

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

Agenda/Agenda

**BOARD MEETING/ REUNIÓN DE LA MESA**

Friday, May 28, 2021/viernes, 28 de mayo del 2021

**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:  
[Zoom Link](#) You may also call in using the Zoom phone number: (669) 900-6833;  
[Meeting ID: 912 0068 0381](#) [Passcode: 777292](#)

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

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

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

**B. ROLL CALL/Asistencia**

	<b>Name/Nombre</b>	<b>Role/Miembro</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
1.	Nailah Kokayi	Parent/Padre (19-21)		
2.	Fernando Aceves	Parent/Padre (19-22) Vice President/Vice Presidente		
3.	Cristian García	Parent/Padre (20-23) Secretary/Secretario		
4.	Gemma Jáuregui	Teacher/Maestra (18-21)		
5.	Pedro León	Teacher/Maestro (19-22) President/Presidente		
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) Treasurer/Tesorera		
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. April 23, 2021 minutes/minutas del 23 de abril de 2021

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)

IV. **CLOSED SESSION/Sesión cerrada**

- A.) **Conference with Legal Counsel – Anticipated Litigation:** Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2) or (3): 2 cases.  
**Conferencia con asesoría legal – Litigio anticipado:** *Exposición significativa a litigios de conformidad con sección del código del gobierno 54956.9(d)(2) o (3): 2 casos.*

V. **OPEN SESSION/Sesión abierta: Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada** – (5 min.)

VI. **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 9)/*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 9)* –School Leadership/*Liderazgo escolar* (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: \_\_\_\_\_

B. Expanded Learning Opportunity Grant (ELOG)/*Subvención para oportunidades de aprendizaje ampliado*– School Leadership (30 min.) **Requires June 1<sup>st</sup> Approval Date**

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

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

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

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

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

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

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

**D. Anti-Racism at LAS –*Anti-racismo en LAS* – 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: \_\_\_\_\_

**E. Bylaws/Policy Committee: 2021-2022 Governing Board Vacancies; Gender Inclusive Policy Draft (first read)/Comité de Estatutos/Pólizas: Vacantes en la Mesa Directiva 2021-2022; Borrador de póliza para la inclusividad de género (primera lectura) – Aceves, de León (20 min.)**

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

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

**F. Finance Committee: Monthly Financials, Preliminary Review 21-22 Budget and Timeline/Comité de Finanzas: Financieros mensuales, Reviso preliminar del presupuesto 20-21 – de González, Morales (20 min.)**

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

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

**G. April Check Register/Registro de la cuenta bancaria de agosto – 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: \_\_\_\_\_

**H. Curriculum Design Team/Equipo 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: \_\_\_\_\_

**I. Executive Director Evaluation: Evaluation Procedure/Evaluación del Director Ejecutivo: Proceso de Evaluación**—Ruíz, de González (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: \_\_\_\_\_

**VII. FUTURE MEETINGS/Próxima Junta**

A.) Regular Meeting: Friday, June 25, 2021 at 5:30pm – viernes, 225 de junio de 2021 a las 5:30pm

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

A) **LCAP Approval**

B) **2021-2022 Budget Approval**

C) **Gender Inclusive Policy Approval**

**VII. ADJOURNMENT/Clausura**

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

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

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



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 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, April 23, 2021/ viernes, 23 de abril del 2021**  
**5:30 pm through Zoom/ 5:30PM a través de Zoom**

**I. PRELIMINARY/PRELIMINARIO**

<b>I.A &amp; B</b>	Meeting was called to order by Pedro León at 5:36 PM. Roll call was taken./ La junta fue convocada por Pedro León a las 5:36 PM. Se tomó lista.			
	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Nailah Kokayi	Parent/Madre (19-20)	X	
	2. Fernando Aceves	Parent/Madre (19-22)	X	
	3. Cristian García	Parent/Madre (20-23)	X	
	4. Gemma Jáuregui	Teacher/Maestra (18-21)Vice President/Vice President	X	
	5. Pedro León	Teacher/Maestro (19-22) Secretary/Secretario	X	
	6. Vacant	Staff/Personal (20-23)		
	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	X	
	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	
	<b>Agenda/Agenda</b>	<b>Action/Acción</b>		
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	<p>A motion was made to approve the April 23, 2021 agenda with the following change: Move items V and IVE to the beginning of the Discussion and/or Action items.</p> <p><i>Se hizo una moción para aprobar la agenda del 23 de abril del 2021 con los siguientes cambios: cambiar V e IVE al inicio de temas para discusión y/o acción.</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Fernando Aceves          2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Cristian García          Absences/Ausencias: None/ninguna          Abstentions/Abstenciones: None/ninguna          The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>		
<b>I.D.a.</b>	<b>Approval of March 5, 2021 Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	<p>A motion was made to approve the March 5, 2021 minutes</p> <p><i>Se hizo una moción para aprobar las minutas del 5 de marzo del 2021</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Fernando Aceves          2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Pedro León          Absences/Ausencias: None/ninguna          Abstentions/Abstenciones: Nadeen Ruíz, Gemma Jáuregui          The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p>		
<b>I.D.b.</b>	<b>Approval of March 26, 2021 Board Meeting Minutes</b> <i>Aprobación de los Minutos de la Mesa Directiva</i>	<p>A motion was made to approve the March 26, 2021 minutes</p> <p><i>Se hizo una moción para aprobar las minutas del 26 de marzo del 2021</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Julissa de González          2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Gemma Jáuregui          Absences/Ausencias: None/ninguna          Abstentions/Abstenciones: Nina Sylvains, Cristian García</p>		

		The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
<b>I.E</b>	<b>Mission</b> <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>
<b>II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN</b>		
<b>II.A.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:</b>		
<b>III.1</b>	<b>Parent Council/Association Representative</b> <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>
<b>V. CLOSED SESSION/SESION CERRADA</b>		
<b>V</b>	<b>Executive Director Evaluation Goals/Metas para evaluación del director ejecutivo</b>	Time entered/Hora que se comenzó: 5:52pm  A motion was passed to approve the Executive Director evaluation goals./ <i>Se hizo una moción para aceptar las metas del director ejecutivo</i>  Time exited/Hora que se terminó: 6:18pm
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.E</b>	<b>December and March Check Registers/Registros de la cuenta bancaria de diciembre y marzo – School Leadership/Liderazgo</b>	A motion was made to approve the December 2020 check register. <i>Se hizo una moción para aprobar el registro de diciembre de 2020.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Nadeen Ruíz 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : Gemma Jáuregui, Pedro León Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i>  A motion was made to approve the March 2021 check register. <i>Se hizo una moción para aprobar el registro de marzo de 2021.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Nadeen Ruíz 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Julissa de González Absences/ <i>Ausencias</i> : Gemma Jáuregui, Pedro León Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.B</b>	<b>LAS Academic Accountability 101, continued</b>	Teejay Bersola continued to provide the board with training in the area of academics and accountability. <i>Teejay Bersola siguió compartiendo entrenamiento para la mesa directiva acerca del programa académico y contabilidad.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.A</b>	<b>LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update &amp; Return to LAS Plan (Part 8)/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 8)</b>	School Leadership provided the Governing Board with a Return to LAS update, including highlights of hybrid instruction and gratitude for staff that have supported in the transition.  <i>El liderazgo escolar proporcionó a la Mesa Directiva un reporte actualizado sobre el plan de regreso a LAS, incluyendo áreas de éxito del regreso al modelo híbrido y aprecio por el personal que han apoyado en la transición.</i>

	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C</b>	<b>Anti-Racism at LAS</b> <i>Anti-racismo en LAS</i>	School Leadership provided an update regarding Anti-Racism at LAS, including details about staff professional development and parent workshops. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS, incluyendo detalles sobre el desarrollo profesional que está recibiendo el personal y talleres para familias.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.D</b>	<b>Monthly Financials</b> <i>Estados financieros mensuales</i>	Judy Morales provided an update regarding monthly financials. <i>Judy Morales dio un reporte actualizado sobre los estados financieros mensuales.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.F</b>	<b>2021-2022 Academic Calendar/Calendario académico 2021-2022</b>	A motion was made to approve the 2021 Academic Calendar <i>Se hizo una moción para aprobar el calendario académico de 2020-2021</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Julissa de González 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Gemma Jáuregui Absences/ <i>Ausencias</i> : Nina Sylvains Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.G</b>	<b>Curriculum Design Team</b> <i>Equipo de diseño curricular</i>	Gemma Jáuregui provided an update of committee meeting agenda items <i>Gemma Jáuregui dio un reporte sobre los temas que se han tocado dentro de las juntas del comité</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>VIII. FUTURE MEETINGS/PRÓXIMA JUNTA</b>		
1. Friday, May 28, 2021 Regular Board Meeting/ <i>viernes 28 de mayo del 2021 Junta Regular de la Mesa Directiva</i>		
<b>V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</b>		
<b>VIII. ADJOURNMENT/CLAUSURA</b>		
A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Fernando Aceves 2 <sup>nd</sup> Motion / <i>2ª Moción</i> : Gemma Jáuregui Absences / <i>Ausencias</i> : Nina Sylvains Abstentions / <i>Abstenciones</i> : None / <i>Ninguna</i> The motion passed with seven votes / <i>La moción pasó con siete votos</i>		
The board meeting was adjourned at 7:31PM. / <i>La reunión de la Mesa se terminó a las 7:31PM.</i>		



A California Public School

Agenda Item # III1

**Board Meeting Date:** May 28, 2021

**Subject:** Parent Council/Association

- 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, May 6th

- **Administration Updates-** An overview explanation was shared on our Local Control Accountability Plan (LCAP) as well as on the Expanded Learning Opportunities grant.
- **Anti-Racism Parent Workshop Series-** We have two workshops left: May 19<sup>th</sup>- Colorism & Cultural Appreciation; June 16<sup>th</sup> – Intersectionality-All of Us or None of Us, Immigration is a Black issue too. See our LAS website for more information. PC is currently having a Jamba Juice gift card fundraiser for the month of May.
- **Fundraising-** PC is currently having a Jamba Juice gift card fundraiser for the month of May.
- **Teacher Appreciation-** Parent Council had a successful Teacher Appreciation week proving teachers with a surprise breakfast Monday, May 10<sup>th</sup> – Thursday, May 13<sup>th</sup> and a Taco Luncheon on Thursday.
- **Miscellaneous/Reminders/Questions:** Parents were encouraged to use our website and write in any Know/Want to Know/Comments.
- Our next meeting will take place on Thursday, June 3rd @ 6pm via Zoom

**Parent Association Meeting:** Meeting was held on May 12<sup>th</sup> @ 5:30pm via Zoom.

- **Administration Update-** An overview explanation was shared on our Local Control Accountability Plan (LCAP) and on the Expanded Learning Opportunities grant. A Preliminary Budget Update was also shared.
- **Parent Council Report-** Anti-Racism Parent Workshop Series of four offered once a month. Coming up: May 19<sup>th</sup>- Colorism & Cultural Appreciation; June 16<sup>th</sup> – Intersectionality -All of Us or None of Us, Immigration is a Black issue too. More information is posted in our LAS website. Parent Council also shared the Jamba Juice cards fundraiser for sale in the month of May.
- **Questions/Comments:** Parents were encouraged to use our LAS website and write in any Know/Want to Know/Comments.





**Fecha de la Reunión:** 28 de mayo de 2021

**Tema:** Concilio de padres/Concilio de padres

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

**Comité:** 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 6 de mayo

- **Actualización de la Administración-** Se compartió información general acerca del Plan de Control Local y Rendición de cuentas (LCAP) y de la Beca para Oportunidades de Aprendizaje Extendido.
- **Serie de talleres para padres contra el racismo-**El Concilio de padres compartió la Serie de talleres contra el racismo para padres que se está llevando a cabo una vez al mes. Las siguientes son: 19 de mayo-Colorismo y apreciación cultural; el 16 de junio- interseccionalidad: todos o ninguno de nosotros, la inmigración también es un problema de los negros.
- **Recaudación de fondos-** El Concilio tiene a la venta tarjetas de Jamba Juice como recaudación de fondos para el mes de mayo.
- **Apreciación de maestros-** El Concilio organizo un desayuno sorpresa cada mañana del lunes 10 de mayo – jueves 13 de mayo para celebrar la semana del Día del Maestro. El jueves también se les organizo una Taquiza para la hora de la comida.
- **Misceláneo/Recordatorios/Preguntas-** Se le animo a los padres de visitar la página web y escribir en Lo que se/Lo que quiero saber/Comentarios.
- La próxima reunión va a tomar lugar el jueves, 6 de junio del 2021 a las 6pm por medio de Zoom.

**Junta de Asociación de Padres:** La junta tuvo lugar el 12 de mayo a las 5:30 vía Zoom.

- **Reporte de la Administración-** Se compartió información general acerca del Plan de Control Local y Rendición de cuentas (LCAP) y de la Beca para Oportunidades de Aprendizaje Extendido. También se compartió una Actualización del presupuesto preliminar.
- **Reporte del Concilio de padres-** El Concilio de padres compartió la Serie de talleres contra el racismo para padres que se está llevando a cabo una vez al mes. Las siguientes son: 19 de mayo-Colorismo y apreciación cultural; el 16 de junio- interseccionalidad: todos o ninguno de nosotros, la inmigración también es un problema de los negros. El Concilio también tiene a la venta tarjetas de Jamba Juice para recaudación de fondos.
- **Preguntas/Comentarios:** Se le animo a los padres de visitar la página web y escribir en Lo que se/Lo que quiero saber/Comentarios



**Board Meeting Date:** May 28, 2021

**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.

**Key Updates of the Return to LAS Plan:** During the April 24, 2021 board meeting, school leadership provided an update regarding the following items:

- Grade level span return dates
- COVID-19 student testing schedule
- Information about the [LAS COVID-19 Dashboard](#)

Since the April 24, 2021 board meetings, approximately 300 students in grades TK-8<sup>th</sup> grade students have been participating in hybrid instruction. This number represents approximately 50% of the LAS enrollment.

**Return to LAS Plan Next Steps:**

- Await state level announcement on June 15, 2021, regarding any significant changes to the capacity and distancing restrictions, including the impact on school reopening plans for fall 2021.
- Continue planning and sharing information regarding LAS Summer Programs 2021
- Kindergarten Promotion “Car-mencement”
- 8<sup>th</sup> Grade Promotion in accordance with Department of Public Health Guidelines
- Monitor the effectiveness of the Extended Distance Learning and Hybrid program for LAS staff, students and families
- Provide updates during June Parent Council Meetings and make announcement to the larger parent community
- Continue to meet with representatives from SDPH and SCOE, as well as other school leaders to learn about best practices
- Update the Governing Board and community about progress at the June 24 board meeting
- Continue to update the [LAS COVID-19 Dashboard](#)



**Fecha de la reunión:** 28 de mayo de 2021

**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.

**Aspectos clave del Plan de regreso a LAS:**

Durante la junta de la mesa directiva del 26 de abril de 2021, el liderazgo escolar proporcionó una actualización sobre los siguientes elementos:

- Fechas de regreso a LAS de acuerdo con el nivel de grado
- Horario de exámenes para estudiantes de COVID-19
- Información sobre la página de web [LAS COVID-19 Dashboard](#)

Desde la reunión de la junta del 24 de abril, aproximadamente 300 estudiantes en grados TK-8° han estado participando en la instrucción híbrida. Este número representa aproximadamente 50% del número total de estudiantes en LAS.

**Próximos pasos de Plan de Regreso a LAS:**

- Esperar el anuncio a nivel estatal el 15 de junio de 2021, con respecto a cualquier cambio significativo en la capacidad y las restricciones de distancia, incluido el impacto en los planes de reapertura de escuelas para el otoño de 2021.
- Continuar planeando y compartiendo información sobre los programas de verano 2021 de LAS
- Promoción de Kinder “car-mencement”
- Promoción de 8° de acuerdo con guía del Departamento de Salud Pública
- Monitoreando la efectividad del programa de aprendizaje a distancia extendido y modelo híbrido para el personal, los estudiantes y las familias de LAS
- Proporcionar actualizaciones durante la reunión del Concilio de padres en junio y comunicar actualizaciones a las familias de LAS



# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

- Continuar reuniones con representantes de SDPH y SCOE, así como con otros líderes escolares para conocer las mejores prácticas
- Actualizar a la mesa directiva y a la comunidad sobre el progreso en la junta del 24 de junio
- Seguir actualizando la página de web [LAS COVID-19 Dashboard](#)

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 05262021

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



**Board Meeting Date:** May 28, 2021

**Subject:** LAS Expanded Learning Opportunities Grant (ELOG)

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: September 2020)
- Conference (for discussion only)
- Conference/Action
- Action

**Information:**

The Expanded Learning Opportunity Grant (ELOG) is designed to address learning recovery: 1) academically and 2) social-emotionally, due to schooling challenges that emerged because of the global pandemic. The LAS ELOG outlines the school’s plan to provide supplemental instruction and support to students, including provision of meals and snacks. LAS will ensure that students included in one or more of the following groups: low-income, English Learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, and other students identified by certificated staff are given priority.

LAS ELOG Plan focuses on four areas of program design and implementation:

- 1) Assessments and Survey
- 2) Professional Development
- 3) Programs and Materials
- 4) Expanded Learning Program Implementation: 1) Supplemental and 2) Support Plus

The Language Academy of Sacramento (LAS) is applying for the Expanded Learning Opportunity Grant (ELOG) and qualifies for the grant amount of \$411,880. The LAS ELOG Plan (see attachment) needs to be approved by the LAS Board and submitted by June 1, 2021.

**Attachments:**

1. LAS ELOG Plan draft
2. LAS ELOG Plan synopsis

**Estimated Time of Presentation:** 30 min  
**Submitted By:** Bersola  
**Date:** 052421

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



**Fecha de la Reunión:** 28 de mayo de 2021

**Tema:** Subvención de Oportunidades de Aprendizaje Ampliado (ELOG) de LAS

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

**Información:**

La Subvención de Oportunidades de Aprendizaje Ampliado (ELOG, por sus siglas en inglés) está diseñada para abordar la recuperación del aprendizaje: 1) académicamente y 2) socioemocionalmente, debido a los desafíos escolares que surgieron debido a la pandemia global. El ELOG de LAS describe el plan de la escuela para proporcionar instrucción complementaria y apoyo a los estudiantes, incluida la provisión de comidas y bocadillos. LAS se asegurará de que los estudiantes incluidos en uno o más de los siguientes grupos: estudiantes de bajos ingresos, aprendices de inglés, jóvenes en hogar temporal, estudiantes sin hogar, estudiantes con discapacidades, estudiantes en riesgo de abuso, negligencia o explotación, estudiantes desconectados y estudiantes que están por debajo del nivel de grado, y se les da prioridad a otros estudiantes identificados por el personal certificado.

El Plan del ELOG de LAS se enfoca en cuatro áreas de diseño e implementación de programas:

1. Evaluaciones y encuesta
2. Desarrollo profesional
3. Programas y materiales
4. Implementación del Programa de aprendizaje ampliado: 1) Suplementario y 2) Mas apoyo

La Academia de Idiomas de Sacramento (LAS) está solicitando la Subvención de Oportunidad de Aprendizaje Ampliado (ELOG) y califica para el monto de la subvención de \$411,880. El Plan de ELOG de LAS (ver adjunto) debe ser aprobado por la Mesa de LAS y presentado antes del 1 de junio de 2021.

Documentos Adjuntos:

1. Borrador del Plan de ELOG de LAS
2. Sinopsis del Plan de ELOG de LAS

**Estimated Time of Presentation:** 30 min  
**Submitted By:** Bersola  
**Date:** 052421

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

# The Language Academy of Sacramento (LAS)

## Expanded Learning Opportunities Grant (ELOG) Plan Draft v052121 12PM (Est. Total \$411,880)

### LAS ELOG Plan Four Triangle Elements:

T1: Assessments and Survey

T2: Professional Development on Expanded Learning Design and Implementation

T3: Programs and Materials

T4: Expanded Learning Programs:

1) Supplemental to Core and 2) Support Plus to Core

The ELOG PLAN Synopsis

**WHAT:**

ELOG Plan is a LAS design to provide supplemental instruction and support to students: academic, social-emotional, and other supports, including provision for meal and snacks.

Based on results of LAS Resiliency and Academic Learning Student Survey and schoolwide assessments, LAS will design opportunities for students and staff to accelerate learning while developing resiliency.

The LAS ELOG Plan is about designing schoolwide opportunities to develop resilient scholars.

