debido a su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa 2 temprana reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas en estos niveles se realizan principalmente en español. Al final de la Etapa 2, muchos estudiantes realizan la transferencia académica lingüística como se esperaba en los programas de inmersión en dos idiomas. Por lo tanto, es más apropiado que LAS utilice los datos de la evaluación estandarizada de inglés del final del quinto grado como



A California Public School

base para el análisis del crecimiento individual del estudiante. Para los grados 7 y 8 en la Etapa 3, el dominio del inglés de los estudiantes de LAS en varias materias es al menos comparable, si no superior, al de los estudiantes en escuelas que no son de inmersión en dos idiomas. Al mismo tiempo, estos mismos estudiantes de la escuela secundaria en LAS habrán adquirido un dominio del idioma español comparable al de un estudiante universitario inscrito en una clase de idioma de nivel avanzado. Al alcanzar el nivel de alfabetización bilingüe completo, el graduado de LAS ingresa a la preparatoria mejor preparado para viajar por el puente hacia la universidad y los logros profesionales.

Documento Adjunto: Informe de progreso anual (APR) (enviado a SCUSD)

Recomendación: El liderazgo escolar recomienda que la mesa directiva apruebe el APR de LAS.

Tiempo estimado para la presentación: 10 min.
Entregado por: Bersola
Fecha: 121420

Páginas pertinentes en:
 Constitución, páginas _____ Estatutos, páginas ____
 MOU, páginas _____ Póliza _____



Notes for APR

Research files from CDE for assessment and other information.

*****Archived Notes from SY 2017-18 and before*****

Concept

Data heavy/Narrative light

Pertinent data points

Alignment: Petition-Matrix-APR (Future - district)

Completion time: 3 hours or less (upon familiarity of data sources)

- (First APR completion will require additional time)

Annual Updates to APR: Minor revisions only for the next 4 years

- Distance from 3 > To be added for APR 2017-18 > 2018-19

Reporting

- Comparison: charter to charter

- Comparison: charter to district schools (future)

- Comparison: district schools to district schools (future)

- Comparison: multiple years

APR

- Go-forward with annual accumulation to rolling 5 years

Data entry/capture

- Initially: Most to all manual data entry to start

* Continuity/Speed: Drop-down/Calendar format/etc.

- Ultimately: Mostly automated (will need suggestions/input)

* Insert comments where possible for entry clarification

* Auto-fill where possible in future

* Auto-populate into other cells for redundant entries in future

Charter Comments

- CMP: Skeptical about 3 hours/Student group > homeless (added)

- SHPS: Pre-populate district info > (done)

Miscellaneous

- KPI-(number) > SCUSD KPIs

- KPI-(letter) > Other KPIs

JK: Per LAS on 11-30-17 > Printing issues due to wrapping > (No known solution.)

Resources and Links

Item

Resource folder

Website: California School Dashboard

Website: CDE DataQuest

Link

[Resource folder](#)

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

<https://dq.cde.ca.gov/dataquest/>

Comments

Samples of Dashboard, etc.

Access to Dashboards

Access to State Assessment Results, Enrollment, Etc.

Feedback

| | Consideration/s from District | Comments from District | Charter Response to District Consideration/s and Comments |
|------------------------------------|-------------------------------|------------------------|---|
| Coversheet: Site | | | |
| Coversheet: General | | | |
| E1: Educational Program | | | |
| E2a: Measurable Student Outcomes | | | |
| E2b: Dashboard | | | |
| E3: Pupil Progress | | | |
| E4: Governance | | | |
| E5: Employee Qualifications | | | |
| E6: Health and Safety | | | |
| E7: Racial-Ethnic Balance | | | |
| E8: Admissions Requirements | | | |
| E9: Financial | | | |
| E10: Suspensions-Expulsions | | | |
| E11: Staff Retirement | | | |
| E12: Attendance Alternatives | | | |
| E13: Employee Rights | | | |
| E14: Dispute Resolution | | | |
| E15: Procedures for School Closure | | | |
| Impact to District/Miscellaneous | | | |
| Overall | | | |

Appendix: Table of Contents (Information from 2018-19)

| <u>Item Number</u> | <u>Item</u> | <u>First</u> | <u>Comments From District</u> |
|---------------------------|--|---------------------|--------------------------------------|
| 1 | Assurances (General) | | |
| 2 | Program Curriculum | | |
| 3 | Bell Schedule | | |
| 4 | Academic Calendar | | |
| 5 | LCAP submitted in 2018-19 for 2019-20 | | |
| 6 | SPSA, if applicable | | |
| 7 | California School Dashboard: Home page | | |
| 8 | Form 700s | | |
| 9 | Teacher Credential Status | | |
| 10 | Assurances (Health) | | |
| 11 | Fire and Earthquake Drills Completed | | |
| 12 | Application Form | | |
| 13 | Application Timeline | | |
| 14 | Enrollment Timeline | | |
| 15 | Lottery System (Describe Process) | | |
| 16 | Dispute Resolution Process | | |
| 17 | Corrective Action Plan from MOU | | |

Comments for

Coversheet: Site in SY 2019-20

| | |
|--|---|
| School Name | The Language Academy of Sacramento |
| Street Number and Name | 2850 49th Street |
| City | Sacramento |
| ZIP | 95817 |
| Phone | 916.277.7137 |
| FAX | 916.277.7141 |
| Website | www.lasac.info |
| Site Leader Name/Title | Eduardo deLeon, Executive Director |
| Office Manager Name | Judy Morales, Director of Business and Operations |
| Charter Contact Name/Title, if different | Teejay Bersola, Director of Academic Accountability |
| Mailing Address, if different | |
| Number of other locations | |
| Charter School Original Charter Start Date | August 30, 2004 |
| Charter Start Date (current) | July, 2019 |
| Charter Expiration (current) | June, 2024 |
| Charter Number | 640 |
| School CDS Code | 34-67439-0106898 |
| CMO Managed | No |
| Dependent or Independent | Independent |
| Funding: Direct or Local (through the District) | Direct |
| Based | Classroom Based |
| Grades Served | K-8 |
| WASC expiration date, if applicable | |
| SELPA organization | El Dorado County SELPA |
| Nutrition Svs. Provided by District per AB1871 | |
| Nutrition Svs. Provided by Non-District per AB1871 | Provider Name: 607 |
| Enrollment Cap (Final school year of charter) | |
| Enrollment Cap Source/Page | Charter Petition Appendix Page # |
| School on District Property | Yes |
| Vision Statement | To provide an exceptional Spanish-English bilingual education for all students. LANGUAGE ACADEMY OF SACRAMENTO'S MISSION is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING) |
| Mission Statement | |

The State of California's adopted Master Plan for Education calls for all California high school graduates to be bilingual and bi-literate and for this language learning process to begin in the elementary years. Two-Way Immersion programs are important avenues for accomplishing this goal. Two-way Spanish immersion programs encourage interaction between native Spanish speakers and native English speakers, thus allowing both groups of students to develop high levels of bilingualism and bi-literacy as well as to attain grade-level academic achievement. All students have the opportunity to maintain their primary language and become proficient in another.

The Language Academy is based on a two-way immersion educational model. This model stresses the following:

- high academic proficiency in two languages
- high academic achievement
- mastery of the State's content standards
- multiculturalism
- life skills
- community service

Based on these considerations, the Language Academy two-way immersion program strives to provide students with tools to become culturally competent, self-motivated, life-long learners. We believe that this objective is accomplished through a focus on academic rigor, competence and confidence across cultures and languages, and a creative, enriching environment in which to foster a passion for learning.

Program Model

At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English.

TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

| Grade Level | Percentage of Instruction in Spanish | Percentage of Instruction in English |
|----------------------|--------------------------------------|--------------------------------------|
| Transitional Kinder | 95% | 5% |
| Kindergarten – First | 90% | 10% |
| Second | 80% | 20% |
| Third | 70% | 30% |
| Fourth | 60% | 40% |
| Fifth – *Eighth | 50% | 50% |

*middle school language of instruction varies per subject and is approximately 50/50

Program Description

- Charter Petition Deliverable 1/page #
- Charter Petition Deliverable 2/page #
- Charter Petition Deliverable 3/page #
- Charter Petition Deliverable 4/page #
- Charter Petition Deliverable 5/page #
- Corrective Action Plan from Operational MOU: Appendix 16

Spanish is the vehicle for content instruction and the subject of instruction itself. Most of the instruction is in Spanish in the primary grades, and Charter Petition pages 31-34
Charter Petition pages 83-93

Comments for Coversheet-Site:

Coversheet General

| | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|--|-----------|-----------|-----------|-----------|-----------|
| First School Day | 8/19/2019 | 8/13/2018 | 8/14/2017 | 8/8/2016 | 8/10/2015 |
| Last School Day | 6/5/2020 | 5/31/2019 | 6/1/2018 | 6/16/2017 | 6/17/16 |
| Instructional Days | 175 | 178 | 179 | 181 | 181 |
| Instructional Minutes - K (36,000) | 44025 | 44835 | 45030 | 45495 | 45420 |
| Instructional Minutes -1 to 3 (50,400) | 54525 | 55515 | 55770 | 56355 | 56280 |
| Instructional Minutes - 4 to 8 (54,000) | 56490 | 57510 | 55770 | 58390 | 58320 |
| Instructional Minutes - 9 to 12 (64,800) | * | * | * | * | * |
| Enrollment (As of CBEDs date) | 614 | 605 | 587 | 569 | 548 |
| Enrollment, last day of school year | 613 | 604 | 585 | 565 | 539 |
| Enrollment Retention Rate | 99% | 99% | 98% | - | - |

Comments for Coversheet General:

| E1 - Educational Program | | | | | | | 2019-20 | | | | | | | | | | | | | | |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|--|
| <u>Student Served</u> | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2018-19</u> | <u>2019-20</u> | <u>Total %</u> | <u>TK #</u> | <u>K #</u> | <u>1 #</u> | <u>2 #</u> | <u>3 #</u> | <u>4 #</u> | <u>5 #</u> | <u>6 #</u> | <u>7 #</u> | <u>8 #</u> | <u>9 #</u> | <u>10 #</u> | <u>11 #</u> | <u>12 #</u> | |
| - Total Enrollment | 541 | 565 | 585 | 607 | 614 | 100% | | | | | | | | | | | | | | | |
| - In District | 403 | 426 | 455 | 465 | 472 | 77% | | | | | | | | | | | | | | | |
| - Out of District | 138 | 139 | 130 | 140 | 142 | 23% | | | | | | | | | | | | | | | |
| - English Learner | 222 | 266 | 238 | 230 | 235 | 39% | | | | | | | | | | | | | | | |
| - Students with Disabilities | 60 | 68 | 73 | 81 | 81 | 13% | | | | | | | | | | | | | | | |
| - Socioeconomically Disadvantaged | 402 | 312 | 389 | 408 | 407 | 67% | | | | | | | | | | | | | | | |
| - Foster Youth | 2 | 2 | 2 | 2 | 2 | <1% | | | | | | | | | | | | | | | |
| - Homeless Youth | 0 | 6 | 4 | 9 | 3 | <1% | | | | | | | | | | | | | | | |
| - African American | 13 | 10 | 14 | 14 | 13 | 2% | | | | | | | | | | | | | | | |
| - American Indian or Alaska Native | 0 | 0 | 0 | 1 | 0 | 0% | | | | | | | | | | | | | | | |
| - Asian | 0 | 0 | 1 | 3 | 4 | <1% | | | | | | | | | | | | | | | |
| - Filipino | 0 | 0 | 3 | 3 | 3 | <1% | | | | | | | | | | | | | | | |
| - Hispanic or Latino | 509 | 528 | 551 | 566 | 564 | 93% | | | | | | | | | | | | | | | |
| - Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0% | | | | | | | | | | | | | | | |
| - White | 14 | 16 | 15 | 18 | 22 | 4% | | | | | | | | | | | | | | | |
| - Two or More Races | 5 | 11 | 1 | 1 | 2 | <1% | | | | | | | | | | | | | | | |
| - No Race Indicated | | | | 1 | | | | | | | | | | | | | | | | | |