**WHO:**

A. Students, prioritizing those included the following groups:

- Low income
- English Learners
- Foster Youth
- Homeless Students
- Students with Disabilities
- Students at Risk of Abuse, Neglect, or Exploitation
- Disengaged Students
- Students Below Grade Level
- Other as identified by certificated staff

B. Staff

1. Certificated Staff: Program Leads, Program Teachers, Tutors
2. Classified Staff: Program Leads, Instructional Aides, Paraprofessional Support, Tutors

**HOW:** Using efficacious supplemental and support resiliency and academic learning programs and platforms, participants will choose the best context:

1. In-Person
2. Hybrid
3. Distance Learning

**WHEN (Participation Options):**

<b>Program Time/Cycle</b>	<b>Season</b>	<b>Approximate Date(s)</b>	<b>Note(s)</b>
2-3 Week Programs, 4x per week, 3hrs per day	Summer 2021	June 28-July 16, 2021	
	Winter 2021	*December 20-January 7, 2022	*TBD
	Summer 2022	June 27-July 15, 2022	
4-6 Week Cycles (During the Day)	Fall 2021	August 23-October 1, 2021 October 4-November 12, 2021	
	Winter 2021	November 29-January 21, 2022 January 24-March 4, 2022	
	Spring 2022	March 7- April 8, 2022 April 18-March 27, 2022	
**4-6 Week Cycles (After School/Weekends)	Fall 2021	August 23-October 1, 2021 October 4-November 12, 2021	**Specific scheduling arrangements



	Winter 2021	November 29-January 21, 2022 January 24-March 4, 2022	
	Spring 2022	March 7- April 8, 2022 April 18-March 27, 2022	
Workshop Series	2021-2022	*TBD	Per Perla: Reach out to La Familia for Parenting Workshops
			Per Judy: Reach out to Sol Collective for Art/ists partners

**LAS ELOG Plan Four Triangle Elements:**

T1: Assessments and Survey

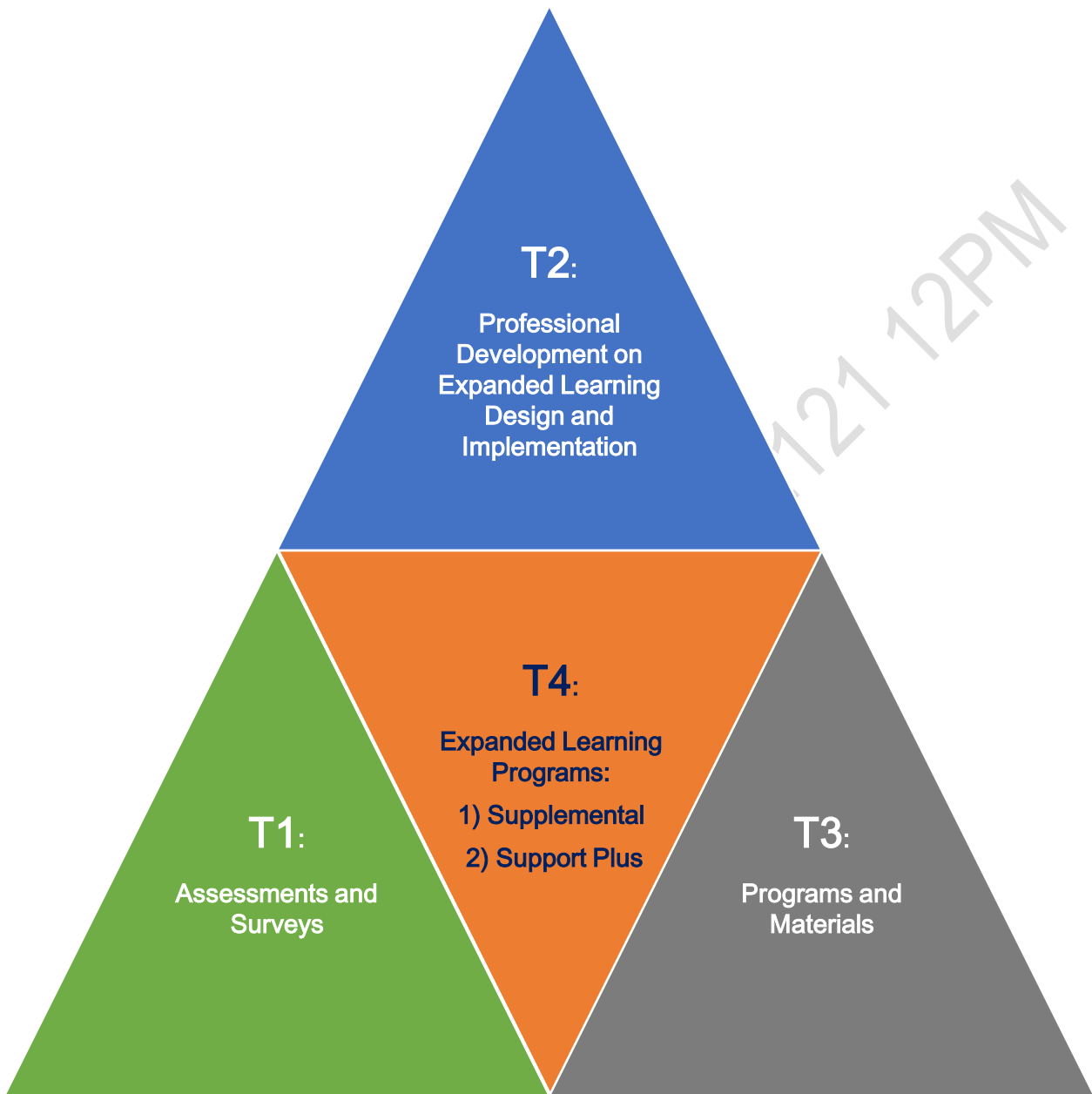
T2: Professional Development on Expanded Learning Design and Implementation

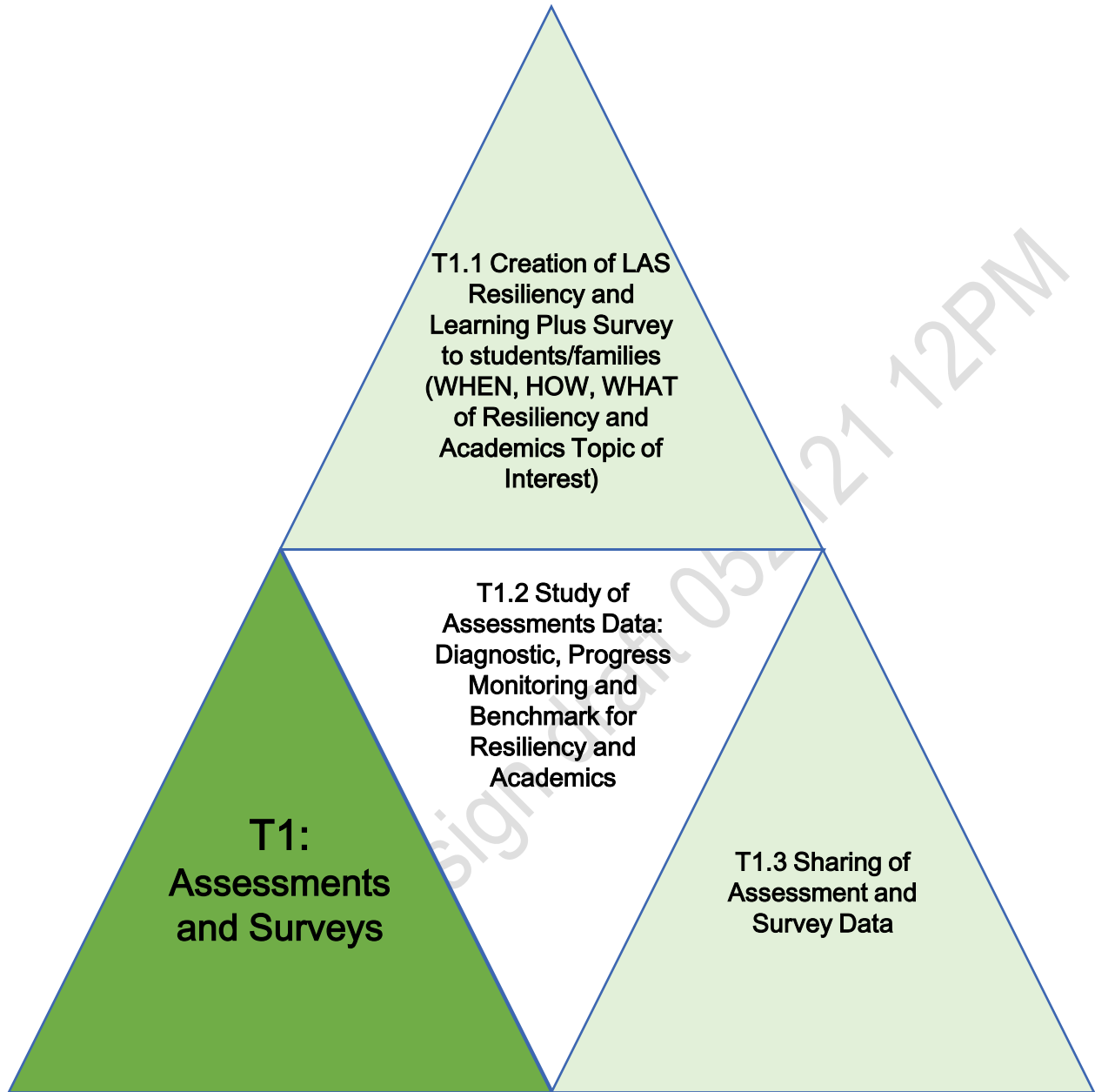
T3: Programs and Materials

T4: Expanded Learning Programs:

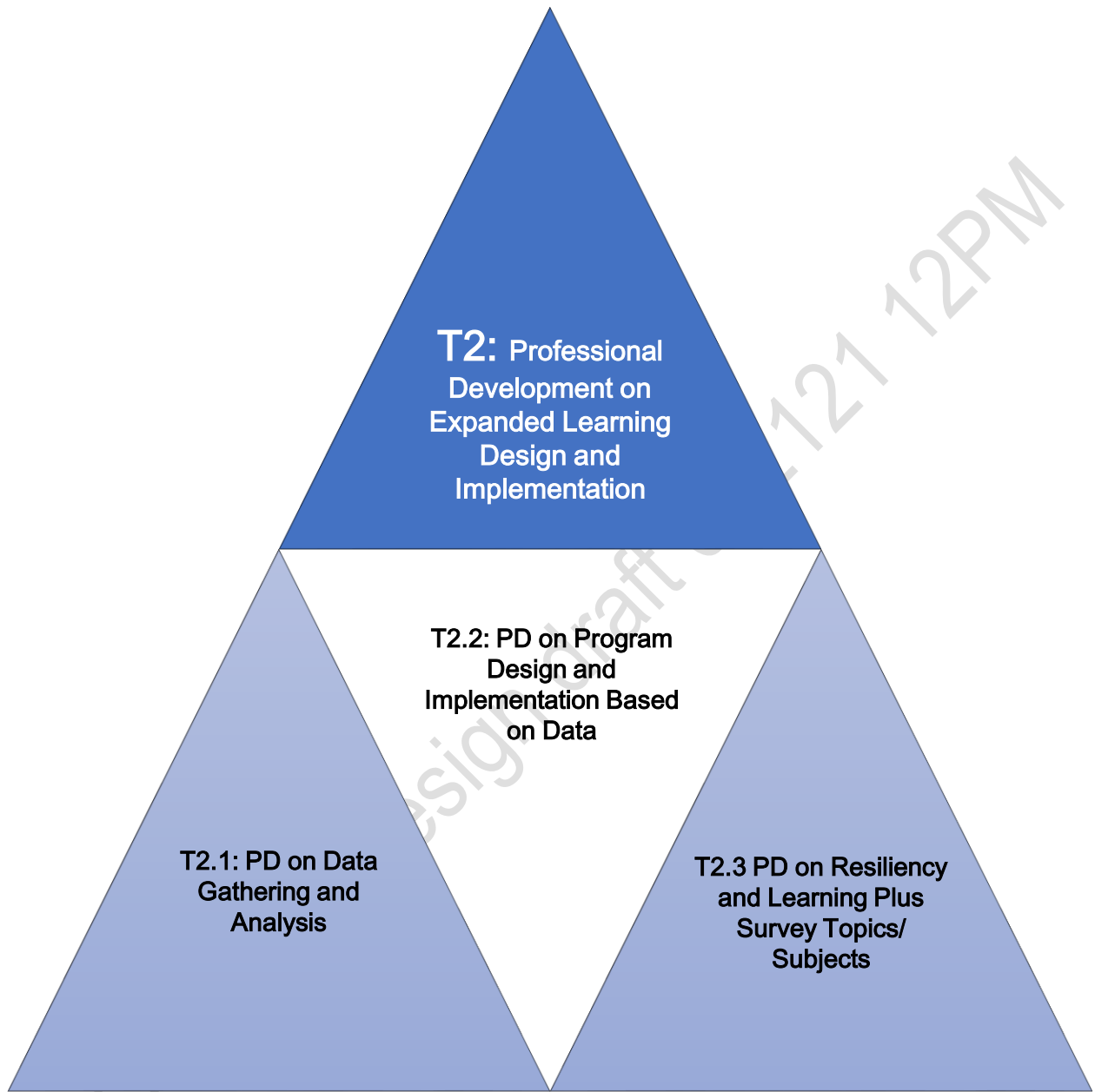
- 1) Supplemental to Core and 2) Support Plus to Core

ELOG Plan Design draft 05/21/21

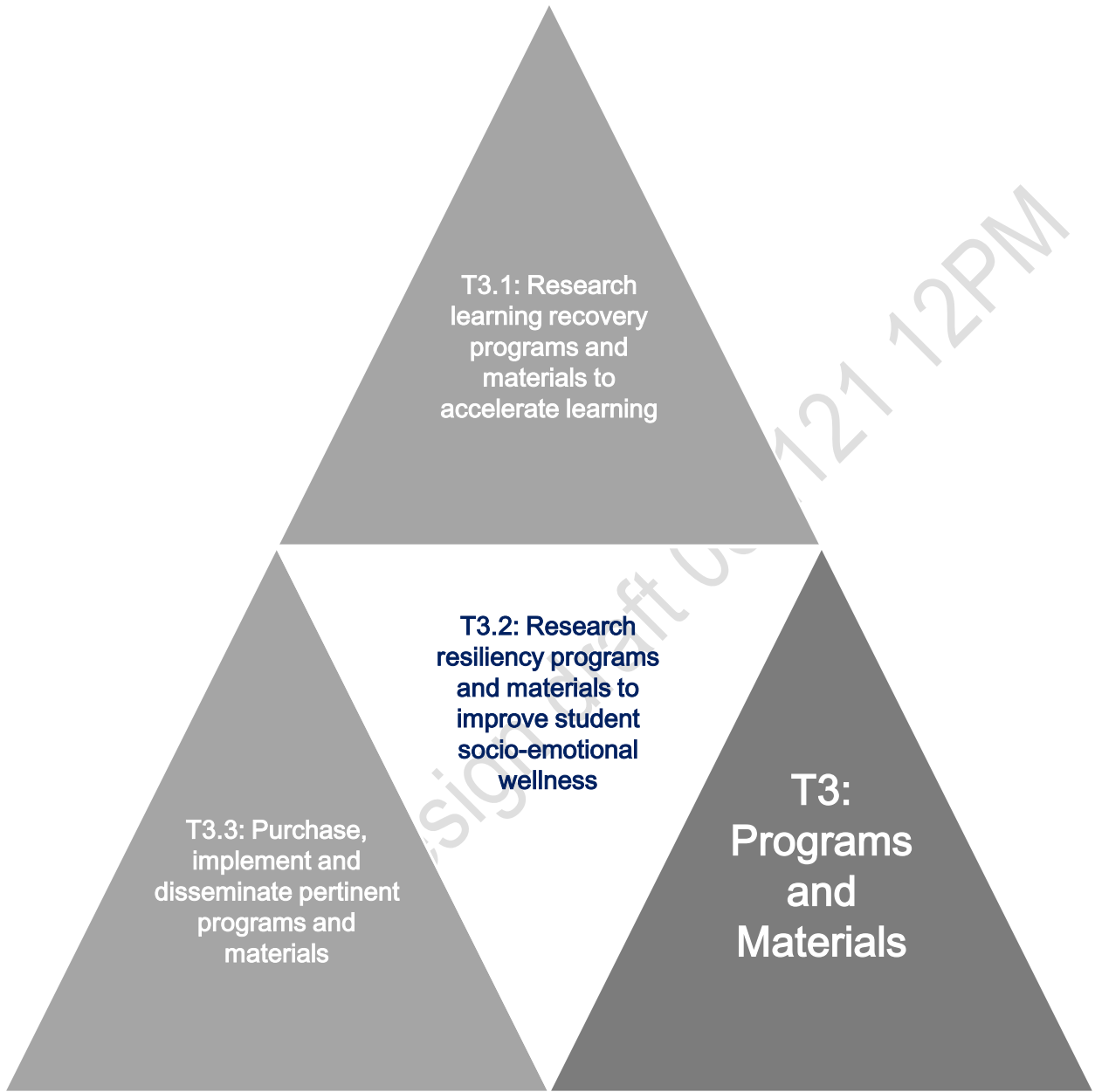




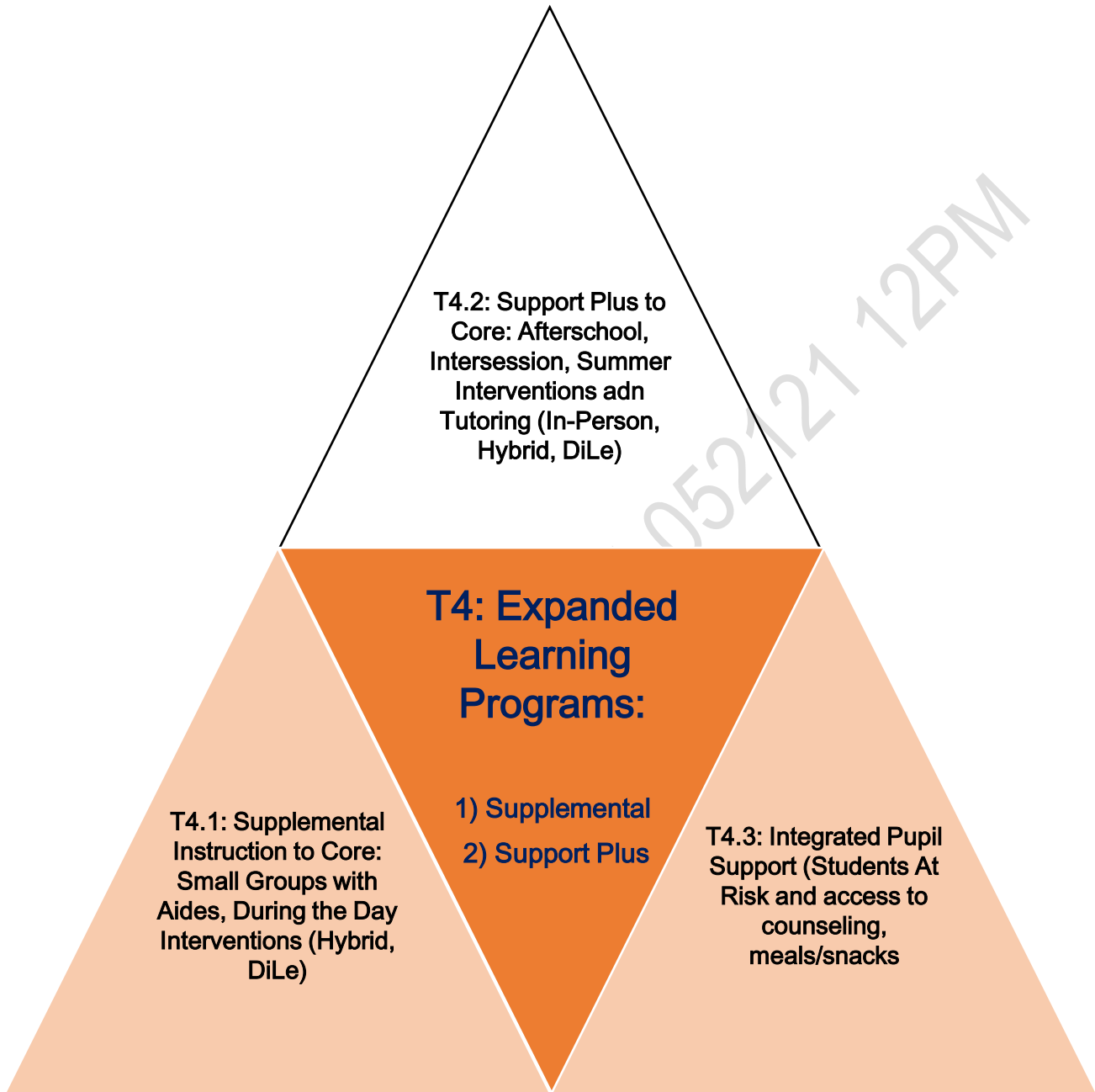
ELOG



ELC



ELOC



ELC

052121 12PM

- ✓ T1.1 Creation of LAS Resiliency and Learning Plus Survey to students/families (WHEN, HOW, WHAT of Resiliency and Academics Topic of Interest)
- ✓ **THIS IS JUST AN EXAMPLE OF WHAT AN ELOG Student Interest Survey could look like. Please feel free to revise, edit, and provide suggestions).**

Survey Details

**Part 1: Demographics:**

- 1) Name
- 2) Grade
- 3) Teacher

**Part 2: Check area(s) that you are interested in participating: (Need to brainstorm more ideas!!!)**

	<b>Possible ACADEMIC Programs</b>		<b>Possible RESILIENCY Programs</b>
	Anti-Racism History		Power of Growth Mindset
	Mathematics		Power of Movement and Exercise
	Science		Power of Eating Well
	Spanish Literacy		Power of Mindfulness
	English Literacy		Power of Positive Relationships
	Spanish Oral Language		Power of Financial Literacy
	English Oral Language		Power of Purpose and Helping Others
			Power of Online Safety
			Power of Music and Art
			Power of Listening
			Power of One's Identity

**Part 3: Check HOW you would be interested in learning about these programs:**

<b>My Choice(s)</b>	<b>HOW I would like to learn</b>
	In- Person
	Hybrid
	Distance Learning (DiLe)
	All of the above

**Part 4: Check WHEN you would be interested in participating in the programs:**

<b>Program Time/Cycle</b>	<b>Season</b>	<b>MY CHOICE(S)</b>	<b>Approximate Date(s)</b>	<b>Note(s)</b>
2-3 Week Programs, 4x per week, 3hrs per day	Summer 2021		June 28-July 16, 2021	
	Winter 2021		*December 20-January 7, 2022	*TBD
	Summer 2022		June 27-July 15, 2022	
4-6 Week Cycles (During the Day)	Fall 2021		August 23-October 1, 2021 October 4-November 12, 2021	
	Winter 2021		November 29-January 21, 2022 January 24-March 4, 2022	
	Spring 2022		March 7- April 8, 2022 April 18-March 27, 2022	
**4-6 Week Cycles (After School/Weekends)	Fall 2021		August 23-October 1, 2021 October 4-November 12, 2021	**Specific scheduling arrangements
	Winter 2021		November 29-January 21, 2022 January 24-March 4, 2022	
	Spring 2022		March 7- April 8, 2022 April 18-March 27, 2022	
Workshop Series	2021-2022		TBD	



### Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS)	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

TOPICS: LAS School Closure due to COVID-19 and Academic Updates, LAS FAQ for Staff, LAS FAQ for Families, Stakeholder Surveys, and 5 Learning Points Presentations on Key Charter School Compliance Documents: Charter, LCAP, LCP, SPSA, ELOG

WHAT - WHEN - WHERE: Weekly Staff Meetings, Weekly Grade Level/ Staff Team Meetings, Monthly Parent Council Meetings, Monthly Board Meetings, Monthly Board Committee Meetings: Curriculum Design Team, Finance, and By-Laws and Policy Committees, ELAC and School Site Council August Meeting; From March 13- Present; Via ZOOM

Stakeholder Outreach and Consultation Dates:

Governing Board Meeting: May 28, 2021

Parent Council Meetings/PC Executive Group: February 17, 2021, April 21, 2021, May 6, 2021

ELAC Meeting and School Site Council Meeting: February 17, 2021, April 21, 2021, May 6, 2021

Staff Meeting and PD Meetings: Weekly on Thursdays from 3-4pm and Fridays from 1-3PM

CDT, Finance, By-Laws and Policy Monthly Meetings: 2020-2021 School Year

LAS Stakeholder Surveys: May, June, July, 2020; LAS Learning Series - Know and Want to Know Surveys: July 28, 2020 - April, 2021

LAS Public Hearing Public comments are welcome at all monthly Governing Board Meetings

@ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817 via ZOOM

For more information call: 916.277.7137

Stakeholder meetings have been held via ZOOM, allowing remote participation and, where applicable, access to the public. More refining of communication plan as well as means of providing remote participation options for sharing LAS' plans are in progress.

ELO Draft v052

A description of how students will be identified and the needs of students will be assessed.

WHAT:

ELOG Plan is LAS design to provide supplemental instruction and support to students: academic, social-emotional, and other supports, including provision for meal and snacks.

Based on results of LAS Resiliency and Academic Learning Student Survey and schoolwide assessments, LAS will design opportunities for students and staff to accelerate learning while developing resiliency.

WHO:

A. Students, prioritizing those included the following groups:

- Low income
- English Learners
- Foster Youth
- Homeless Students
- Students with Disabilities
- Students at Risk of Abuse, Neglect, or Exploitation
- Disengaged Students
- Students Below Grade Level
- Other as identified by certificated staff

PRIORITIZING PROCESS:

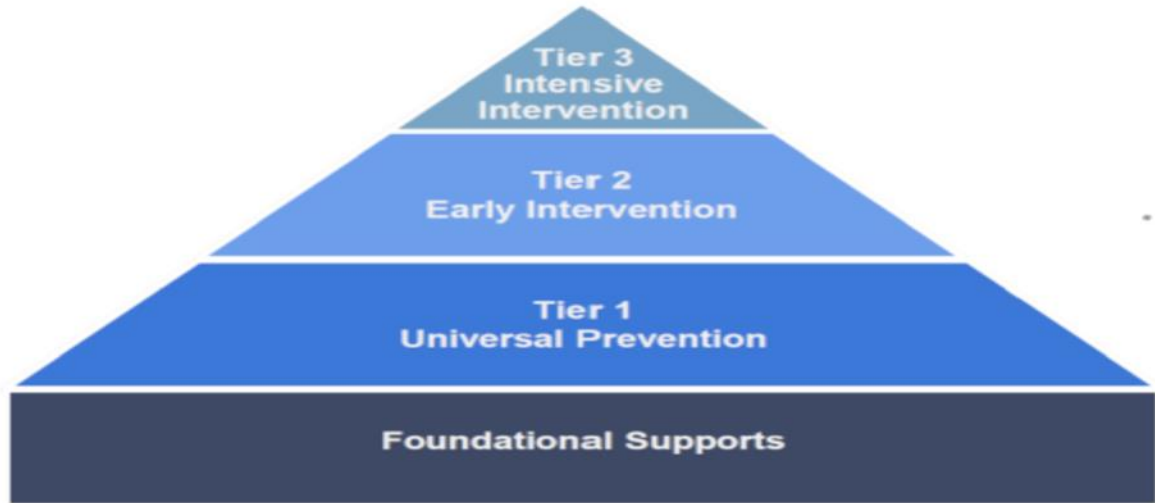
MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, continuous improvement structure where data based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this system of supports and intervention practice, the classroom teacher identifies the academic and/or behavioral concern/s and implements research based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention. The classroom teacher will inform parents of the concern/s, implement interventions, collect data, and monitor

student progress. When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended. The following illustrations provide a display of the key reference and blueprint for the LAS re-engagement process during the distance learning.

ELO Draft v052121

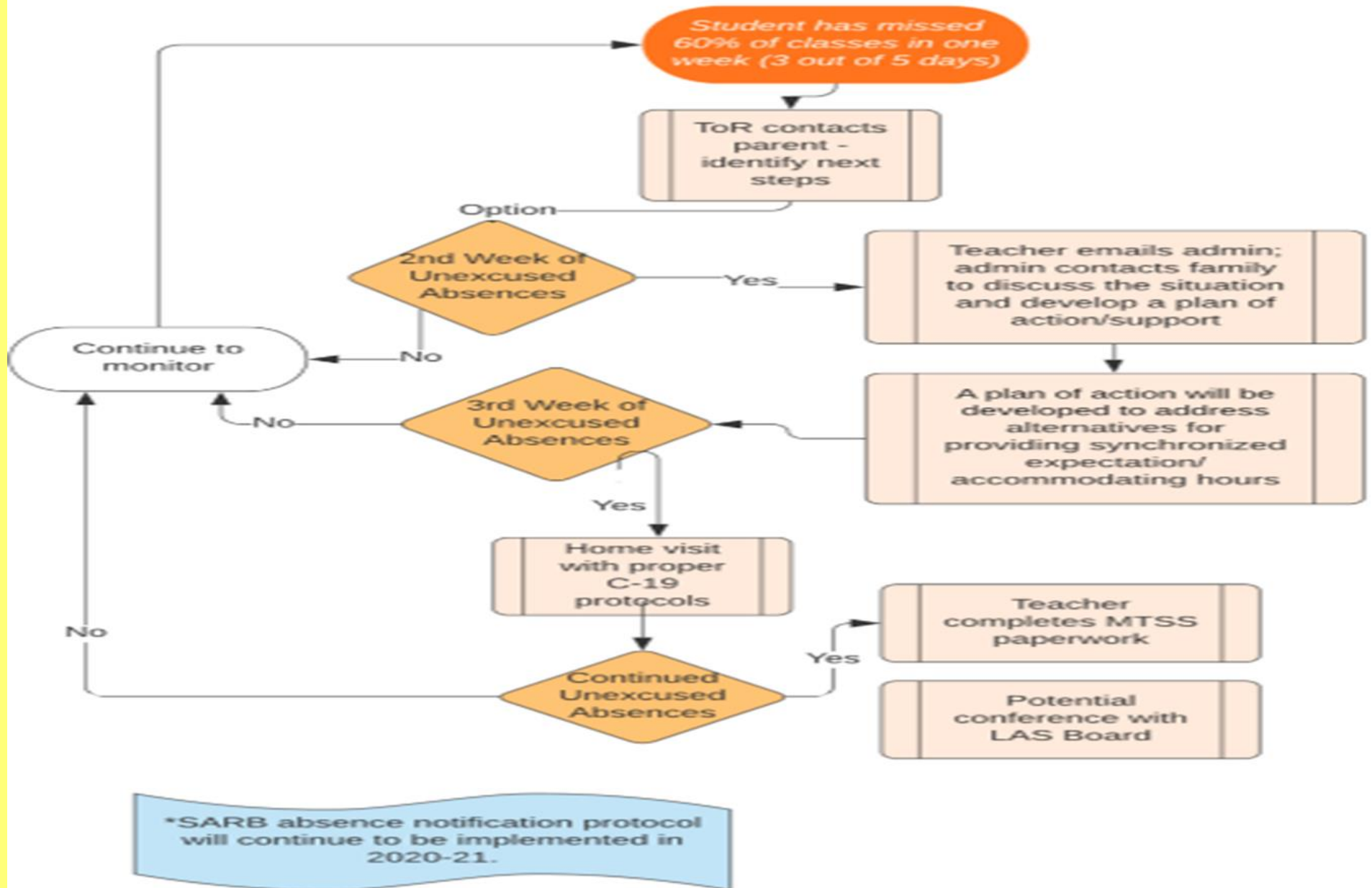
Figure 1. Tiered Interventions and Foundational Supports



Physically healthy learning environment	Enrichment activities and clubs (with virtual options)	Positive relationships between school staff, students, and families	Support for all families to facilitate learning at home
Access to tech equipment and connectivity	Access to learning supports	Predictable daily/weekly routines, rituals, and celebrations	A culture of continuous improvement
Welcoming, socially emotionally safe, trauma-informed school climate	Home rooms and/or advisory (with virtual options)	A schedule of classes and where/how they are held	Active engagement of parents and students in planning and problem solving
<b>Foundational Supports</b>			

# Attendance Flowchart

The Language Academy of Sacramento | September 3, 2020



A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

#### LAS Parent Communication Protocols:

LAS examples of strategies for parents and family member who are ELs, with disabilities and of migrant children:

- \*LAS provides translation services to parents with limited English proficiency when providing information and school reports.
- \*LAS provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.
- \*LAS makes special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.
- \*LAS provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

LAS remains consistent in its commitment for transparency when structuring student support and aligning budget allocations accordingly to all its stakeholders. Parents and guardians are made aware of all funding sources, including one-time pandemic relief monies, as soon as they are publicly made available for planning and discussion. On that same note, Extended Learning Opportunities Grant (ELOG) funding allocations has followed the same process. Moreover, organized parent leader entities such as the Governing Board, Parent Council, ELAC, and SSC have a common understanding of the needs of our school's subgroups and the necessity to prioritize services for these groups when designing structured student supports such as extended day, extended calendar, and/or extended year learning opportunities. Feasibly one could argue that all students have suffered learning loss during the school closure this school year; however, LAS will continue to reiterate that resources (staff and funding) will prioritize students who are of the categories in the aforementioned section. All families will be informed as to the process of invitation, prioritization of subgroups, and evaluation of their student participation in any ELOG program during the school year.

A description of the LEA's plan to provide supplemental instruction and support.

### **LAS ELOG Plan Four Triangle Elements:**

T1: Assessments and Survey

T2: Professional Development on Expanded Learning Design and Implementation

T3: Programs and Materials

T4: Expanded Learning Programs: 1) Supplemental to Core and 2) Support Plus to Core

### **The ELOG PLAN Synopsis**

WHAT:

ELOG Plan is LAS design to provide supplemental instruction and support to students: academic, social-emotional, and other supports, including provision for meal and snacks.

Based on results of LAS Resiliency and Academic Learning Student Survey and schoolwide assessments, LAS will design opportunities for students and staff to accelerate learning while developing resiliency.

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A. Students, prioritizing those included the following groups:

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- o Homeless Students
- o Students with Disabilities
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- o Disengaged Students
- o Students Below Grade Level



- o Other as identified by certificated staff
- B. Staff
  1. Certificated Staff: Program Leads, Program Teachers, Tutors
  2. Classified Staff: Program Leads, Instructional Aides, Paraprofessional Support, Tutors

HOW: Using efficacious supplemental and support resiliency and academic learning programs and platforms, participants will choose the best context:

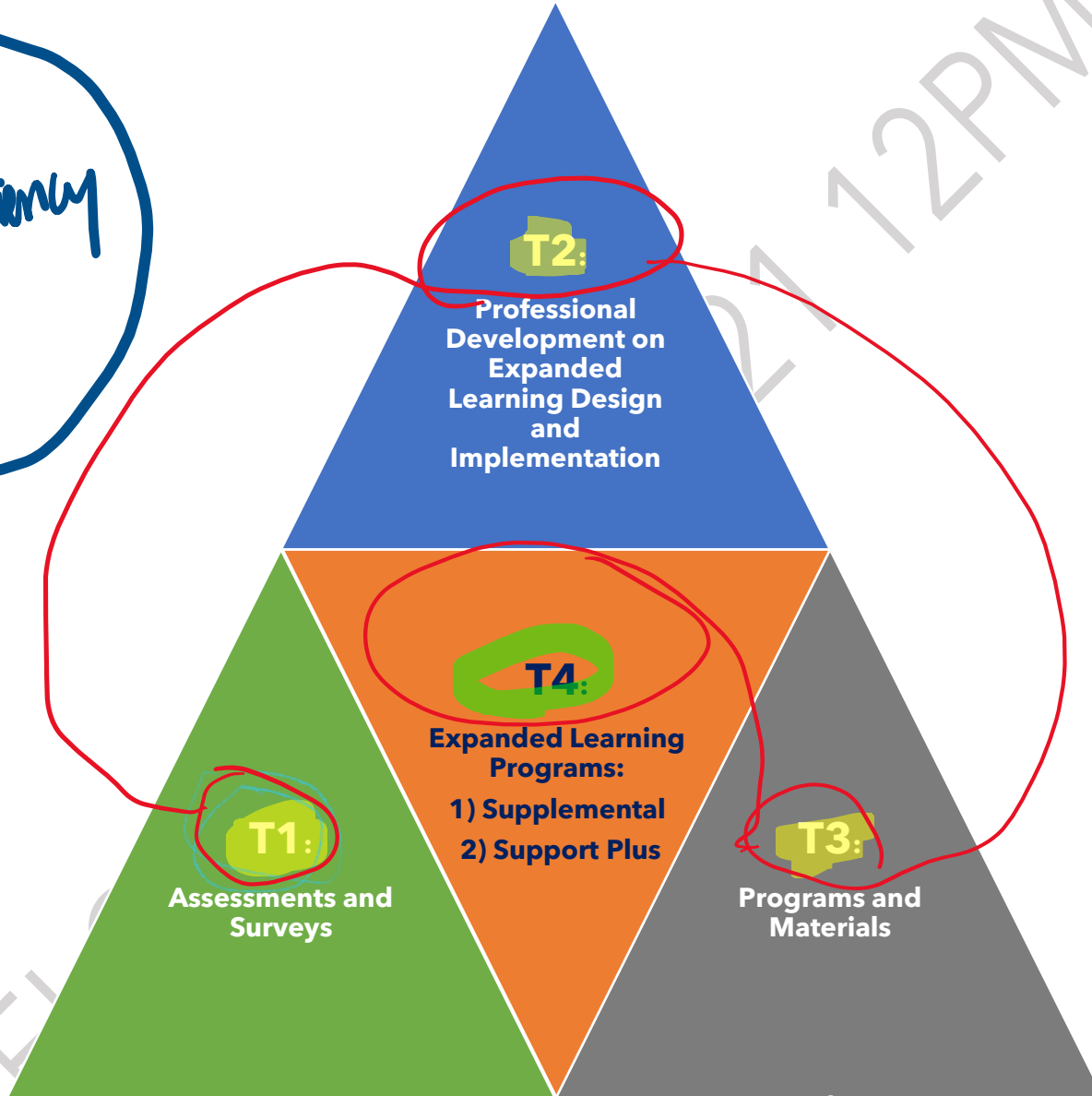
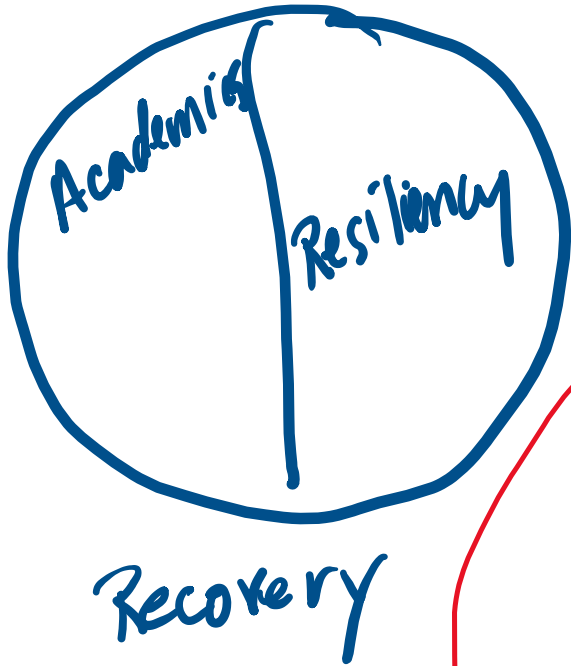
1. In-Person
2. Hybrid
3. Distance Learning