No entries required

General Information

| | |
|-------------------------------|---|
| Coversheet) | LANGUAGE ACADEMY OF SACRAMENTO'S MISSION is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish |
| Coversheet) | Program Description (Same as Coversheet) Program Model At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion |
| EL Program Description | SUPPORT FOR ENGLISH LEARNERS (EL) At the core of two-way immersion research is data that support the efficacy of such educational program in |
| SPED Program Description | SUPPORT FOR STUDENTS WITH DISABILITIES The Language Academy adheres to the Response to Intervention (RTI) model as outlined in the IDÉA |
| Program Curriculum Submitted: | |
| Appendix 2 | |
| Bell Schedule Submitted: | |
| Appendix 3 | |
| Academic Calendar Submitted: | |
| Appendix 4 | |

| <u>LCAP</u> | LCAP 2020-21 (due July 1, 2020) (LCP) | LCAP 2019-20 (due July 1, 2019) | LCAP 2018-19 (due July 1, 2018) | LCAP 2017-18 (due July 1, 2017) |
|--|---------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| LCAP Timely Board Adoption | Yes | Yes | Yes | Yes |
| LCAP Board Adoption Date: | 9/27/2020 | 6/21/2019 | 6/15/2018 | 6/16/2017 |
| LCAP Timely SCOE Submission | Yes | Yes | Yes | Yes |
| LCAP Timely District Submission | Yes | Yes | Yes | Yes |
| LCAP Executive Summary (Page number/s) | NA, LCP Only | Pg 36-48 | Pgs. 1, 61-63 | Pgs. 1, 59-61 |
| LCAP Submitted: Appendix 5 | | Yes | Yes | Yes |

| | | | | |
|--|----------|------------|------------------|------------------|
| LCAP 8 State Priorities (Page number/s from charter petition): | NA | Pgs. 83-93 | Pgs. 15,35,44,51 | Pgs. 16,34,42,50 |
| LCAP on website | LCP, Yes | Yes | - | Yes |
| Support Status | NA | NA | - | - |

| | | |
|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|

California School Dashboard

| | | |
|-----|-----|-----|
| Yes | Yes | Yes |
|-----|-----|-----|

California School Dashboard
Submitted: Appendix 6

Comments E1:

E2: Measurable Student Outcomes FY2019-2020 Not Available Due to COVID-19 Closure

(Charter Department will send District information by September 15, 2020)

| SBAC ELA | Number of Students Tested 2019-20 (NA) | % Standard Met/Exceeded 2019-20 (NA) Difference from 2015-16 | % Standard Met/Exceeded 2015-16 | % Standard Met/Exceeded 2016-17 | % Standard Met/Exceeded 2017-18 | % Standard Met/Exceeded 2018-19 | % Standard Met/Exceeded 2019-20 (NA) | District % Standard Met/Exceeded 2019-20 (NA) | Comp School 1 (Name) (# of students) % Standard Met/Exceeded 2019-20 (NA) | Comp School 2 (Name) (# of students) % Standard Met/Exceeded 2019-20 (NA) | Comp School 3 (Name) (# of students) % Standard Met/Exceeded 2019-20 (NA) |
|--|--|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------------|---|---|---|---|
| - Site | | | 35 | 39 | 35 | | 43 | | | | |
| - African American | | | * | 45 | | | | | | | |
| - American Indian or Alaska Native | | | | | | | | | | | |
| - Asian | | | | | | | | | | | |
| - Filipino | | | | | | | | | | | |
| - Hispanic or Latino | | | 34 | 37 | 34 | | 41 | | | | |
| - Pacific Islander | | | | | | | | | | | |
| - White | | | | | | | | | | | |
| - Two or More Races | | | | | | | | | | | |
| - Male | | | 25 | 30 | 31 | | 40 | | | | |
| - Female | | | 42 | 46 | 39 | | 46 | | | | |
| - English Learner | | | 7 | 13 | 5 | | 8 | | | | |
| - Reclassified-Fluent English Proficiency (RFEP) | | | 54 | 66 | 52 | | 60 | | | | |
| - Students with Disabilities | | | 16 | 18 | 12 | | 16 | | | | |
| - Economically Disadvantaged | | | 28 | 30 | 29 | | 35 | | | | |
| - Foster Youth | | | | | | | | | | | |
| - Homeless Youth | | | | | | | | | | | |
| Grade 3 | | | 20 | 11 | 23 | | 29 | | | | |
| Grade 4 | | | 27 | 29 | 25 | | 26 | | | | |
| Grade 5 | | | 32 | 32 | 29 | | 27 | | | | |
| Grade 6 | | | 38 | 48 | 35 | | 55 | | | | |
| Grade 7 | | | 60 | 60 | 52 | | 63 | | | | |
| Grade 11 | | | | | | | | | | | |
| SBAC Math | Number of Students Tested 2019-20 (NA) | % Standard Met/Exceeded 2019-20 (NA) Difference from 2015-16 | % Standard Met/Exceeded 2015-16 | % Standard Met/Exceeded 2016-17 | % Standard Met/Exceeded 2017-18 | % Standard Met/Exceeded 2018-19 | % Standard Met/Exceeded 2019-20 (NA) | District % Standard Met/Exceeded 2019-20 (NA) | Comp School 1 (Name) % Standard Met/Exceeded 2019-20 (NA) | Comp School 2 (Name) % Standard Met/Exceeded 2019-20 (NA) | Comp School 3 (Name) % Standard Met/Exceeded 2019-20 (NA) |
| - Site | | | 29 | 31 | 28 | | 36 | | | | |
| - African American | | | * | 36 | | | | | | | |
| - American Indian or Alaska Native | | | | | | | | | | | |
| - Asian | | | | | | | | | | | |
| - Filipino | | | | | | | | | | | |
| - Hispanic or Latino | | | 28 | 29 | 26 | | 34 | | | | |
| - Pacific Islander | | | | | | | | | | | |
| - White | | | | | | | | | | | |
| - Two or More Races | | | | | | | | | | | |
| - Male | | | 25 | 27 | 28 | | 35 | | | | |
| - Female | | | 32 | 34 | 28 | | 37 | | | | |
| - English Learner | | | 5 | 11 | 6 | | 10 | | | | |
| - Reclassified-Fluent English Proficiency (RFEP) | | | 42 | 49 | 40 | | 54 | | | | |

| | | | | |
|------------------------------|----|----|----|----|
| - Students with Disabilities | 14 | 18 | 10 | 17 |
| - Economically Disadvantaged | 22 | 22 | 22 | 28 |
| - Foster Youth | | | | |
| - Homeless Youth | | | | |
| Grade 3 | 33 | 27 | 28 | 39 |
| Grade 4 | 19 | 32 | 14 | 26 |
| Grade 5 | 29 | 12 | 17 | 14 |
| Grade 6 | 19 | 35 | 26 | 45 |
| Grade 7 | 47 | 36 | 53 | 44 |
| Grade 8 | 30 | 52 | 37 | 50 |
| Grade 11 | | | | |