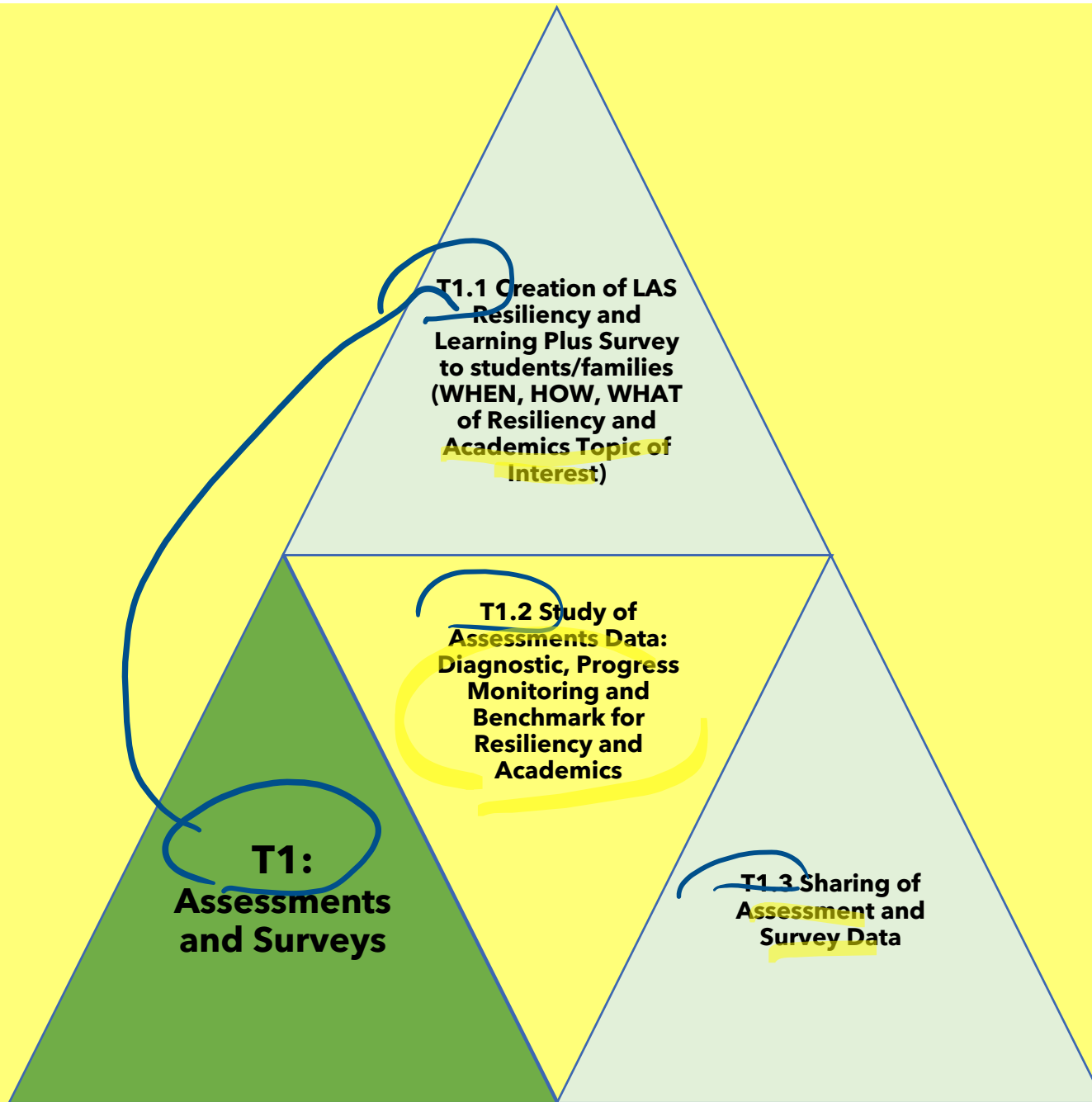
WHEN (Participation Options):

Program Time/Cycle	Season	Approximate Date(s)	Note(s)
2-3 Week Programs, 4x per week, 3hrs per day	Summer 2021	June 28-July 16, 2021	
	Winter 2021	*December 20-January 7, 2022	*TBD
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Workshop Series	2021-2022	TBD	

ELO Draft



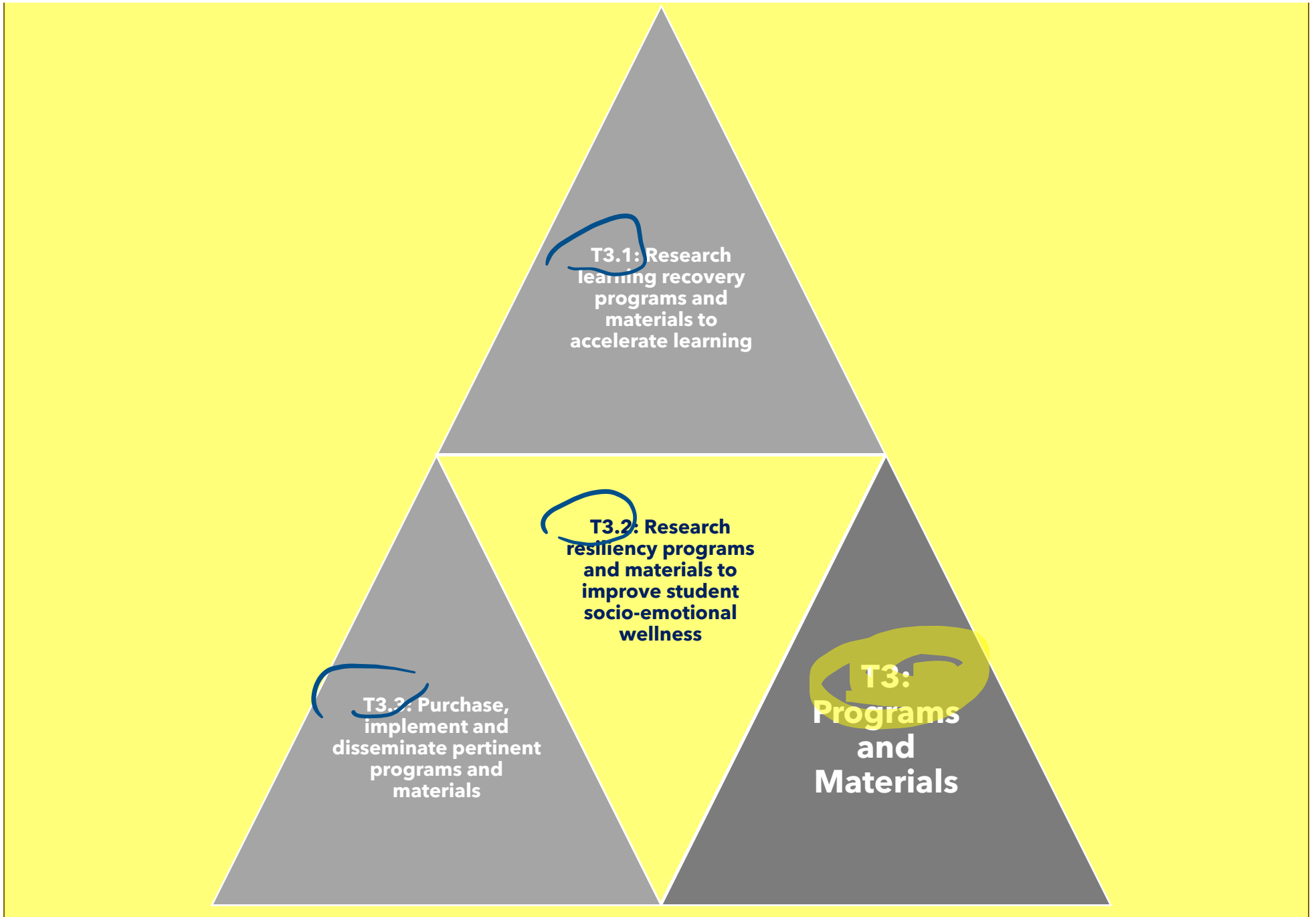


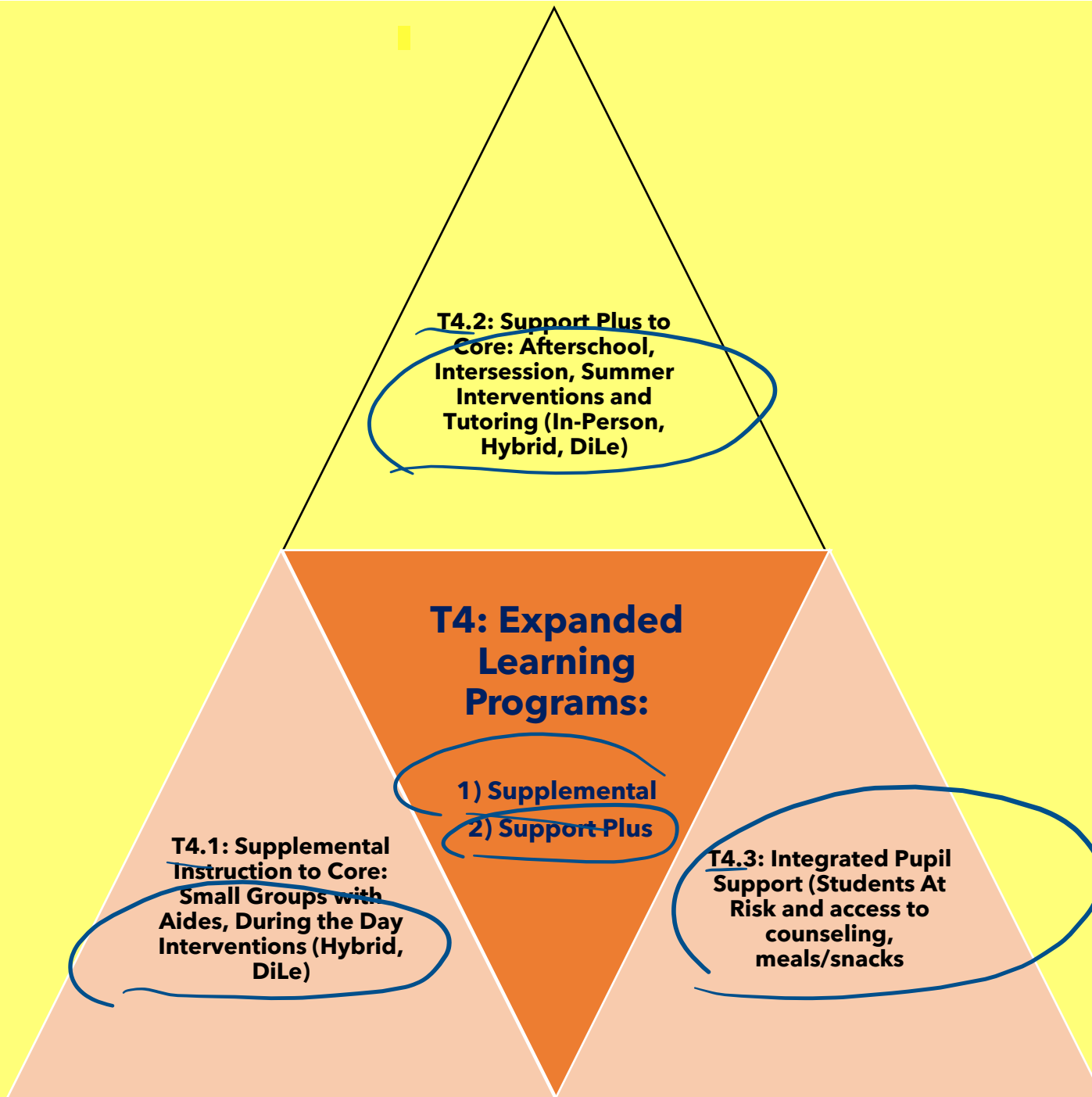
**T2: Professional Development on Expanded Learning Design and Implementation**

**T2.2: PD on Program Design and Implementation Based on Data**

**T2.1: PD on Data Gathering and Analysis**

**T2.3 PD on Resiliency and Learning Plus Survey Topics/ Subjects**





## SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

The ultimate goal of the Language Academy is to provide a rigorous and enriching educational program that prepares students to perform at or above grade level on a variety of assessment measures, including standardized achievement tests, curriculum-embedded assessments, and alternative assessments.

Students who are not obtaining desired academic achievement levels or who demonstrate behavior or social-emotional needs will be supported through a Multi-Tiered System of Support, which incorporates various means to address areas of concern and develop skills needed to meet grade level benchmarks.

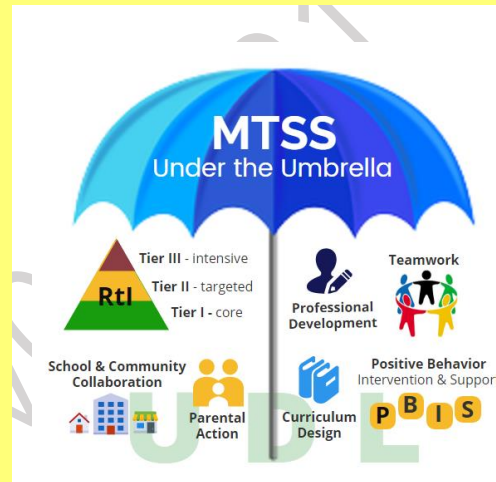
### MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, structure where data based problem solving and decision the academic, behavioral or socio-emotional needs of supports and intervention practice, the classroom teacher behavioral concern/s and implements research based increasingly intensive depending on the level of concern intervention. The classroom teacher will inform parents of interventions, collect data, and monitor student progress. support is necessary the teacher may consult with the composed of academic and behavior experts, to gain new needs and gather additional intervention strategies. The IPT

or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended.

### Student Success Team

The Student Success Team (SST) is a general education function where a school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborate in developing a plan to support students in area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past. An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas of



continuous improvement making is practiced to address students. Through this system of identifies the academic and/or interventions that may become and the student's response to the the concern/s, implement When additional guidance and Intervention Progress Team (IPT), perspectives on the student's may suggest further interventions



concern that are interfering with the student's success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs. The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

### Interventions

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the Reading Intervention Program, trained reading interventionists support grades K-8 to deliver targeted reading support and help students advance their reading skills. When funding is available, LAS has provided summer school and winter break programs for students performing below grade level on statewide assessments. LAS also offers a yearly, pre-kindergarten program during the summer for all incoming students.

### Multi-Tier System of Supports (MTSS)

Students who do not reach assessment benchmarks require strategically differentiated intervention. Establishing an effective intervention system for students who are not meeting benchmarks is a critical component of the LAS educational program. Interventions are designed around a three-tiered approach. All three components of the intervention program address specific academic needs as identified by assessment data.

ELO Draft

## Expenditure Plan

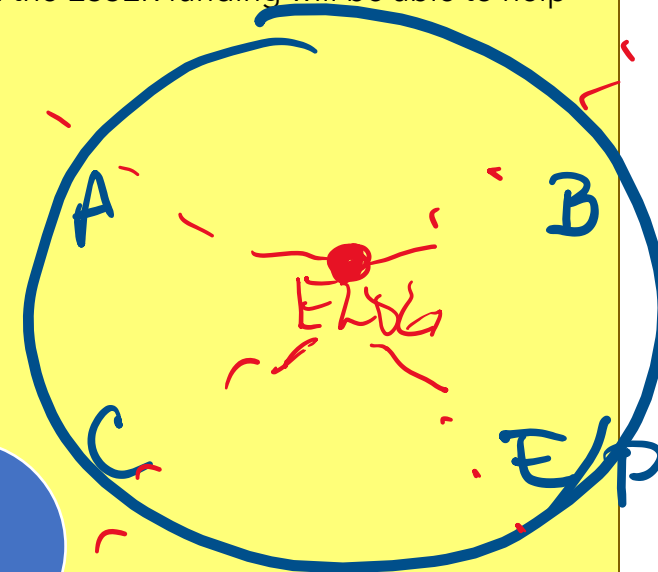
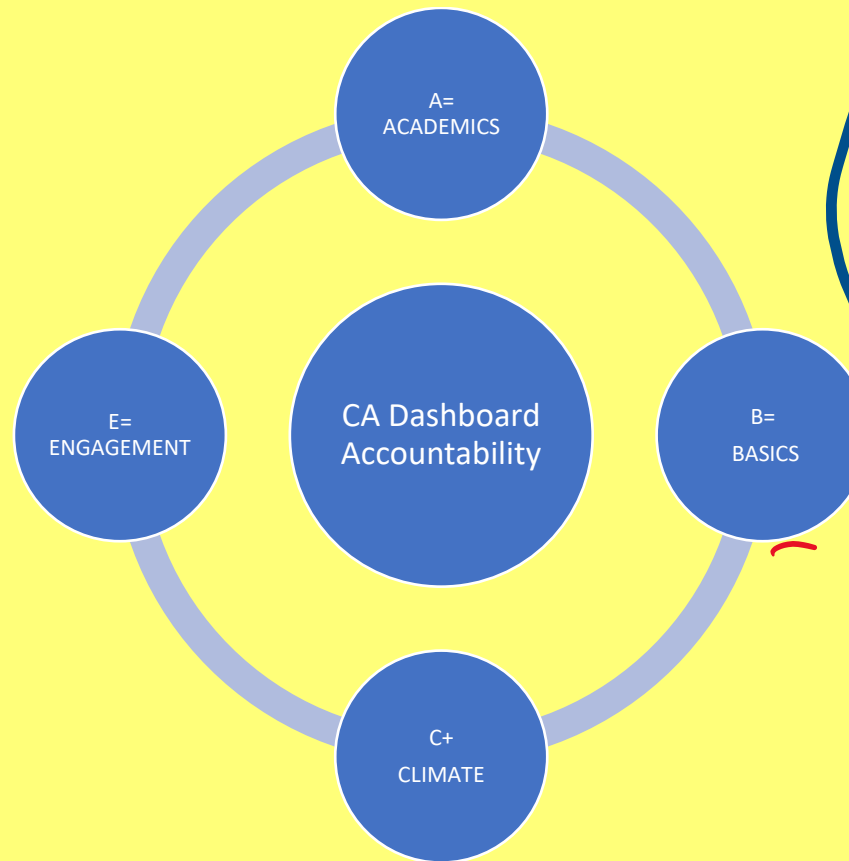
The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b> (Est. Total \$411,880; 85% InPerson: \$350K, ~10% ParaPro: \$41K, 15% DiLe: \$62K)	<b>Actual Expenditures</b>
T1: Assessments and Survey Code X: 6K	\$6K	[Actual expenditures will be provided when available]
T2: Professional Development on Expanded Learning Design and Implementation Code 5863: 35K	\$35K	[Actual expenditures will be provided when available]
T3: Programs and Materials Code 4355: 9K	\$9K	[Actual expenditures will be provided when available]
T4: Expanded Learning Programs: 1) Supplemental to Core and 2) Support Plus to Core Code 1920: 90K Code 2100: 33K Code 1100,1101, 2100, 2200, 3100, 3400: 310K	\$433K	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies Estimate Total: \$483K	\$483K	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

LAS is anticipating **ESSER funding** that would help address needs that have emerged due to the school closure in the context of a global pandemic, and simultaneously stabilize the foundational elements of the following four major school infrastructures as defined by the CA Dashboard and school accountability: 1) A= Academics, 2) B= Basics, 3) Climate, and 4) Engagement. The LAS ELOG funding will provide the initial momentum for innovative collective school-wide response to learning recovery after an unprecedented school year interrupted by a global pandemic. In short, ELOG will create the ability for LAS to mobilize and visualize an expanded learning design specific to the needs that have emerged this school year and the ESSER funding will be able to help make such effort sustainable, hopefully, long enough to see efficacious results.

### LAS Design Alignment to CA Dashboard and State Accountability



LAS has begun to organize its planning documents in these categories: 1) Academics, 2) Basics, 3) Climate, and 4) Engagement. Although many of the delineated actions to address and meet LAS academic, basics, engagement and climate goals are applicable for the entire school, clearly there is an awareness that the primary intent and priority for ensuring access to services are for low-income, ELs, foster youth and homeless students. LAS processes start with identification of students unduplicated status, researching and implementing services and practices that is effective in serving them, and reflecting the efficacy of these services and practices in improving the schooling experiences of our unduplicated students.

### **ACADEMICS:**

*Research and Professional Development-* LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD), particularly in distance learning (DiLe) setting. Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school in the context of a school closures due to COVID. Teacher collaboration planning time is intended to carve the laser focus necessary to identify the students who continue to experience inequitable outcomes as a result of their unduplicated status and hence, immediately address learning loss and accelerate educational growth appropriately.

*Assessments and Accountability-* LAS staff is fine-tuning its curriculum designing and assessments in the context of distance learning (DiLe) in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. This is now being examined in terms of feasibility as it may/may not serve the DiLe context. Recently, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth.

SPSA Excerpt:

ACADEMIC PERFORMANCE (AP): Address **pupil learning loss and support for pupils with unique needs** during school closures in Spring 2020 and FY2020-21 distance learning.

LAS is well aware of the inevitable learning loss due to the emergency distance learning initiated in the Spring, 2020 and extended into the FY2020-21 school year. Support for pupils with unique needs such as those with IEPs and English Learners (ELs),

*Identification of assessments conducive and informative in DiLe context*

*Implementation of Core and After-School Intervention (AI) Program*

*MAP Math Grades 3-8 (Gr2 Spring only)*

*Learning Hubs established as needed and allowed per state and county-wide protocols*

**BASICS:**

LAS continues its commitment to maintain a premier facilities safety and cleanliness for its constituents, following all the necessary COVID-19 mitigation factors as delineated in its state approved Health and Safety Plan.

Moreover, LAS continues its commitment to ensure that certificated staff have the credential requirements per their teaching assignments.

Lastly, in terms of access to learning materials and devices, LAS has a robust inventory of technology equipment available to students, creating a 1:1 Grades TK-8 student to technology ratio. Building a solid technology infrastructure that is fully integrated in teaching and learning will continue to be a priority at LAS. After all, it is an essential experience, and a prerequisite to developing independent, life-long learners in the 21st century.

During its monthly meeting in March 2020, the LAS Board approved the distribution of technology devices for students to use at home in response to the urgent need to set up learning infrastructure for distance learning. Thus far, each student has received packets of necessary grade level materials, curriculum specific items, a Chromebook or iPad (depending on grade level), registration information, and other critical learning tools. Recognizing the importance of creating a system to place books in students' hands, LAS will follow up with a process for book distribution that we can follow in the near future. LAS is also establishing partnership with Comcast Internet Essentials to expand connectivity and access for students and their families.

Furthermore, LAS has not only increased its classroom technology and student ratio to 1:1 in all grades but also is in the middle of replacing outdated laptop devices for upper grades and additional iPads for primary grades.

ELO Draft

**CLIMATE:**

This category addresses suspension rate and stakeholder satisfaction feedback and the DiLe setting has yet to reveal its own implementation challenges as we go further in the school year. On that note, LAS has been proactive in soliciting input from all its stakeholders and addressing the anticipated and/or emerging needs in these recent months. Although LAS's actions in this category is serve all students, the intent remains to be the prioritization of addressing the needs of our unduplicated students. For example, in providing technology devices and connectivity, LAS has prioritized unduplicated students in ensuring that inequity gap in access that is typically prevalent in low-income and foster youth student lives is met with solutions. This was true in the spring and remains to be true this fall.

LAS is cognizant of the critical role of socio-emotional learning and trauma informed teaching, especially at this moment of the COVID-19 crisis. Distance Learning (DiLe) no matter its quality, can never replicate the important socialization of live in-person schooling. That said, LAS conducted professional development trainings in anti-racist education, Universal Design for Learning (UDL), and trauma informed teaching prior to the start of the year. Although the training was conducted for school-wide application, the intent remains to be the prioritization of addressing those who are more greatly affected by the inequities embedded in remote learning such as our unduplicated students: ELs, foster and homeless youth, and low-income students. Historically speaking, foster and homeless youth experience higher rates of discipline and lower attendance. English learners and low-income youth are also more likely to be impacted by negative school culture and climate. It is the LAS goal to ensure that digital and social connectivity and a sense of belonging is experienced by every LAS student, particularly during this time of uncertainties brought on by the COVID-19 global pandemic.

**ENGAGEMENT:**

Distance learning (DiLe) presents in of itself unique challenges regarding student attendance, absenteeism, and overall participation. LAS is fully aware that although schoolwide actions are designed to help all students, that at its core, the priority remains to be in addressing the needs of ELs, low-income students, and foster youth, since they are the most vulnerable group particularly now in DiLe setting. Hence, the LAS instructional team and the support structure to ensure student success - Personnel: *Classified and certificated staff, Education Specialists, Intervention teachers, Psychologist, Counselor, Translation services*, are all hands-on deck in creating new systems and means of communication regarding attendance and participation in synchronous and asynchronous learning. Protocols in parent communication regarding student absences are being improved and revised. New set ups for more detailed monitoring of student daily participation have been established in the school's student information system, Illuminate.

SPSA Excerpt:

ACADEMIC ENGAGEMENT (AE): Address **PUPIL AND FAMILY ENGAGEMENT** and the challenges embedded in distance learning **ATTENDANCE** during FY 2020-21.

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school is expecting a drop due to the embedded challenge of distance learning.

*LAS staff will receive PD on and follow the tiered approach to attendance accounting during DiLe*

*Wellness Team will coordinate re-engagement plans per student needs per MTSS/IPT*

ELO Draft v052127

# Academia de Idiomas de Sacramento (LAS)

## Plan de Subvención de oportunidades de aprendizaje ampliado (ELOG, por sus siglas en inglés) Borrador v052121 12PM (Total estimado \$411,880)

### Cuatro Elementos Triángulos del Plan ELOG de LAS:

T1: Evaluaciones y encuesta

T2: Desarrollo profesional sobre diseño e implementación de aprendizaje  
ampliado

T3: Programas y materiales

T4: Programas de aprendizaje ampliado:

1) Suplementario a central y 2) Mas apoyo a central



## Sinopsis del PLAN ELOG

### QUE:

El Plan ELOG de LAS está diseñado para proporcionar instrucción y apoyo suplementarios a los estudiantes: apoyos académicos, socioemocionales y de otro tipo, incluida la provisión de comidas y bocadillos.

Basado en los resultados de la Encuesta Estudiantil de Aprendizaje Académico y Resiliencia de LAS y las evaluaciones de toda la escuela, LAS diseñará oportunidades para que los estudiantes y el personal aceleren el aprendizaje mientras desarrollan la resiliencia.

El Plan ELOG de LAS trata sobre el diseño de oportunidades en toda la escuela para desarrollar estudiantes resilientes.

### QUIEN:

- A. Estudiantes, dando prioridad aquellos incluidos los siguientes grupos:
  - Bajos ingresos
  - Aprendices de inglés
  - Estudiantes en hogar temporal
  - Estudiantes sin hogar
  - Estudiantes con discapacidades
  - Estudiantes en riesgo de abuso, negligencia o explotación
  - Estudiantes desconectados
  - Estudiantes debajo del nivel de grado
  - Otro según lo identificado por personal certificado
  
- B. Personal
  - 1. Personal certificado: líderes de programa, maestros de programa, tutores
  - 2. Personal clasificado: líderes de programa, asistentes de instrucción, apoyo paraprofesional, tutores

**CÓMO:** Mediante el uso de plataformas y programas de aprendizaje académico y de resiliencia complementarios y de apoyo eficaces, los participantes elegirán el mejor contexto:

- 1. En persona
- 2. Híbrido
- 3. Aprendizaje a distancia

**CUÁNDO** (Opciones de participación):

<b>Programa Tiempo/Ciclo</b>	<b>Temporada</b>	<b>Fechas aproximadas</b>	<b>Nota(s)</b>
Programas 2-3 semanas, 4 veces por semana, 3 horas por día	verano 2021	28 de junio-16 de julio de 2021	
	invierno 2021	*20 de diciembre-7 de enero de 2022	*por determinarse
	verano 2022	27 de junio-15 de julio de 2022	

Ciclos 4-6 Semanas (durante el día)	otoño 2021	23 de agosto-1 de octubre de 2021 4 de octubre-12 de noviembre de 2021	
	invierno 2021	29 de noviembre-21 de enero de 2022 24 de enero-4 de marzo de 2022	
	primavera 2022	7 de marzo-8 de abril de 2022 18 de abril-27 de marzo de 2022	
**Ciclos 4-6 Semanas (Después de la escuela / fines de semana)	otoño 2021	23 de agosto-1 de octubre de 2021 4 de octubre-12 de noviembre de 2021	** Arreglos de programación específicos
	invierno 2021	29 de noviembre-21 de enero de 2022 24 de enero-4 de marzo de 2022	
	primavera 2022	7 de marzo-8 de abril de 2022 18 de abril-27 de marzo de 2022	
Serie de talleres	2021-2022	*Por determinarse	Segun Perla: Comuníquese con La Familia para talleres de crianza
			Según Judy: Comuníquese con Sol Collective para asociación de artistas

### **Cuatro Elementos Triángulos del Plan ELOG de LAS:**

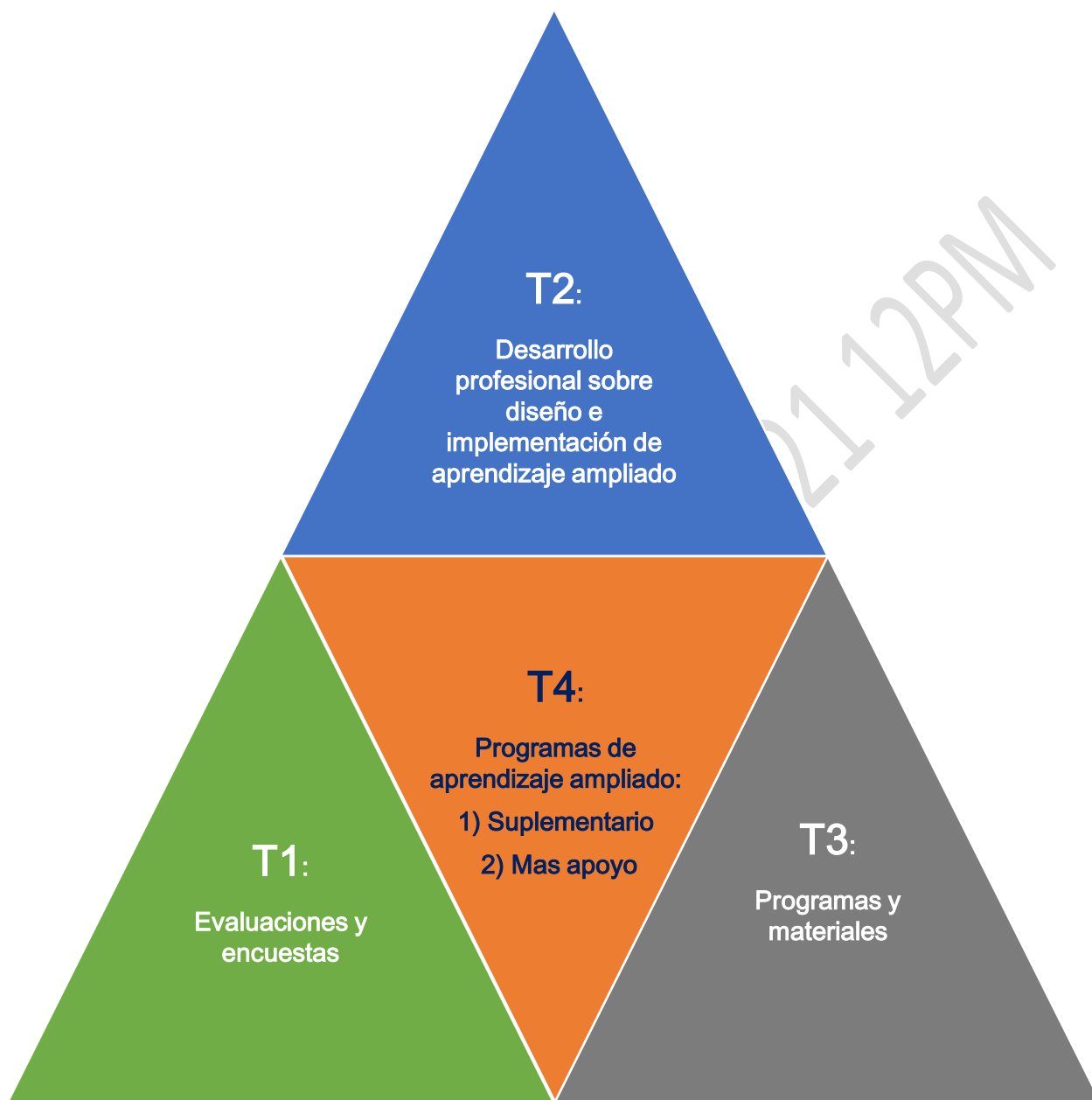
T1: Evaluaciones y encuesta

T2: Desarrollo profesional sobre diseño e implementación de aprendizaje ampliado

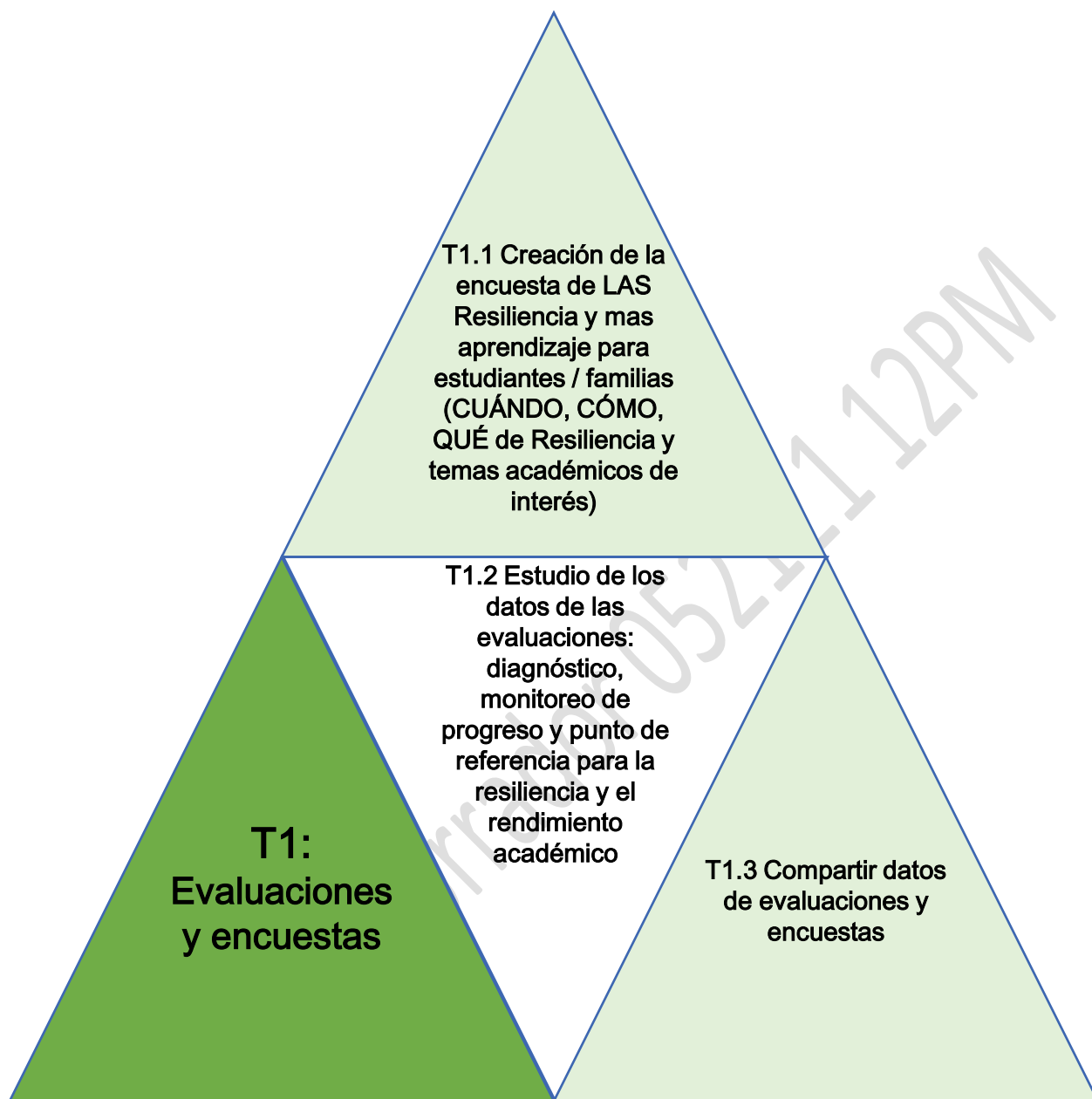
T3: Programas y materiales

T4: Programas de aprendizaje ampliado:

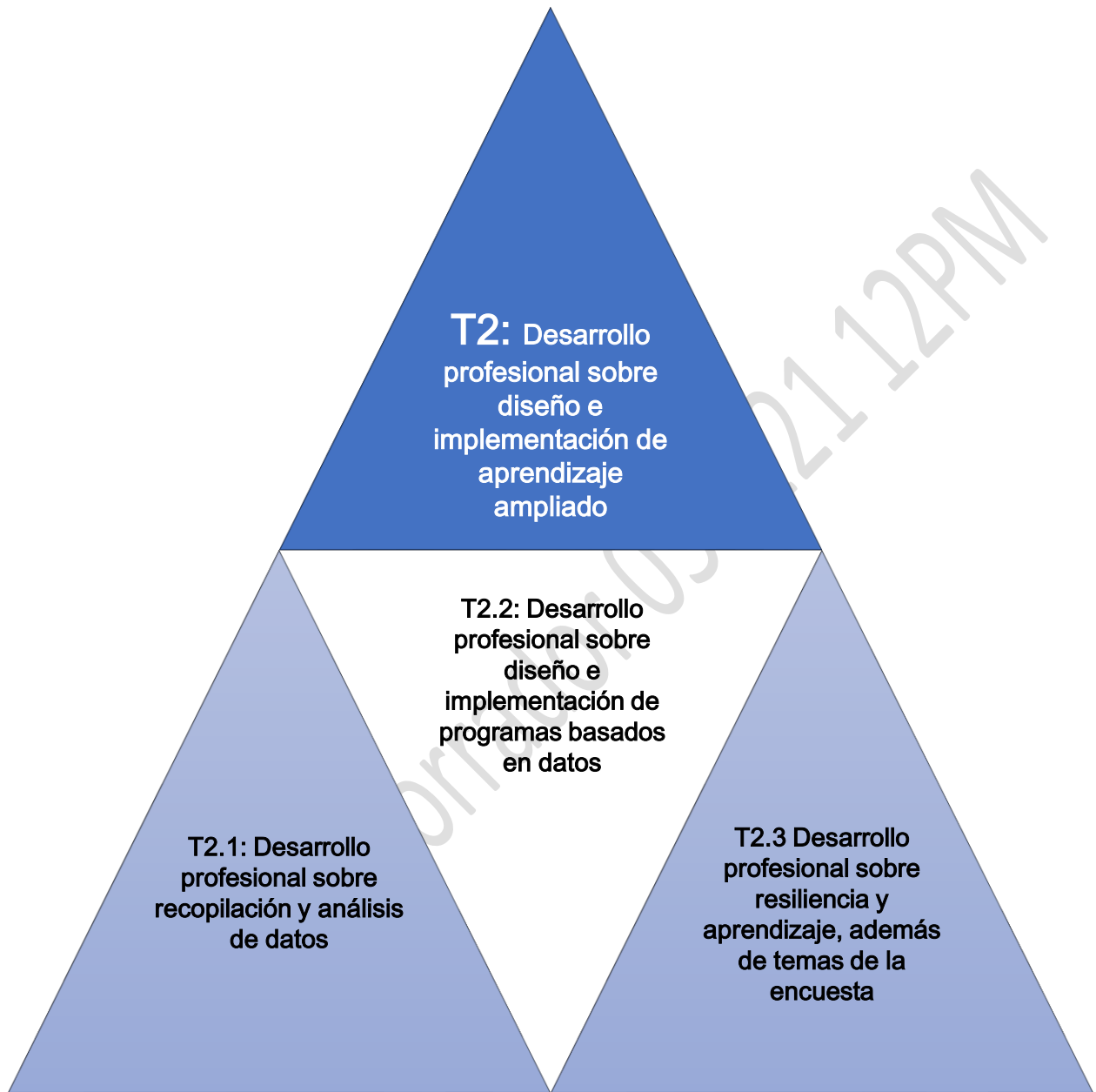
- 1) Suplementario a central y 2) Mas apoyo a central