| CST/CAST Science | Number of Students Tested for 2019-20 (NA) | CST: Standard Met/Exceeded 2015-16 Difference from 2014-15 | CST: % Standard Met/Exceeded 2014-15 | CST: % Standard Met/Exceeded 2015-16 | Number of Students Tested for 2017-18 (Field Test) | % Standard Met/Exceeded 2018-19 | % Standard Met/Exceeded 2019-20 (NA) | District % Standard Met/Exceeded 2019-20 (NA) | Comp School 1 (Name) % Standard Met/Exceeded 2019-20 (NA) | Comp School 2 (Name) % Standard Met/Exceeded 2019-20 (NA) | Comp School 3 (Name) % Standard Met/Exceeded 2019-20 (NA) |
|-------------------------|--|--|--------------------------------------|--------------------------------------|--|---------------------------------|--------------------------------------|---|---|---|---|
| Grade 5 | | 10 | 77 | 87 | - | | | | | | |
| Grade 8 | | -8 | 82 | 74 | | | | | | | |
| Grade 10 | | | | | | | | | | | |

| PFT | % in HFZ 2019-20 (NA) | % in HFZ 2018-19 | % in HFZ 2017-18 |
|------------|-----------------------|------------------|------------------|
| Grade 5 | | | 52% |
| Grade 7 | | | 74% |
| Grade 9 | | | |

| ELPAC | 2019-20 (NA) | 2018-19 | 2017-18 | CELDT | 2016-17 | 2015-16 | 2014-15 |
|------------------------------|--------------|---------|---------|------------------------------------|---------|---------|---------|
| Number Tested | | 235 | 233 | Number Tested | 249 | 222 | 209 |
| Reclassified (# of students) | | | | Reclassified (# of students) | 22 | 15 | 41 |
| Well Developed | | | | Advanced (# of students) | 16 | 5 | 10 |
| Moderately Developed | | | | Early Advanced (# of students) | 53 | 50 | 36 |
| Somewhat Developed | | | | Intermediate (# of students) | 96 | 94 | 84 |
| Minimally Developed | | | | Early Intermediate (# of students) | 47 | 48 | 49 |
| | | | | Beginning (# of students) | 37 | 25 | 30 |

| High Schools | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------------------------------|---------|---------|---------|---------|---------|
| A-G Completion Rate % | | | | | |
| SAT Participation Rate % | | | | | |
| SAT Score 1500+ Rate % | | | | | |
| ACT Participation Rate % | | | | | |
| ACT Score 21+ Rate % | | | | | |
| High School Graduation Rate % | | | | | |
| Drop Out Rate % | | | | | |
| College 2 Year Acceptance Rate % | | | | | |
| College 4 Year Acceptance Rate % | | | | | |

College 2 and 4 Year Acceptance Rate %
 College 2 Year Cohort Persistence Rate %
 College 4 Year Cohort Persistence Rate %
 College 2 Year and 4 Year Cohort Persistence
 Rate %
 College 2 Year Graduation Rate
 College 4 Year Graduation Rate
 College 2 Year and 4 Year Graduation Rate
 WASC current

| | NA (COVID-19 Closure) | | | | |
|---|-----------------------|--|----------------------------|-------------------------|---------|
| | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| <u>Key Performance Indicators (KPI)</u> | | | | | |
| KPI-1: % Secondary Students (9th +) Receiving one or more D's or F's | | | | | |
| KPI-2: % of 8th Grade On Track to Graduate | | | | | |
| KPI-3: Kindergarten Attendance Rate | 96% | 96% | 95% | 97.0% | |
| KPI-4: Chronic Absence Rate | | 3.30% | 3.20% | 2.9% | |
| KPI-5: Suspensions Rate | | 1.20% | 0.85% | 1.9% | |
| KPI-6: Math Benchmarks (3,6,8,11) | - | - | - | - | |
| KPI-7: ELA Benchmarks (3,6,8,11) | - | - | - | - | |
| KPI-8: Increased Positive School Climate Rate | | See LCAP pages 10-12, 35-36, 50-53 | See LCAP pages 9,10-,39 | See LCAP pages 11-12 | |
| KPI-9: Participation in Expanded Learning Rate | | 60% | 51% | 68% | |
| KPI-10: Participation in Advanced Learning Rate | - | - | - | - | |
| KPI-A: 3rd Grade Reading | | 12% | 9% | 9% | |

Comments E2:

E2: Measurable Student Outcomes: Dashboard FY2019-20: Not Available COVID-19)

(Charter Department will send District information by September 15, 2020)

Dashboard Academic Engagement and 2019-20

- Site: Chronic Absenteeism Color/Percent
- Site: Suspension Rate Color/Percent

Dashboard ELA

Color/Points "Below" or

District

Comp School 1

Comp School 2

Comp School 3

- Site
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White
- Two or More Races
- Male
- Female
- English Learner
- Reclassified-Fluent English Proficiency (RFEP)
- Students with Disabilities
- Economically Disadvantaged
- Foster Youth
- Homeless Youth

Dashboard Math

Color/Points "Below" or

District

Comp School 1

Comp School 2

Comp School 3

- Site
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White
- Two or More Races

- Male
- Female
- English Learner
- Reclassified-Fluent English Proficiency (RFEP)
- Students with Disabilities
- Economically Disadvantaged
- Foster Youth
- Homeless Youth

E3 - Pupil Progress

Description of substantive and normed assessments utilized not including CAASPP, CELDT/ELPAC, CST/CAST, and PFT

Understanding DRA/EDL Book Levels

Description of how chosen assessments are appropriate for standards and skills they seek to measure

Plan for collecting, analyzing, and reporting data on pupil achievement to school staff and parents LAS Instructional Reading Benchmark Assessments (EDL & DRA) Guidelines

The following are guidelines for reporting student reading progress. The EDL and/or DRA will be used to find the students' independent reading levels. This score along with teacher observation will be used to determine instructional reading level; at least one or two levels above independent.

Teachers are responsible for reporting independent reading levels at least two times a year and maintaining a record of instructional reading level for instructional purposes. DRA and EDL testing protocols will be followed to maintain testing reliability and efficacy. (Refer to LAS grading guidelines handbook for reporting on reading progress/standards.)

Classroom teachers with the support of the literacy coach should administer ALL EDL/DRA assessments. Instructional Aides and Interventionists can administer follow up

Plan for collecting, analyzing, and reporting data on pupil achievement to school staff and parents

To the extent possible, teachers are to report independent reading levels for Oral Reading Fluency AND Comprehension. Reporting Dates for the 2019-2020 school year for TK-K: Reporting Window One - Data Due: November 17, 2019 Reporting Window Two - Date Due: February 9, 2020 Reporting Window Three - Date Due: May 17, 2020 Teachers Reporting Dates for the 2019-2020 school year for 1st-2nd: Reporting Window One - Data Due: September 22, 2019 Reporting Window Two - Data Due: November 17, 2019 Reporting Window Three - Date Due: February 9, 2020 (Optional) Reporting Window Four - Date Due: May 17, 2020 Teachers Reporting Dates for the 2018-2019 school year for 3rd-8th: Reporting Window One - Data Due: September 22, 2019 Reporting Window Two - Data Due: October 26, 2019 Reporting Window Three (PM) - Data Due: February 9, 2020 (Optional) Reporting Window Four - Date Due: April 19, 2020 and May 17, 2020.