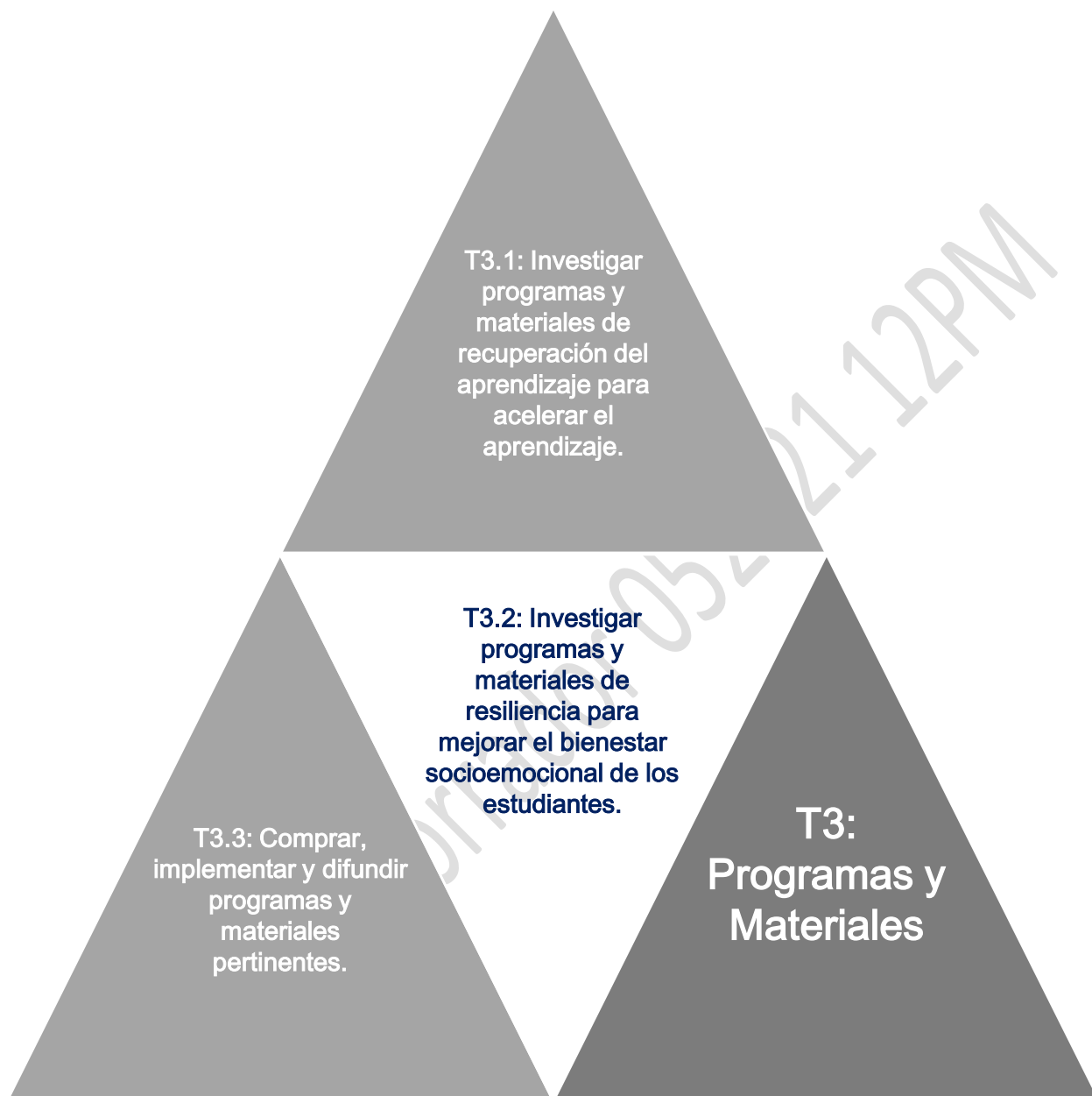


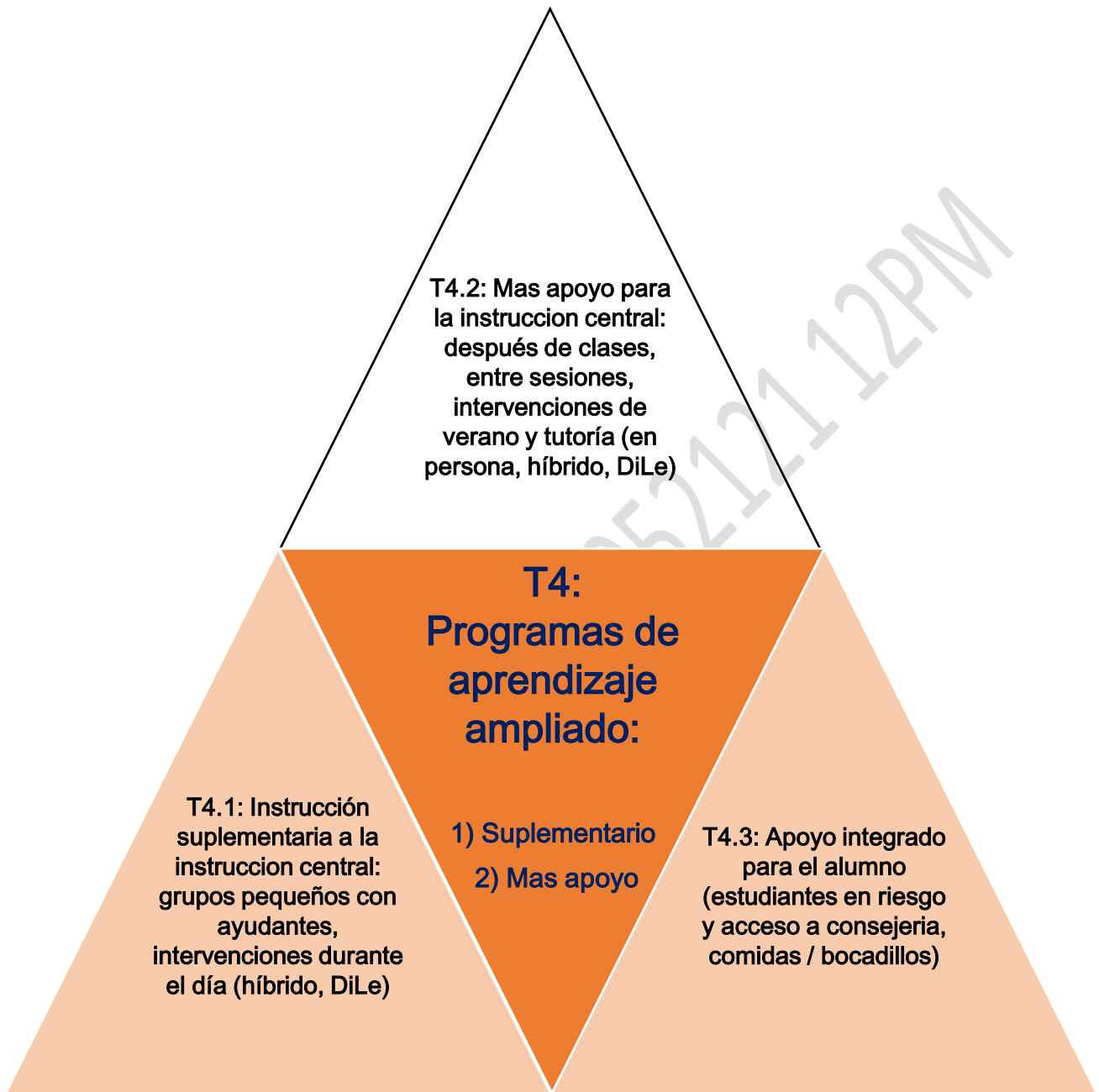
Plan



Plan L







- ✓ T1.1 Creación de la encuesta de LAS Resiliencia y mas apoyo para estudiantes/ familias (CUÁNDO, CÓMO, QUÉ de Resiliencia y temas académicos de interés)
- ✓ **ESTE ES SÓLO UN EJEMPLO DE CÓMO SE VE UNA Encuesta de interés estudiantil de ELOG. No dude en revisar, editar y proporcionar sugerencias).**

Detalles de la encuesta

**Parte 1: Demografía:**

- 1) Nombre
- 2) Grado
- 3) Maestro

**Parte 2: Marque las áreas en las que está interesado en participar: (Se necesita generar más ideas!!!)**

	<b>Programas ACADÉMICOS <i>Posibles</i></b>		<b>Programas de RESILIENCIA <i>Posibles</i></b>
	Historia del antirracismo		El poder de la mentalidad de crecimiento
	Matemáticas		El poder del movimiento y ejercicio
	Ciencias		El poder de comer bien
	Lectoescritura en español		El poder de la consciencia plena
	Lectoescritura en inglés		El poder de las relaciones positivas
	Español oral		El poder de la educación financiera
	Inglés oral		Poder de propósito y ayudar a otros
			El poder de la seguridad en línea
			El poder de la música y el arte
			El poder de escuchar
			El poder de la identidad propia

**Parte 3: Compruebe CÓMO le interesaría conocer estos programas**

<b>Mis selección(es)</b>	<b>CÓMO me gustaría aprender</b>
	En persona
	Híbrido
	Aprendizaje a distancia (DiLe)
	Todos de arriba



**Parte 4: Marque CUÁNDO le interesaría participar en los programas:**

<b>Programa Tiempo/Ciclo</b>	<b>Temporada</b>	<b>MIS SELECCION(ES)</b>	<b>Fechas aproximadas</b>	<b>Nota(s)</b>
Programas 2-3 semanas, 4 veces por semana, 3 horas por día	verano 2021		28 de junio-16 de julio de 2021	
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**Ciclos 4-6 Semanas (Después de la escuela / fines de semana)	otoño 2021		23 de agosto-1 de octubre de 2021 4 de octubre-12 de noviembre de 2021	**Arreglos específicos de horario
	invierno 2021		29 de noviembre-21 de enero de 2022 24 de enero-4 de marzo de 2022	
	primavera 2022		7 de marzo-8 de abril de 2022 18 de abril-27 de marzo de 2022	
Serie de talleres	2021-2022		*Por determinarse	

### Plan de Subvención de oportunidades de aprendizaje ampliado

Nombre de Agencia Local de Educación (LEA)	Nombre de contacto y título	Correo electrónico y teléfono
La Academia de Idiomas de Sacramento (LAS)	Teejay Bersola Directora, Responsabilidad académica	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

Lo siguiente es el plan de la agencia educativa local (LEA, por sus siglas en inglés) para proporcionar instrucción y apoyo suplementarios a los estudiantes, incluidos aquellos identificados que necesitan apoyo académico, socioemocional y de otro tipo, incluida la provisión de comidas y bocadillos. El plan explicará cómo la LEA utilizará los fondos que recibe a través de la Subvención de Oportunidades de Aprendizaje Ampliado (ELOG) para implementar un programa de recuperación del aprendizaje para al menos los estudiantes incluidos en uno o más de los siguientes grupos: estudiantes de bajos ingresos, aprendices de inglés, estudiantes en hogar temporal, estudiantes sin hogar, estudiantes con discapacidades, estudiantes en riesgo de abuso, negligencia o explotación, estudiantes desconectados y estudiantes que están por debajo del nivel de grado, incluidos, entre otros, aquellos que no se inscribieron en el kínder en el año escolar 2020–21, estudiantes con deficiencia de créditos, estudiantes de secundaria en riesgo de no graduarse y otros estudiantes identificados por el personal certificado.

Para conocer los requisitos específicos, consulte las instrucciones del plan de subvenciones para oportunidades de aprendizaje ampliado.

#### Descripciones del plan

Una descripción de cómo los padres, maestros y personal de la escuela participaron en el desarrollo del plan.

TEMAS: Cierre escolar de LAS debido a COVID-19 y Actualizaciones académicas, Preguntas frecuentes de LAS para el personal, Preguntas frecuentes de LAS para familias, Encuestas de partes interesadas y Presentaciones de 5 puntos de aprendizaje sobre documentos clave de cumplimiento de escuelas autónomas: Chárter, LCAP, LCP, SPSA, ELOG

QUÉ – CUANDO - DONDE: Reuniones semanales del personal, reuniones semanales del equipo de nivel de grado / personal, reuniones mensuales del concilio de padres, reuniones mensuales de la Mesa, reuniones mensuales de los comités de la Mesa: Equipo de diseño curricular, Finanzas y comités de estatutos y pólizas, junta de agosto del ELAC y del concilio del sitio escolar; del 13 de marzo al presente; mediante ZOOM

Fechas de alcance y consulta con las partes interesadas:

Junta de la Mesa Directiva: 28 de mayo de 2021

Reuniones del concilio de padres / grupo ejecutivo: 17 de febrero de 2021, 21 de abril de 2021, 6 de mayo de 2021

Reunión de ELAC y reunión del concilio del sitio escolar: 17 de febrero de 2021, 21 de abril de 2021, 6 de mayo de 2021

Reunión de personal y reuniones de desarrollo profesional: Semanalmente los jueves de 3-4pm y los viernes de 1-3pm.

Juntas mensuales de CDT, Finanzas, Estatutos y pólizas: Año escolar 2020-2021

Encuestas de LAS a las partes interesadas: mayo, junio, julio, 2020; Serie de aprendizaje de LAS – Encuesta Lo que se y Quiero saber: 28 de julio de 2020 – abril 2021

Audiencia pública de LAS Los comentarios públicos son bienvenidos en todas las reuniones mensuales de la Mesa Directiva.

@ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817 mediante ZOOM

Para mas información, llame: 916.277.7137

Las reuniones de las partes interesadas se han realizado a través de ZOOM, lo que permite la participación remota y, en su caso, el acceso al público. Se están perfeccionando más el plan de comunicación, así como los medios para proporcionar opciones de participación remota para compartir los planes de LAS.

Una descripción de cómo se identificará a los estudiantes y se evaluarán las necesidades de los estudiantes.

## QUÉ:

El Plan ELOG está diseñado con LAS para proporcionar instrucción y apoyo suplementarios a los estudiantes: apoyos académicos, socioemocionales y de otro tipo, incluida la provisión de comidas y refrigerios.

Con base en los resultados de la Encuesta Estudiantil de Aprendizaje Académico y Resiliencia de LAS y las evaluaciones de toda la escuela, LAS diseñará oportunidades para que los estudiantes y el personal aceleren el aprendizaje mientras desarrollan la resiliencia.

## QUIEN:

- A. Estudiantes, dando prioridad aquellos incluidos los siguientes grupos:
  - o Bajos ingresos
  - o Aprendices de inglés
  - o Estudiantes en hogar temporal
  - o Estudiantes sin hogar
  - o Estudiantes con discapacidades
  - o Estudiantes en riesgo de abuso, negligencia o explotación
  - o Estudiantes desconectados
  - o Estudiantes debajo del nivel de grado
  - o Otro según lo identificado por personal certificado

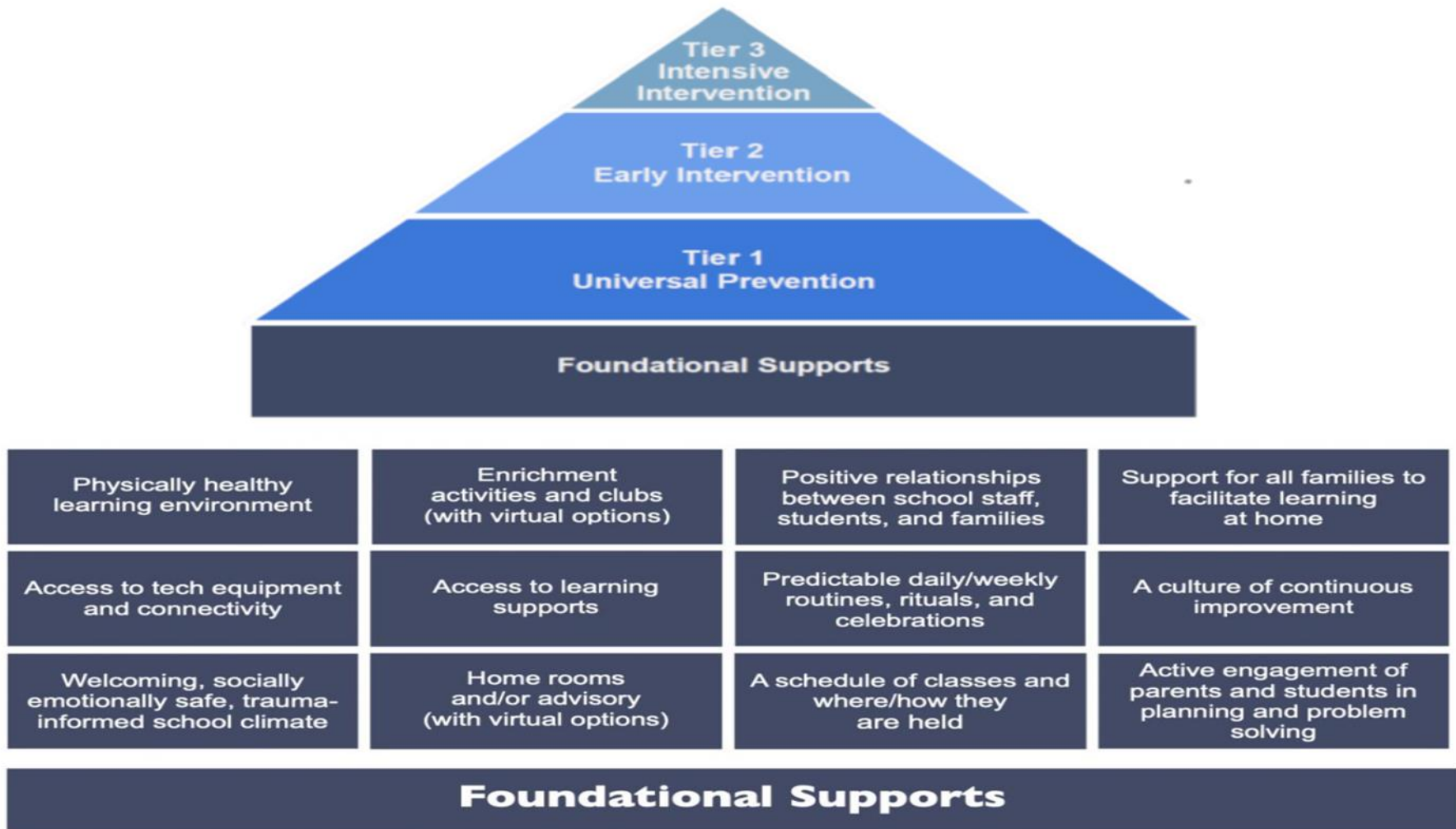
## PROCESO DE PRIORIZACIÓN:

### MTSS (Sistema de apoyo de niveles múltiples)

El Sistema de Apoyo de Niveles Múltiples de LAS es una estructura de mejora continua y sistemática en la que se practica la resolución de problemas y la toma de decisiones basada en datos para abordar las necesidades académicas, de conducta o socioemocionales de los estudiantes. A través de este sistema de apoyo y práctica de intervención, el maestro del salón identifica las inquietudes académicas y / o de conducta e implementa intervenciones basadas en la investigación que pueden volverse cada vez más intensivas según el nivel de inquietud y la respuesta del estudiante a la intervención. El maestro del salón informará a los padres sobre las preocupaciones, implementará intervenciones, recopilará datos y supervisará el progreso del estudiante. Cuando se necesita orientación y apoyo adicionales, el maestro puede consultar con el Equipo de Progreso de Intervención (IPT, por sus siglas en inglés), compuesto por expertos académicos y de comportamiento, para obtener nuevas perspectivas sobre las necesidades del estudiante y recopilar estrategias de intervención adicionales. El IPT puede sugerir más intervenciones o remitir el caso al Equipo de Éxito Estudiantil (SST), que generalmente está formado por padres, maestros, personal de apoyo escolar y un administrador para examinar más a fondo las inquietudes académicas, de conducta y socioemocionales del estudiante. LAS implementa este modelo MTSS en un

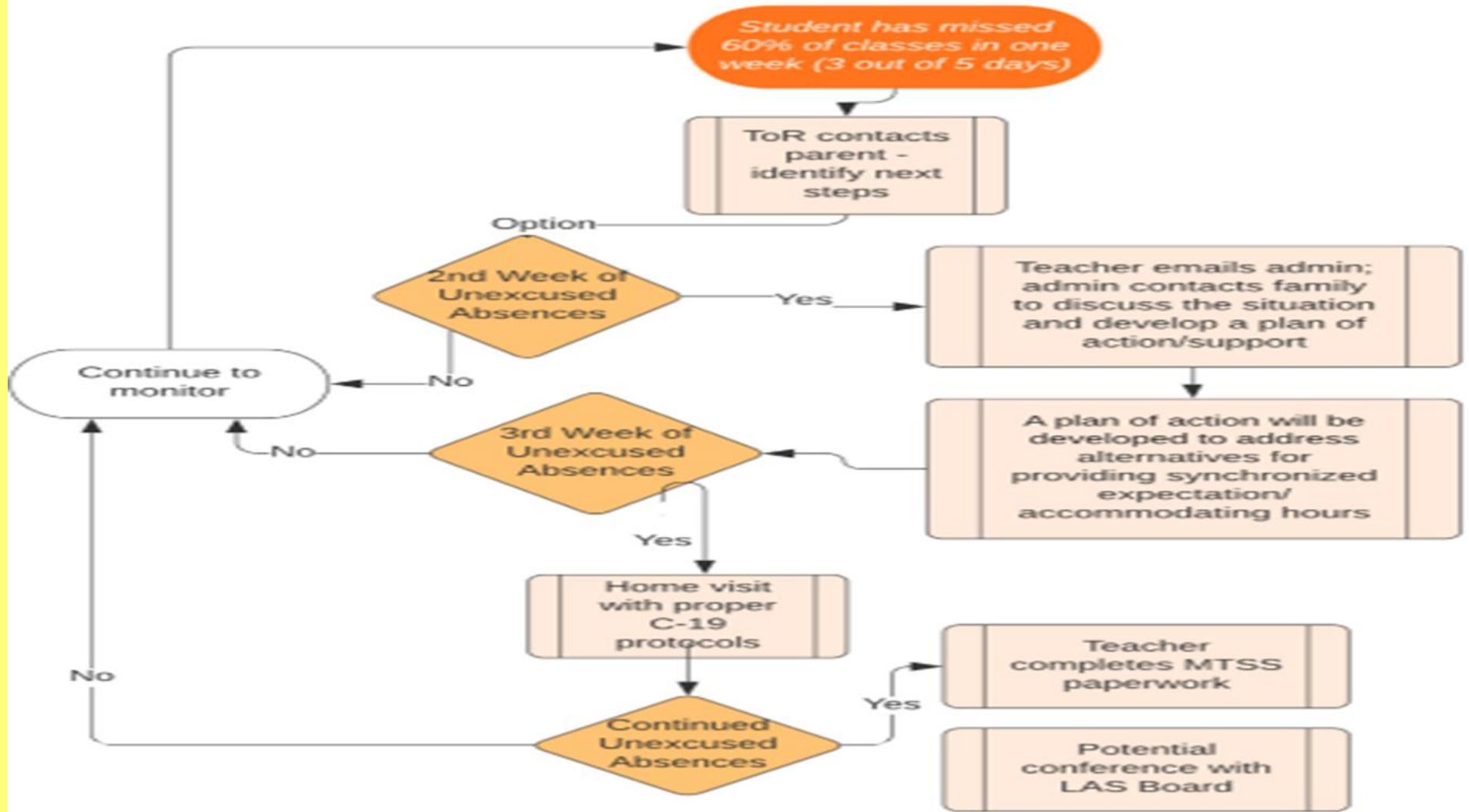
esfuerzo por satisfacer todas las necesidades de los estudiantes dentro del entorno educativo regular. Además, siempre que el estudiante no responda a las intervenciones, se puede recomendar una reunión del Equipo de Éxito Estudiantil (SST). Las siguientes ilustraciones muestran la referencia clave y el modelo para el proceso de reincorporación de LAS durante el aprendizaje a distancia.

Figure 1. Tiered Interventions and Foundational Supports



# Attendance Flowchart

The Language Academy of Sacramento | September 3, 2020



\*SARB absence notification protocol will continue to be implemented in 2020-21.

Una descripción de cómo se informará a los padres y tutores de los estudiantes sobre las oportunidades de instrucción y apoyo suplementarios.

Protocolos de comunicación con los padres de LAS:

Ejemplos de estrategias de LAS para padres y miembros de la familia que son aprendices de inglés, con discapacidades y de niños migrantes:

- \* LAS proporciona servicios de traducción a los padres con dominio limitado del inglés cuando brindan información e informes escolares.
- \* LAS brinda oportunidades para la participación informada de los padres y miembros de la familia con discapacidades al proporcionar adaptaciones razonables (intérpretes de lenguaje de señas, etc.) a los padres y miembros de la familia.
- \* LAS hace que se hagan adaptaciones especiales para comunicarse con familias que tienen necesidades de accesibilidad u otras necesidades especiales que dificultan la correspondencia con la escuela.
- \* LAS brinda oportunidades para la participación informada de los padres y familiares de niños migratorios al reunirse con los padres y miembros de la familia antes de que los estudiantes estén fuera de la escuela por un período prolongado de tiempo y una vez que los estudiantes regresan a la escuela después de una ausencia prolongada para ayudar a los padres sus hijos superan la interrupción educativa.

LAS se mantiene constante en su compromiso de transparencia al estructurar el apoyo a los estudiantes y alinear las asignaciones presupuestarias de acuerdo con todas sus partes interesadas. Se informa a los padres y tutores de todas las fuentes de financiación, incluido el dinero de ayuda pandémica por única vez, tan pronto como se ponen a disposición del público para su planificación y discusión. En esa misma nota, las asignaciones de fondos de la Subvención de Oportunidades de Aprendizaje Ampliado (ELOG, por sus siglas en inglés) han seguido el mismo proceso. Además, las entidades líderes organizadas de padres como la Mesa Directiva, el Consejo de Padres, ELAC y SSC tienen un entendimiento común de las necesidades de los subgrupos de nuestra escuela y la necesidad de dar prioridad a los servicios para estos grupos al diseñar apoyos estudiantiles estructurados, como día extendido, calendario extendido y / o oportunidades de aprendizaje de año extendido. Posiblemente se podría argumentar que todos los estudiantes han sufrido una pérdida de aprendizaje durante el cierre de la escuela este año escolar; sin embargo, LAS continuará reiterando que los recursos (personal y financiamiento) darán prioridad a los estudiantes que pertenecen a las categorías de la sección mencionada anteriormente. Se informará a todas las familias sobre el proceso de invitación, la priorización de subgrupos y la evaluación de la participación de sus estudiantes en cualquier programa ELOG durante el año escolar.

Una descripción del plan de la LEA para proporcionar instrucción y apoyo suplementarios

### **Cuatro Elementos Triángulos del Plan ELOG de LAS:**

T1: Evaluaciones y encuesta

T2: Desarrollo profesional sobre diseño e implementación de aprendizaje ampliado

T3: Programas y materiales

T4: Programas de aprendizaje ampliado: 1) Suplementario a central y 2) Mas apoyo a central

### **Sinopsis del PLAN ELOG**

#### **QUÉ:**

El Plan ELOG está diseñado con LAS para proporcionar instrucción y apoyo suplementarios a los estudiantes: apoyos académicos, socioemocionales y de otro tipo, incluida la provisión de comidas y bocadillos.

Con base en los resultados de la Encuesta Estudiantil de Aprendizaje Académico y Resiliencia de LAS y las evaluaciones de toda la escuela, LAS diseñará oportunidades para que los estudiantes y el personal aceleren el aprendizaje mientras desarrollan la resiliencia.

#### **QUIEN:**

A. Estudiantes, dando prioridad aquellos incluidos los siguientes grupos:

- o Bajos ingresos
- o Aprendices de ingles
- o Estudiantes en hogar temporal
- o Estudiantes sin hogar
- o Estudiantes con discapacidades
- o Estudiantes en riesgo de abuso negligencia o explotación
- o Estudiantes desconectados
- o Estudiantes debajo del nivel de grado
- o Otro según lo identificado por personal certificado

B. Personal



1. Personal certificado: líderes de programa, maestros de programa, tutores
2. Personal clasificado: líderes de programa, asistentes de instrucción, apoyo paraprofesional, tutores

COMO: Mediante el uso de plataformas y programas de aprendizaje académico y de resiliencia complementarios y de apoyo eficaces, los participantes elegirán el mejor contexto:

1. En persona
2. Híbrido
3. Aprendizaje a distancia

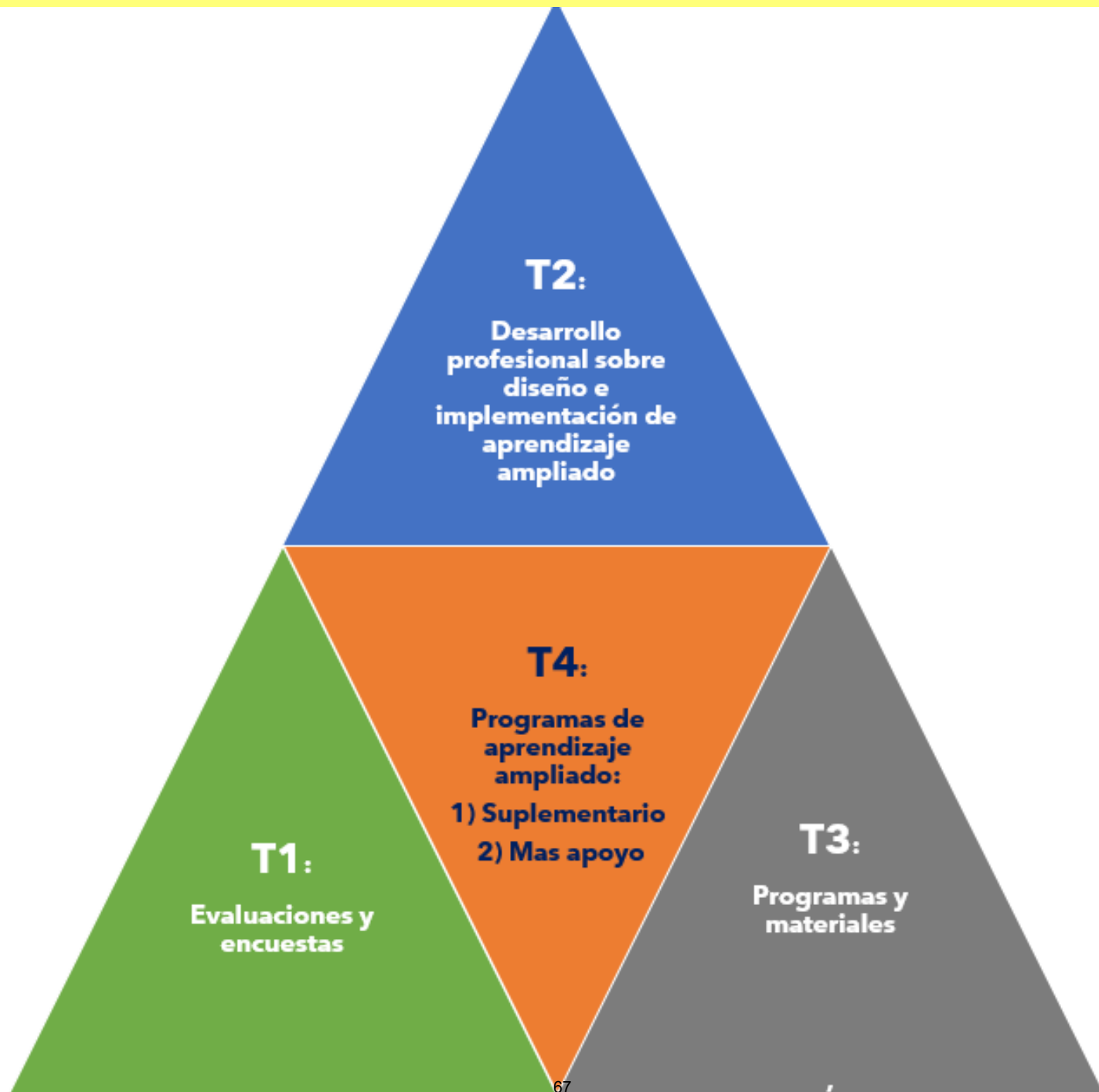
CUANDO (Opciones de participación):

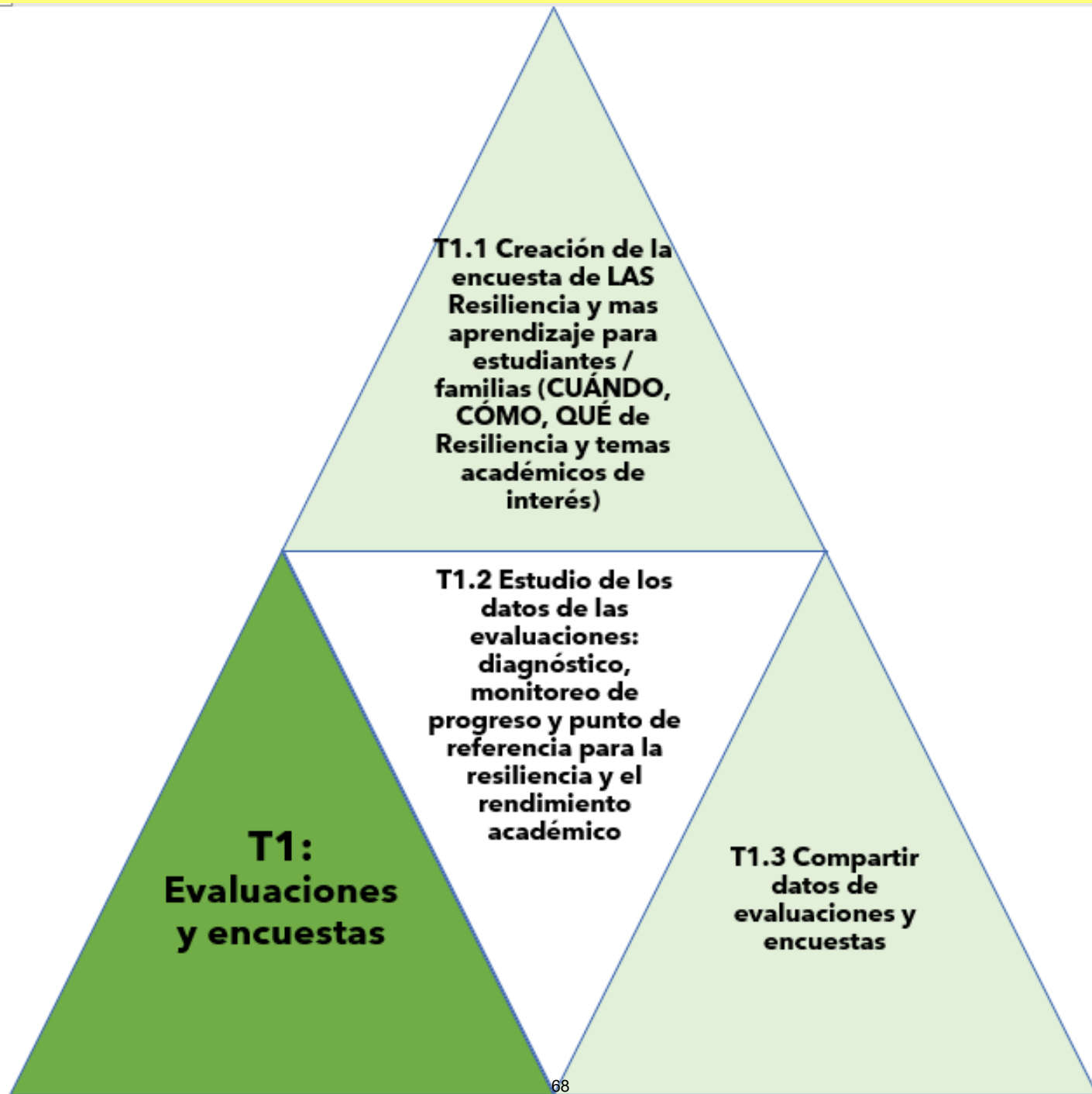
Programa Tiempo/Ciclo	Temporada	Fechas aproximadas	Nota(s)
Programas 2-3 semanas, 4 veces por semana, 3 horas por día	verano 2021	28 de junio-16 de julio de 2021	
	invierno 2021	* 20 de diciembre-7 de enero de 2022	*por determinarse
	verano 2022	27 de junio-15 de julio de 2022	
Ciclos 4-6 Semanas (durante el día)	otoño 2021	23 de Agosto-1 de octubre de 2021	
		4 de octubre-12 de noviembre de 2021	
	invierno 2021	29 de noviembre-21 de enero de 2022	
		24 de enero-4 de marzo de 2022	

	primavera 2022	7 de marzo-8 de abril de 2022	
		18 de abril-27 de marzo de 2022	
**Ciclos 4-6 Semanas (Después de la escuela / fines de semana)	otoño 2021	23 de agosto-1 de octubre de 2021	**Arreglos de programación específicos
		4 de octubre-12 de noviembre de 2021	
	invierno 2021	29 de noviembre-21 de enero de 2022	
		24 de enero-4 de marzo de 2022	
	primavera 2022	7 de marzo-8 de abril de 2022	
		18 de abril-27 de marzo de 2022	
Serie de talleres	2021-2022	POR DETERMINARSE	



Borrador ELC





**T2: Desarrollo profesional sobre diseño e implementación de aprendizaje ampliado**

**T2.2: Desarrollo profesional sobre diseño e implementación de programas basados en datos**

**T2.1: Desarrollo profesional sobre recopilación y análisis de datos**

**T2.3 Desarrollo profesional sobre resiliencia y aprendizaje, además de temas de la encuesta**

**T3.1: Investigar programas y materiales de recuperación del aprendizaje para acelerar el aprendizaje.**

**T3.2: Investigar programas y materiales de resiliencia para mejorar el bienestar socioemocional de los estudiantes.**

**T3.3: Comprar, implementar y difundir programas y materiales pertinentes.**

**T3:  
Programas  
y  
Materiales**

**T4.2: Mas apoyo  
para la instruccion  
central: después de  
clases, entre  
sesiones,  
intervenciones de  
verano y tutoría (en  
persona, híbrido,  
DiLe)**

**T4:  
Programas  
de  
aprendizaje  
ampliado:**

- 1) Suplementario**
- 2) Mas apoyo**

**T4.1: Instrucción  
suplementaria a la  
instruccion central:  
grupos pequeños  
con ayudantes,  
intervenciones  
durante el día  
(híbrido, DiLe)**

**T4.3: Apoyo  
integrado para el  
alumno (estudiantes  
en riesgo y acceso a  
consejería, comidas /  
bocadillos)**

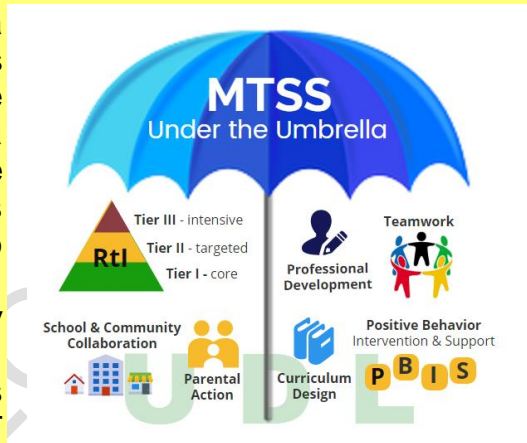
## APOYO PARA ESTUDIANTES LOGRANDO POR DEBAJO DEL NIVEL DE GRADO

El objetivo final de la Academia de Idiomas es proporcionar un programa educativo riguroso y enriquecedor que prepara a los estudiantes para desempeñarse al nivel del grado o por encima de él en una variedad de medidas de evaluación, incluidas pruebas de rendimiento estandarizadas, evaluaciones integradas en el plan de estudios y evaluaciones alternativas.

Los estudiantes que no estén obteniendo los niveles de rendimiento académico deseados o que demuestren comportamientos o necesidades socioemocionales serán apoyados a través de un Sistema de apoyo de niveles múltiples, que incorpora varios medios para abordar las áreas de preocupación y desarrollar las habilidades necesarias para cumplir con los puntos de referencia del nivel de grado.

### MTSS (Sistema de apoyo de niveles múltiples)

El Sistema de Apoyo de Niveles Múltiples de LAS es una sistemática en la que se practica la resolución de problemas datos para abordar las necesidades académicas, de estudiantes. A través de este sistema de apoyo y práctica identifica las inquietudes académicas y / o de conducta e en la investigación que pueden volverse cada vez más y la respuesta del estudiante a la intervención. El maestro las preocupaciones, implementará intervenciones, progreso del estudiante. Cuando se necesita orientación y consultar con el Equipo de Progreso de Intervención (IPT), y de comportamiento, para obtener nuevas perspectivas y recopilar estrategias de intervención adicionales. El IPT remitir el caso al Equipo de Éxito Estudiantil (SST), que generalmente está formado por padres, maestros, personal de apoyo escolar y un administrador para examinar más a fondo las inquietudes académicas, conductuales y socioemocionales del estudiante. LAS implementa este modelo MTSS en un esfuerzo por satisfacer todas las necesidades de los estudiantes dentro del entorno educativo regular. Además, siempre que el estudiante no responda a las intervenciones, se puede recomendar una reunión del Equipo de Éxito Estudiantil (SST).



estructura de mejora continua y la toma de decisiones basada en conducta o socioemocionales de los de intervención, el maestro del salón implementa intervenciones basadas intensivas según el nivel de inquietud del salón informará a los padres sobre recopilará datos y supervisará el apoyo adicionales, el maestro puede compuesto por expertos académicos sobre las necesidades del estudiante puede sugerir más intervenciones o

### Equipo de éxito estudiantil

El Equipo de Éxito Estudiantil (SST, por sus siglas en inglés) es una función de educación general en la que un equipo de la escuela, que generalmente consiste en los padres / tutores del estudiante, los maestros, el administrador de la escuela y otros participantes clave, colaboran en el desarrollo de un plan para apoyar a los estudiantes en áreas de preocupación. Los participantes del SST también pueden incluir consejeros, médicos, trabajadores sociales, agentes del orden u otros que puedan brindar información sobre las fortalezas, preocupaciones y estrategias del estudiante que se han implementado en el pasado. Un padre, maestro, administrador o el Equipo de Progreso de Intervención (IPT) puede hacer una remisión o solicitud de SST cuando el estudiante no ha respondido a



intervenciones anteriores o cuando hay preocupaciones urgentes. El propósito del SST es identificar áreas de preocupación que están interfiriendo con el éxito del estudiante en las áreas académicas, socioemocionales / de comportamiento, asistencia o salud. El SST revisa las preocupaciones, planifica estrategias, organiza recursos y desarrolla un plan de acción para abordar las necesidades de los estudiantes. El SST puede recomendar adaptaciones al programa del estudiante o solicitar apoyo de intervención del personal especializado. El equipo tiene como objetivo desarrollar un plan que satisfaga las necesidades del estudiante en el entorno de educación general. Cuando existan preocupaciones más importantes y se sospeche una discapacidad, el equipo derivará al estudiante para un plan de adaptación 504 o una evaluación de educación especial.