Plan for utilizing data continuously to monitor and improve the educational program

Through weekly common planning time (CPT) and bimonthly horizontal and vertical articulation meetings, teachers review the most recent assessment data and make instructional plans and decisions accordingly. These meetings are coordinated with the literacy coach, educational specialists, and other members of the MTSS team.

Comments for E3:

E4 - Governance

Board 2019-20

| | |
|--|--|
| Name of ultimate Governance Board | The Language Academy of Sacramento Board of Directors |
| Incorporation Date | December 19, 2003 |
| Incorporation Type | Non-Profit 501(c)(3) |
| Bylaws current | Yes |
| | Yes |
| Roster in Google Drive | |
| Listing of Board Meetings Dates Held in Google Drive | Yes |
| Number of Planned Board Meetings Held | 12 of 12 |
| Governance Training Date | 9/21/2019 |
| Brown Act Training Date | 9/21/2019 |
| Board Meeting Attendance by SCUSD Date | TBA |
| Describe: Public Access to Agendas and Minutes | Agenda Posting: Agendas for regular and special School Board meetings are posted 72 and 24 hours, respectively, in advance of such meetings at the School for public preview. The Board agenda with supporting information for a regular School Board meeting is delivered to Board members, whenever, practicable, at least 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information is delivered at least 24 hours prior to the meeting. Moreover, the Board's complete public agendas are provided to Home and School Partnership |
| Parent Involvement, Overview | Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. Upon enrollment, all parents are expected to continue to participate in the path to fulfilling the school's mission. Parents are encouraged to volunteer at least 20 hours per school |
| Listing of Committees available to Parents | Finance Committee, Facilities Committee, Curriculum Design Team Committee, ELAC |
| Conflict of Interest Policy | Yes; adopted and implemented |
| Form 700s: Appendix 7 | Yes |
| Policy Changes | 1. Parent Involvement Policy 2 LAS Reclassification Policy; 3. Sports Eligibility Policy |

| | |
|----------------------------------|---------------------------------------|
| Site Advisory Committee Name | School Site Council and ELAC |
| Parent Teacher Organization Name | Parent Council and Parent Association |

Comments E4:

E5 - Employee Qualifications (as of April 30, 2020)

| <u>Teachers 2019-20</u> | Number of teachers | Number of credentials current | Number of appropriate assignments | Comments |
|---|--------------------|-------------------------------|-----------------------------------|----------|
| K | 4 | 4 | 4 | |
| 1 | 3 | 3 | 3 | |
| 2 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | |
| 4 | 3 | 3 | 3 | |
| 5 | 3 | 3 | 3 | |
| 6 | 3 | 3 | 3 | |
| 7 | 3 | 3 | 3 | |
| 8 | 2 | 2 | 2 | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| Totals | 27 | 27 | 27 | |
| Credential Status from April 30, 2020 on Google Drive: Appendix 8 | Yes | | | |
| April 30, 2020 to include | Yes | | | |

Comments E5:

E6 - Health and Safety

Assurances (Health) Signed and Submitted: Appendix 9

Yes

Fire and Earthquake Drills Completed and Submitted: Appendix 10

Yes

Comments E6:

E7 - Racial-Ethnic Balance

(*District information does not include charter school students.)

| <u>Student Population</u> | 2019-20 | 2019-20 | 2019-20 | 2019-20 | 2018-19 | 2018-19 | 2017-18 | 2017-18 | 2016-17 | 2016-17 |
|------------------------------------|---------------------------|---------------------------|-----------------------|-----------------------|---------------------------|-----------------------|---------------------------|-----------------------|---------------------------|-----------------------|
| | <u>District: #</u> | <u>District: %</u> | <u>Site: #</u> | <u>Site: %</u> | <u>District: %</u> | <u>Site: %</u> | <u>District: %</u> | <u>Site: %</u> | <u>District: %</u> | <u>Site: %</u> |
| - Total Enrollment | 46,657 | 100.00% | 614 | 100% | | 100% | | 100% | | 100% |
| - English Learner | 8,381 | 17.96% | 235 | 39% | | 38% | | 41% | | 47% |
| - Students with Disabilities | σναvαλλαδι | #VALUE! | 81 | 13% | | 13% | | 12% | | 12% |
| - Socioeconomically Disadvantaged | σναvαλλαδι | #VALUE! | 407 | 67% | | 67% | | 67% | | 55% |
| - Foster Youth | σναvαλλαδι | #VALUE! | 2 | <1% | | <1% | | < 1.0 | | <1.0 |
| - Homeless Youth | σναvαλλαδι | #VALUE! | 3 | <1% | | 1% | | < 1.0 | | 1% |
| - African American | 6,902 | 14.79% | 13 | 2% | | 2% | | 2% | | 2% |
| - American Indian or Alaska Native | 238 | 0.51% | 0 | 0% | | <1% | | 0 | | 0 |
| - Asian | 7,707 | 16.52% | 4 | <1% | | <1% | | < 1.0 | | 0 |
| - Filipino | 626 | 1.34% | 3 | <1% | | <1% | | < 1.0 | | 0 |
| - Hispanic or Latino | 19,029 | 40.78% | 564 | 93% | | 93% | | 94% | | 93% |
| - Pacific Islander | 925 | 1.98% | 0 | 0% | | 0 | | 0 | | 0 |
| - White | 7,823 | 16.77% | 22 | 4% | | 3% | | 3% | | 3% |
| - Two or More Races | 3,323 | 7.12% | 2 | <1% | | <1% | | < 1.0 | | 2% |
| - No Race Indicated | 84 | 0.18% | 0 | 0% | | <1% | | 0 | | 0 |

Meeting Balance: Y or N Yes

Comments, if not meeting balance: LAS program is designed based on linguistic balance of the dual immersion program. Please see Plan, if not meeting balance:

Comments: E7

E8 - Admissions Requirements

| | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|-----------|-----------|-----------|-----------|---------|
| Waiting list Number of Students on the 5th school day | 814 | 732 | 604 | 699 | 678 |
| Application Form Submitted: Appendix 11 | Yes | Yes | Yes | Yes | - |
| Application has potential screening information | No | No | No | No | - |
| Application Timeline Submitted: Appendix 12 | Yes | Yes | Yes | Yes | - |
| Enrollment process is separate from Application process | Yes | Yes | Yes | Yes | - |
| Enrollment Timeline: Appendix 13 | Yes | Yes | Yes | Yes | - |
| Lottery System Use | Yes | Yes | Yes | Yes | - |
| Lottery System Description Submitted: Appendix 14 | Yes | Yes | Yes | Yes | - |
| Lottery System Date: | 4/21/2019 | 4/23/2019 | 4/24/2018 | 4/25/2017 | - |

Comments E8:

| E9 - Financial | | | | | | |
|--|----------------|----------------|----------------|-------------|-------------|-----------|
| | | | | | | |
| ***Dependent Charters Only*** | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | |
| Dependent General Fund Unrestricted Carryover Student Body Account | | | | | | |
| If Student Body Account, ending balance | | | | | | |
| | | | | | | |
| ***Independent Charters Only*** | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| Annual Revenues: | \$7,030,932.89 | \$7,475,546.84 | \$6,369,152.00 | \$5,994,760 | \$5,720,301 | 8,639,600 |
| Annual Expenses | \$6,504,906.86 | \$6,473,430.51 | \$5,985,023.00 | \$5,515,992 | \$4,929,841 | 4,087,536 |
| | | | | | | |
| Beginning Cash Balance: | \$6,090,438.14 | \$5,073,793.56 | \$5,006,485.00 | \$5,446,625 | \$5,901,227 | - |
| Ending Cash Balance: | \$5,933,056.22 | \$6,090,438.14 | \$5,073,794.00 | \$5,006,485 | \$5,446,625 | - |
| Negative Cashflow (Number of Months): | \$0.00 | \$0.00 | 0 | 0 | 0 | - |
| | | | | | | |
| Outstanding Receivables | \$1,602,452.56 | \$1,469,714.34 | \$1,220,489.00 | \$814,352 | \$830,998 | - |
| Outstanding Payables | \$653,949.44 | \$412,542.74 | \$376,635.00 | \$86,023 | \$321,870 | - |
| | | | | | | |
| Begining Fund Balance | \$9,342,827.33 | \$8,340,711.00 | \$7,956,584.00 | \$7,447,816 | \$6,687,356 | - |
| Ending Fund Balance | \$9,867,340.75 | \$9,342,827.33 | \$5,073,794.00 | \$7,956,584 | \$7,477,816 | - |
| | | | | | | |
| Audit Firm - Name (Board Approved): | Squarmilner | Squarmilner | Squarmilner | Squarmilner | Squarmilner | - |
| Number of Outstanding Audit Resolutions: | | | 0 | 0 | 0 | 0 |
| | | | | | | |
| Student Body Account | No | No | No | No | No | - |
| If Student Body Account, ending balance | n/a | n/a | n/a | n/a | n/a | - |
| | | | | | | |
| Comments E9: | | | | | | |

E10 - Suspension-Expulsions

| <u>Student Population</u> | Suspensions2019-20 | Suspension %2019-20 | Expulsions2019-20 | Expulsion %2019-20 | Suspensions 2018-19 | Expulsions 2018-19 | Suspensions 2017-18 | Expulsions 2017-18 | Suspensions 2016-17 | Expulsions 2016-17 |
|------------------------------------|--------------------|---------------------|-------------------|--------------------|---------------------|--------------------|---------------------|--------------------|---------------------|--------------------|
| - Total Enrollment | 614 | | 0 | 0 | 7 | 0 | 0 | 0 | 6 | 0 |
| - English Learner | 2 | <1% | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 |
| - Students with Disabilities | 1 | <1% | 0 | 0 | 1 | 0 | 2 | 0 | 3 | 0 |
| - Socioeconomically Disadvantaged | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 5 | 0 |
| - Foster Youth | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Homeless Youth | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - African American | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| - American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Filipino | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Hispanic or Latino | 7 | 1.2% | 0 | 0 | 7 | 0 | 4 | 0 | 5 | 0 |
| - Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Suspension Rate % | | 1.2% | NA | NA | 0.8% | NA | 1.1% | NA | | NA |

| <u>Exits</u> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------------------------------|---------|---------|---------|---------|---------|
| Total Exits | 1 | 3 | 8 | 12 | 17 |
| Districts Notified of All Exits | Yes | Yes | Yes | Yes | - |

Comments E10:

E11 - Staff Retirement

SCUSD CBA/s No

If SCUSD CBA/s: (List All Units)

Retirement Plans

STRS Yes

PERS No

Other: (List Plan) For Classified and administrative non-STRS staff (403b)

Other: (List Plan)

Other: (List Plan)

Comments E11:

E12 - Attendance Alternatives

Students who opt not to attend LAS may attend other district schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of their district or county of residence.

Attendance Alternative Policy

Comments E12:

E13 - Employee Rights

Rights of School District Employees Policy

Rights of School District Employees Policy Charter school employees will be entitled to receive health, dental, and vision insurance coverage that is comparable to the coverage offered by surrounding schools, so long as these policies are commercially available and financially sound. Nothing in this charter shall be construed as preventing the LAS Governing Board from offering increased salary or better working conditions in lieu of some benefits, so long as the overall package of salary, benefits, and working conditions is competitive with those offered by surrounding districts. The charter school agrees to provide teachers with a minimum of \$1,000,000 insurance coverage or funds sufficient to purchase professional liability insurance coverage relating to abuse and alleged abuse of students.

Comments E13:

E14 - Dispute Resolution

| | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|---------|---------|---------|
| Dispute Resolution Process Submitted: Appendix 15 | Yes | Yes | Yes | Yes |
| UC Complaints | 0 | 2 | 2 | 0 |
| UC Complaints Resolved | 0 | 2 | 2 | |
| Comments Regarding Complaints | | | | |
| Number of OCR Complaints | 0 | 0 | 0 | 0 |
| Number of Other Complaints | 0 | 0 | 0 | 0 |
| Comments Regarding OCR and Other Complaints: | | | | |
| Parent Complaint Process on Website | Yes | Yes | Yes | Yes |

Comments E14:

E15 - Procedures for School Closure

Closure Protocol

school, then the LAS Governing Board shall designate an entity or individual to take charge of the closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall begin closure activities by notifying parents and guardians of pupils, the State Board of Education, the County Office of Education, the SELPA in which LAS participates, the retirement systems in which LAS employees participate, and the California Department of Education. The Authorized Closer will be qualified to handle student record under federal and state privacy laws concerning

Comments E15:

Impact to District

Facilities (District owned)

| | | | |
|---|--|--|--|
| Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms) are in fair to poor condition. LAS rehabilitation and new construction area are on great condition. | Due to a postponement of the facilities project in the previous year, the responses for this year will be similar in nature as from previous school year. LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms) are in fair to poor condition). | LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms) are in fair to poor condition). | LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms) are in fair to poor condition). |
|---|--|--|--|

School Facility Conditions

| | | | |
|---|---|---|---|
| Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Serval areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber | Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Serval areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls | Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Serval areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls | Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Serval areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls |
|---|---|---|---|

Facility Improvements for District Consideration

| | | | | |
|--|---|--|--|--|
| Process-Support Improvements for District Consideration | LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC and roof. This is heightened importance due to COVID-19. | LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC, roof, classrooms A-Q, MP, kitchen, office and bathrooms. | LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC, roof, classrooms A-Q, MP, kitchen, office and bathrooms. | LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC, roof, classrooms A-Q, MP, kitchen, office and bathrooms. |
| Planned Facility/Construction projects for 2020-21 and 2021-22 | Rehabilitation and modernization of the Core building, Library, boys bathroom and girls bathroom is currently until further notice. | Summer 2020, rehabilitation and modernization of the Library, boys bathroom and girls bathroom. | Summer 2019, rehabilitation and modernization of the Library, boys bathroom and girls bathroom. | Rehabilitation and modernization of Classrooms A-Q |

Operations

| | <u>2019-20</u> | <u>2018-19</u> | <u>2017-18</u> | <u>2016-17</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Timely Submissions of Calendar of Due Date Items | | | 10 of 16 | Yes |
| Timely Submissions of Request for Information Items | | | 0 of 0 | Yes |
| Timely Submissions of Monthly ADA Reporting | | | - | - |
| Timely Submissions of monthly Big 3 | | | - | - |
| APR Submission Date | | | 10/15/2018 | 9/29/2017 |
| Timely APR Submission to District | | | Yes | Yes |
| Lead APR Contributor | | | Teejay Bersola | Teejay Bersola |
| Site Visitation Date | | - | - | - |
| Operational Process-Support Improvements for District Consideration | | | | |

Miscellaneous

| | | | | |
|---|-----|-----|-----|-----|
| Charter School as Exclusive Employer | Yes | Yes | Yes | Yes |
| Assurances (General) Signed and Submitted: Appendix 1 | Yes | Yes | Yes | Yes |

Comments Impact to District:



A California Public School

Agenda Item #IVD

Board Meeting Date: December 18, 2020

Subject: Anti-Racism at LAS

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

Committee: School Leadership

During the November 20, 2020 board meeting, school leadership shared a summary of steps taken to ensure that we are able to confidently apply anti-racist words, concepts, metaphors and frames to all aspects of work at LAS.

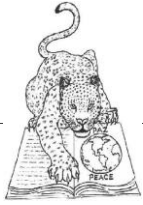
As we move forward with the goal of developing our anti-racist framework, the following is an update of actions taken and planned:

- LAS staff will meet for their next professional development meeting with Dr. Dale Allender on January 15, 2020.
- School Leadership and Claudia Ochoa met with Sonia Lewis, President and CEO of Ascribe Consulting to discuss an anti-racist educational program for LAS parents. While we are still in the process of finalizing the plan, the following is a description of the workshops and sessions to be offered: help parents understand the conditioning we have all been forced to abide by as an American cultural norm that ultimately excludes and divides; while pitting minority groups against each other. We help parents with language, listening and establishing shared values around raising anti-racist children. We train people to identify and call out racist and biased behaviors that perpetuates the divide and emphasizes the societal norm of the “haves vs have-nots.” This work centers an inclusive and courageous approach to address issues around anti-blackness, colorism, cultural appropriation, othering, silencing and erasing certain segments of our collective community to leverage and elevate the position of model minority and upwardly mobilized socio-economic statuses.

School leadership continues to be committed to providing the board and our school community with regular updates around these and other areas.

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 12152020

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



A California Public School

Agenda Artículo #IVD

Fecha de la Reunión: 18 de diciembre de 2020

Tema: Anti-racismo en LAS

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

Comité: Liderazgo Escolar

Durante la junta de la mesa directiva que se llevó a cabo el 20 de noviembre, el liderazgo escolar compartió algunos pasos que se han tomado para poder aplicar con confianza las palabras, conceptos, metáforas y marcos anti-racistas en todos los aspectos del trabajo en LAS.

Al seguir desarrollando un marco de referencia anti-racista en LAS, los siguientes son pasos que se han tomado o que se tomarán:

- El personal de LAS se reunirá para su próxima reunión de desarrollo profesional con el Dr. Dale Allender el 15 de enero de 2020.
- El liderazgo escolar y Claudia Ochoa se reunieron con Sonia Lewis, presidenta y directora ejecutiva de Ascribe Consulting para discutir un programa educativo antirracista para padres de LAS. Mientras todavía estamos en el proceso de finalizar el plan, la siguiente es una descripción de los talleres y sesiones que se ofrecerán: ayudar a los padres a comprender el condicionamiento que todos nos hemos visto obligados a cumplir como una norma cultural estadounidense que en última instancia excluye y divide; mientras enfrenta a los grupos minoritarios entre sí. Ayudamos a los padres con el lenguaje, escuchando y estableciendo valores compartidos en torno a la crianza de estudiantes antirracistas. Capacitamos a las personas para que identifiquen y denuncien comportamientos racistas y tendencias que promuevan la división y enfatizan la norma social de "los que tienen y los que no tienen". Este trabajo centra un enfoque inclusivo y valiente para abordar los problemas relacionados con la anti-negritud, el colorismo, la apropiación cultural, el silenciamiento y el borrado de ciertos segmentos de nuestra comunidad colectiva para aprovechar y elevar la posición de minoría modelo y estados socioeconómicos movilizadas hacia arriba.

El liderazgo escolar continúa con el compromiso de proveer reportes actualizados sobre nuestra agenda enfocada en el anti-racismo a nuestra comunidad de una forma regular.

| |
|---|
| <p>Estimated Time of Presentation: 10 min Submitted By: School Leadership Date: 12/15/2020</p> |
|---|

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



A California Public School

Agenda Item # IVC

Board Meeting Date: December 18, 2020

Subject: Curriculum Design Team

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

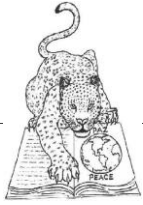
Committee: Conant C., de Luna M., Jáuregui G., Rodríguez A., Mendez I., Bersola T., de León E., Suárez C.

Information: The Curriculum Design Team (CDT) met on December 10th, 2020 and addressed the following agenda items:

- **Return to LAS Plan Update**
 - Family Survey
 - Staff Survey
 - Student Survey
 - Hybrid Models
 - Extended Distance Learning
- **LLMF**
 - Update
 - Classroom libraries

CDT met again on December 14th, after school, to further discuss the Return to LAS Plan Update, including the recommendation to postpone the transition to hybrid model in January/February and the decision to make an announcement about next steps in March.

The next meeting will be in January.



A California Public School

Artículo# IVC

Fecha de la Reunión: 18 de diciembre de 2020

Tema: Comité del Diseño Curricular

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

Comité: Conant C., de Luna M., Jáuregui G., Rodríguez A., Mendez I., Bersola T., de León E., Suárez C.

Información: El Equipo de Diseño Curricular (CDT) se reunió el 10 de diciembre de 2020 y discutió los siguientes temas:

- **Actualización del Plan de regreso a LAS**
 - Encuesta familiar
 - Encuesta al personal
 - Encuesta de estudiantes
 - Modelos híbridos
 - Aprendizaje a distancia extendido
- **LLMF**
 - Actualización
 - Bibliotecas del salon

CDT se reunió nuevamente el 14 de diciembre, después de la escuela, para discutir más a fondo la Actualización del Plan de Regreso a LAS, incluyendo la recomendación de posponer la transición al modelo híbrido en enero / febrero y la decisión de hacer un anuncio sobre los próximos pasos en marzo.

La próxima junta será en enero.



A California Public School

Agenda Item #IVF

Board Meeting Date: December 18, 2020

Subject: November 2020 Check Register

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the November 2020 check register.

Documents Attached:

1. November 2020 Check Register

| November 2020 | | | | |
|----------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Sylvains, Nina | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| García, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Vacant | | | | |
| Totals: | | | | |

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 12.15.2020

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



A California Public School

Agenda Artículo #IVF

Fecha de la Reunión: 18 de diciembre del 2020

Tema: Registros de la cuenta bancaria noviembre 2020

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de noviembre 2020.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de noviembre 2020.

| noviembre 2020 | | | | |
|-----------------------|-----|-----|---------|--------|
| Members | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen | | | | |
| De Gonzalez, Julissa | | | | |
| Sylvains, Nina | | | | |
| Kokayi, Nailah | | | | |
| Aceves, Fernando | | | | |
| García, Cristian | | | | |
| Jáuregui, Gemma | | | | |
| Leon, Pedro | | | | |
| Vacant | | | | |
| Totals: | | | | |

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 12.15.2020

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

**Language Academy of Sacramento
Check Register
November 2020**

| Check Date | Check Number | Vendor | Inv Description (Bill) | Amount |
|-------------------|---------------------|---|------------------------------------|-------------------|
| 11/10/2020 | 8764 | ABDO | Library books | 830.84 |
| 11/10/2020 | 8765 | Benchmark Education | Classroom library | 921.90 |
| 11/10/2020 | 8766 | Booksource | Classroom library | 515.91 |
| 11/10/2020 | 8767 | PDI Education dba Brain Hive | Classroom library | 2,998.70 |
| 11/10/2020 | 8768 | Graciela Castaneda | Reimb: Classroom Library | 74.96 |
| 11/10/2020 | 8769 | David Kilpatrick Inc. | Intervention material | 300.00 |
| 11/10/2020 | 8770 | Lanae Davis | Reimb: Library books | 132.52 |
| 11/10/2020 | 8771 | EdTec Inc. | Back Office November 2020 | 6,550.00 |
| 11/10/2020 | 8772 | El Dorado County of Education | Teacher Induction Program - PD | 2,000.00 |
| 11/10/2020 | 8773 | Great Minds | Math curriculum | 6,651.00 |
| 11/10/2020 | 8774 | Adriana Gutierrez | Reimb: Classroom Library | 170.16 |
| 11/10/2020 | 8775 | Hamery Publishing Group | Classroom library | 6,163.44 |
| 11/10/2020 | 8776 | K12 Health | SPED Services | 1,264.00 |
| 11/10/2020 | 8777 | Law Office of Jennifer McQuarrie | Legal counsel | 66.00 |
| 11/10/2020 | 8778 | Learning Solutions | SPED Services | 641.27 |
| 11/10/2020 | 8779 | Pedro Leon | Reimb: Mentor Text | 29.22 |
| 11/10/2020 | 8780 | Xana Macias | Reimb: Classroom Library | 205.80 |
| 11/10/2020 | 8781 | Cristina Meza | Reimb: Classroom Library | 345.60 |
| 11/10/2020 | 8782 | Network Office Systems | Meter usage | 286.26 |
| 11/10/2020 | 8783 | Ana Novoa | Reimb: Classroom Library | 1,995.19 |
| 11/10/2020 | 8784 | Office Depot | Classroom material | 1,524.48 |
| 11/10/2020 | 8785 | Rosio Perez | Reimb: Classroom library/materials | 687.63 |
| 11/10/2020 | 8786 | Irene Rodriguez | Reimb: Classroom Library | 381.34 |
| 11/10/2020 | 8787 | Scholastic Reading Club | Classroom library | 1,260.46 |
| 11/10/2020 | 8788 | Cynthia Suarez | Reimb: Intervention. materials | 87.82 |
| 11/10/2020 | 8789 | T-Mobile | Student internet services | 105.36 |
| 11/10/2020 | 8790 | Mayra Tejada | Reimb: mentor text | 162.51 |
| 11/10/2020 | 8791 | The Ohio State University | Classroom material | 660.00 |
| 11/10/2020 | 8792 | Windstream/PAETEC | Telecom Services | 1,225.89 |
| 11/18/2020 | 8793 | Charter Safe | Employee Benefits (5450/3601) | 18,333.00 |
| 11/18/2020 | 8794 | Kaiser Foundation Health Plan Inc | Health Benefits (December 2020) | 24,914.83 |
| 11/18/2020 | 8795 | Lincoln National Life Insurance Company | Health Benefits (December 2020) | 4,384.85 |
| 11/18/2020 | 8796 | Sutter Health Plus | Health Benefits (December 2020) | 12,902.48 |
| 11/18/2020 | 8797 | Vision Service Plan - CA | Health Benefits (November) | 1,899.38 |
| 11/18/2020 | 8798 | Western Health Advantage | Health Benefits (December 2020) | 8,942.81 |
| Total | | | | 109,615.61 |