### Intervenciones

El personal certificado y el personal de intervención de la Academia de Idiomas de Sacramento llevan a cabo programas de intervención para los estudiantes durante todo el año calendario. A través del Programa de Intervención de Lectura, los intervencionistas de lectura capacitados apoyan a los grados K-8 para brindar apoyo de lectura específico y ayudar a los estudiantes a mejorar sus habilidades de lectura. Cuando hay fondos disponibles, LAS ha proporcionado programas de escuela de verano y vacaciones de invierno para los estudiantes que se desempeñan por debajo del nivel de grado en las evaluaciones estatales. LAS también ofrece un programa anual de kínder durante el verano para todos los estudiantes que ingresan.

### Sistema de apoyo de niveles múltiples (MTSS)

Los estudiantes que no alcanzan los puntos de referencia de evaluación requieren una intervención estratégicamente diferenciada. Establecer un sistema de intervención eficaz para los estudiantes que no cumplen con los parámetros es un componente crítico del programa educativo de LAS. Las intervenciones se diseñan en torno a un enfoque de tres niveles. Los tres componentes del programa de intervención abordan necesidades académicas específicas identificadas por los datos de la evaluación.

### **Plan de gastos**

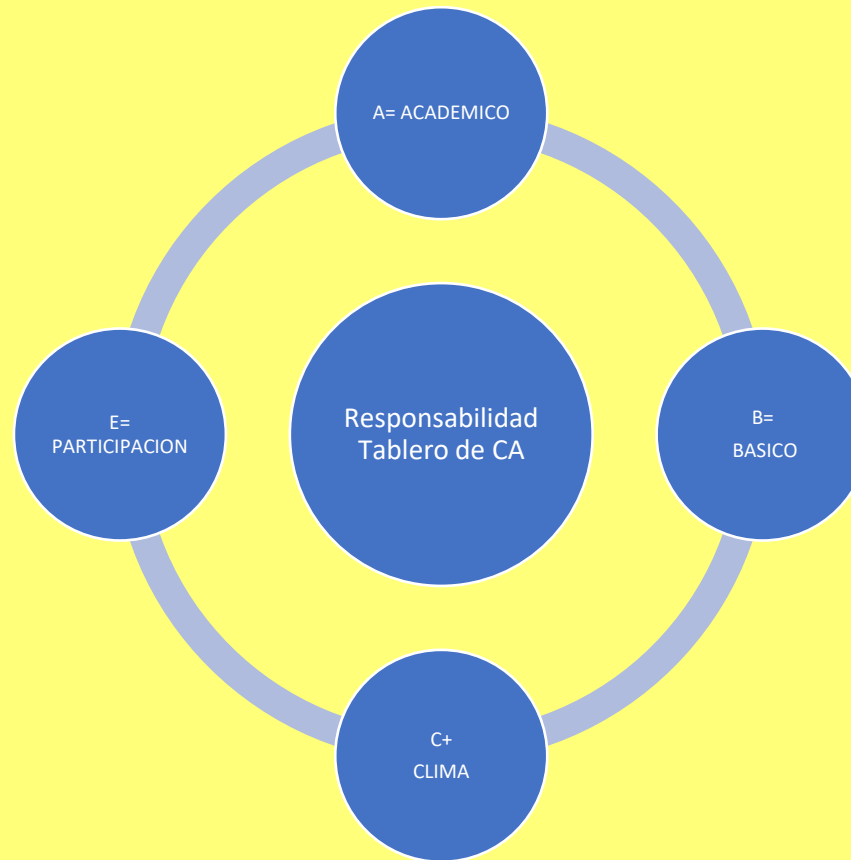
La siguiente tabla proporciona el plan de gastos de la LEA sobre cómo utilizará los fondos de la subvención ELO para apoyar la instrucción suplementaria y las estrategias de apoyo que está implementando la LEA.

Estrategias suplementarias de instrucción y apoyo	Gastos planificados (Est. Total \$411,880; 85% En persona: \$350K, ~10% ParaPro: \$41K, 15% DiLe: \$62K)	Gastos actuales
T1: Evaluaciones y encuesta Código X: 6K	\$6K	[Los gastos reales se proporcionarán cuando estén disponibles]
T2: Desarrollo profesional sobre diseño e implementación de aprendizaje ampliado Código 5863: 35K	\$35K	[Los gastos reales se proporcionarán cuando estén disponibles]
T3: Programas y Materiales Código 4355: 9K	\$9K	[Los gastos reales se proporcionarán cuando estén disponibles]
T4: Programas de aprendizaje ampliado: 1) Suplementario a central y 2) Mas apoyo a central Código 1920: 90K Código 2100: 33K Código 1100,1101, 2100, 2200, 3100, 3400: 310K	\$433K	[Los gastos reales se proporcionarán cuando estén disponibles]
Fondos totales para implementar las Estrategias Estimado Total: \$483K	\$483K	[Los gastos reales se proporcionarán cuando estén disponibles]

Una descripción de cómo los fondos de la subvención ELO se están coordinando con otros fondos federales de ayuda de emergencia para escuelas primarias y secundarias que recibe la LEA.

LAS está anticipando la financiación ESSER que ayudaría a abordar las necesidades que han surgido debido al cierre de la escuela en el contexto de una pandemia global y, simultáneamente, estabilizar los elementos fundamentales de las siguientes cuatro infraestructuras escolares principales según lo definido por el Tablero de CA y la responsabilidad escolar: 1) A = Académico, 2) B = Básico, 3) Clima y 4) Participación. La financiación del ELOG de LAS proporcionará el impulso inicial para una respuesta colectiva innovadora en toda la escuela a la recuperación del aprendizaje después de un año escolar sin precedentes interrumpido por una pandemia mundial. En resumen, ELOG creará la capacidad de LAS para movilizar y visualizar un diseño de aprendizaje expandido específico para las necesidades que han surgido este año escolar y la financiación de ESSER podrá ayudar a que dicho esfuerzo sea sostenible, con suerte, el tiempo suficiente para ver resultados eficaces.

## Alineación de diseño LAS con Tablero de CA y responsabilidad estatal



LAS ha comenzado a organizar sus documentos de planificación en estas categorías: 1) Académico, 2) Básico, 3) Clima y 4) Participación. Aunque muchas de las acciones delineadas para abordar y cumplir con las metas académicas, básicas, de participación y de clima de LAS son aplicables a toda la escuela, claramente existe una conciencia de que la intención principal y la prioridad para garantizar el acceso a los servicios son para estudiantes aprendices de inglés, de bajos ingresos, jóvenes en hogar temporal y estudiantes sin hogar. Los procesos de LAS comienzan con la identificación del estado no duplicado de los estudiantes, investigando e implementando servicios y prácticas que sean efectivos para servirlos y reflejando la eficacia de estos servicios y prácticas para mejorar las experiencias escolares de nuestros estudiantes no duplicados.

### **ACADEMICO:**

*Investigación y desarrollo profesional:* El diseño del programa educativo único de LAS requiere que el personal conozca la base de investigación en curso y el desarrollo profesional sobre el desarrollo más actual en las teorías de inmersión en dos idiomas y su aplicación clínica, así como la eficacia del programa en la educación de los aprendices del idioma inglés, RFEP , Latinos, socioeconómicamente desfavorecidos (SED) y estudiantes con discapacidades (SWD), particularmente en entornos de educación a distancia (DiLe). Al mismo tiempo, el personal de LAS también debe tener un conocimiento continuo sobre los mandatos en evolución para las escuelas autónomas independientes en el contexto del cierre de una escuela debido a COVID. El tiempo de planificación de la colaboración de maestros tiene como objetivo crear el enfoque láser necesario para identificar a los estudiantes que continúan experimentando resultados no equitativos como resultado de su estado no duplicado y, por lo tanto, abordar de inmediato la pérdida de aprendizaje y acelerar el crecimiento educativo de manera adecuada.

*Evaluaciones y responsabilidad:* el personal de LAS está afinando el diseño y las evaluaciones de su plan de estudios en el contexto del aprendizaje a distancia (DiLe) para preparar mejor académicamente a todos los estudiantes, particularmente a los de los subgrupos: ELL, RFEP, SED y SWD. Estos últimos años, LAS ha establecido una medida de responsabilidad interna para la lectura: DRA y EDL con el fin de hacer un mejor trabajo en el seguimiento de la progresión de la alfabetización de todos los estudiantes TK-8. Esto se está examinando ahora en términos de viabilidad, ya que puede o no servir al contexto DiLe. Recientemente, LAS implementó una evaluación de referencia matemática en línea para monitorear el dominio del contenido de los estudiantes a mitad de año y proporcionar intervenciones oportunas, particularmente aquellas de grupos de estudiantes no duplicados: EL, SED, estudiantes en hogar temporal.

Extracto del SPSA:

**DESEMPEÑO ACADÉMICO (AP):** Abordar la **pérdida de aprendizaje de los alumnos y el apoyo para los alumnos con necesidades únicas** durante el cierre de escuelas en la primavera de 2020 y el aprendizaje a distancia del año fiscal 2020-21.

LAS es muy consciente de la inevitable pérdida de aprendizaje debido al aprendizaje a distancia de emergencia que se inició en la primavera de 2020 y se extendió hasta el año escolar FY2020-21. Apoyo para alumnos con necesidades únicas, como aquellos con IEP y Aprendices de inglés (EL),

*Identificación de evaluaciones propicias e informativas en el contexto DiLe*

*Implementación del programa de intervención central y extracurricular (IA)*

*MAP Matemáticas Grados 3-8 (Gr2 Primavera solamente)*

*Centros de aprendizaje establecidos según la necesidad y permitido según los protocolos estatales y del condado*

#### **BASICO:**

LAS continúa con su compromiso de mantener una seguridad y limpieza de primer nivel en las instalaciones para sus constituyentes, siguiendo todos los factores de mitigación de COVID-19 necesarios según lo delineado en su Plan de Salud y Seguridad aprobado por el estado.

Además, LAS continúa con su compromiso de garantizar que el personal certificado tenga los requisitos de credenciales según sus asignaciones docentes.

Por último, en términos de acceso a materiales y dispositivos de aprendizaje, LAS tiene un inventario sólido de equipo de tecnología disponible para los estudiantes, lo que crea una proporción de estudiantes por tecnología de grados TK-8 de 1: 1. La construcción de una infraestructura tecnológica sólida que esté completamente integrada en la enseñanza y el aprendizaje seguirá siendo una prioridad en LAS. Después de todo, es una experiencia esencial y un requisito previo para desarrollar aprendices independientes de por vida en el siglo 21.

Durante su reunión mensual en marzo de 2020, la Mesa de LAS aprobó la distribución de dispositivos tecnológicos para que los estudiantes los usen en el hogar en respuesta a la necesidad urgente de establecer una infraestructura de aprendizaje para el aprendizaje a distancia. Hasta ahora, cada estudiante ha recibido paquetes de materiales necesarios para el nivel de grado, elementos específicos del plan de estudios, un Chromebook o iPad (según el nivel de grado), información de registro y otras herramientas de aprendizaje críticas. Reconociendo la importancia de crear un sistema para colocar libros en las manos de los estudiantes, LAS seguirá con un proceso de distribución de libros que podremos seguir en un futuro próximo. LAS también está estableciendo una asociación con Comcast Internet Essentials para ampliar la conectividad y el acceso para los estudiantes y sus familias.

Además, LAS no solo ha aumentado su tecnología en el salón y la proporción de estudiantes a 1:1 en todos los grados, sino que también está reemplazando dispositivos portátiles desactualizados para los grados superiores y iPads adicionales para los grados primarios.

Borrador ELO

## **CLIMA:**

Esta categoría aborda la tasa de suspensión y los comentarios de satisfacción de las partes interesadas y el entorno DiLe aún tiene que revelar sus propios desafíos de implementación a medida que avanzamos en el año escolar. En ese sentido, LAS ha sido proactivo en solicitar aportes de todas sus partes interesadas y abordar las necesidades anticipadas y / o emergentes en estos últimos meses. Aunque las acciones de LAS en esta categoría sirven a todos los estudiantes, la intención sigue siendo la priorización de abordar las necesidades de nuestros estudiantes no duplicados. Por ejemplo, al proporcionar dispositivos tecnológicos y conectividad, LAS ha priorizado a los estudiantes no duplicados para garantizar que la brecha de desigualdad en el acceso que generalmente prevalece en las vidas de estudiantes de bajos ingresos y jóvenes en hogares de crianza se encuentre con soluciones. Esto fue cierto en la primavera y seguirá siendo cierto este otoño.

LAS está consciente del papel fundamental del aprendizaje socioemocional y la enseñanza informada sobre el trauma, especialmente en este momento de la crisis del COVID-19. El aprendizaje a distancia (DiLe), sin importar su calidad, nunca podrá replicar la importante socialización de la educación presencial en vivo. Dicho esto, LAS realizó capacitaciones de desarrollo profesional en educación antirracista, Diseño Universal para el Aprendizaje (UDL) y enseñanza informada sobre el trauma antes del comienzo del año. Aunque la capacitación se llevó a cabo para una aplicación en toda la escuela, la intención sigue siendo la priorización de abordar a aquellos que se ven más afectados por las desigualdades integradas en el aprendizaje remoto, como nuestros estudiantes no duplicados: EL, jóvenes en hogares de crianza y sin hogar, y de bajos ingresos. Históricamente, los jóvenes de crianza temporal y sin hogar experimentan índices más altos de disciplina y menor asistencia. Los estudiantes de inglés y los jóvenes de bajos ingresos también tienen más probabilidades de verse afectados por la cultura y el clima escolar negativos. El objetivo de LAS es garantizar que todos los estudiantes de LAS experimenten la conectividad digital y social y un sentido de pertenencia, especialmente durante este tiempo de incertidumbre provocado por la pandemia global de COVID-19.

## **PARTICIPACION:**

El aprendizaje a distancia (DiLe) presenta en sí mismo desafíos únicos con respecto a la asistencia de los estudiantes, el ausentismo y la participación general. LAS está plenamente consciente de que, aunque las acciones de toda la escuela están diseñadas para ayudar a todos los estudiantes, que, en esencia, la prioridad sigue siendo abordar las necesidades de los estudiantes EL, los estudiantes de bajos ingresos y los jóvenes de crianza, ya que son el grupo más vulnerable, particularmente ahora. en el entorno DiLe. Por lo tanto, el equipo de instrucción de LAS y la estructura de apoyo para garantizar el éxito de los estudiantes - Personal: *personal clasificado y certificado, especialistas en educación, maestros de intervención, psicólogo, consejero, servicios de traducción*, todos participan en la creación de nuevos sistemas y medios de comunicación con respecto a asistencia y participación en el aprendizaje sincrónico y asincrónico. Se están mejorando y revisando los protocolos en la comunicación de los padres con respecto a las ausencias de los estudiantes. Se han establecido nuevas configuraciones para un seguimiento más detallado de la participación diaria de los estudiantes en el sistema de información estudiantil de la escuela, Illuminate.

Extracto de SPSA:

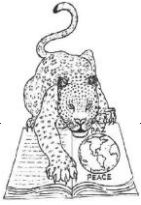
COMPROMISO ACADÉMICO (AE): Abordar **PARTICIPACION DE LOS ALUMNOS Y LA FAMILIA** y los desafíos implícitos en la **ASISTENCIA** al aprendizaje a distancia durante el año fiscal 2020-21.

Aunque LAS tiene datos históricos ejemplares con una tasa de asistencia promedio del 97% y un ausentismo crónico de aproximadamente el 3%, la escuela espera una caída debido al desafío incorporado del aprendizaje a distancia.

*El personal de LAS recibirá desarrollo profesional y seguirá el enfoque escalonado de la contabilidad de asistencia durante DiLe*

*El equipo de bienestar coordinará los planes de reincorporación según las necesidades del estudiante según MTSS / IPT*

Borrador ELO v052121



**Board Meeting Date:** May 28, 2021

**Subject:** LCAP Annual Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 24, 2021)
- Conference/Action
- Action

**Committee:** School Leadership

**Information:**

*Part 1: LCFF and LCAP*

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

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

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

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

*On March 21, 2019, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. The recent LAS charter renewal work, which began in the Spring of 2017, involved school community reflection and involvement in the development of the Charter Mission, State Priorities and has been instrumental in the establishing the groundwork for the LCAP. Annually since the 2018-19 school year, stakeholder groups via Parent Association, Parent Council, English Learner Advisory Council, Staff Meetings, Professional Development, School Site Council Meetings, Board Committee Meetings, and Governing Board Meetings, continued to learn about, share feedback, and improve the LAS LCAP.*

**Part 2: Federal Funding (Title 1, Title 2 and Title 4) and Federal Addendum Plan**

On an annual basis, LEAs can apply for federal funding through the consolidated application. Since its inception, LAS has received Title 1 and Title 2 funds and in addition this year, Title 4 funds. Compliance documents required for funding allocations has changed throughout the years. Last year, the state department created the federal addendum template. A recent approval of Assembly Bill No.716 on 9.18.18 states that "Single school districts and charter schools may utilize the local control and accountability plan to serve as the SPSA, provided that the local control and accountability plan meets federal schools planning requirements and the stakeholder requirement established in subdivision (a) of





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*Sections 52062. (Part 37, Section 5, 64001, j).* Beginning in the 2018-19 school year, LAS's integrated LCAP and Federal Addendum serves as the School Strategic Plan/Single Plan for Student Achievement (SPSA). School funding allocation of LCFF and the federal title monies is delineated in the integrated LCAP and Federal Addendum document.

**WHAT – WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

March 23 - April 3, 2021

LAS

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

By June 11, 2021

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

LCAP Stakeholder Outreach and Consultation Dates 2020-2021:

<b>Stakeholder Group</b>	<b>Date</b>
Governing Board Meeting and Retreat	2020: 8/28, 9/25, 10/30, 11/20, 12/18 2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25
Parent Council Meeting/ELAC/SSC	2020: 9/2, 9/23, 10/14, 11/14, 12/2 2021: 3/11, 4/1, 5/6
Parent Association Meeting	2020: 9/2, 9/23, 10/14, 11/4 2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12
Staff Meeting and PD Meetings	2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18 2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29
CDT Committee Meeting	2020: 10/1, 10/2, 11/12, 11/17, 12/10 2021: 2/4, 3/11, 4/14

*ITEM 3: LAS Public Hearing*

*Public comments are welcome at all monthly*

*Governing Board Meetings*

Friday, May 28, 2021 and June 25, 2021 @ 5:30PM

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

For more information call: 916.277.7137 or

provide feedback online via the LAS Stakeholder Surveys Know/Want to Know

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



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**Attachments:**

- 1) [LAS Integrated LCAP and Federal Addendum](#)
- 2) [LCP](#)
- 3) [SPSA](#)
- 4) FY22 LCAP Budget Overview for Parents
- 5) LAS LCAP Part 1 & Part 2

**Recommendations:**

None at this time

**Estimated Time of Presentation:** 30 min

**Submitted By:** Bersola

**Date:** 052421

**Pertinent Pages in**

( ) Charter, pages \_\_\_\_\_

( ) MOU, pages \_\_\_\_\_



**Fecha de la Reunión:** 28 de mayo de 2021

**Tema:** Actualizaciones anuales de LCAP

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: 24 de junio de 2021)
- Conferencia/Acción
- Acción

**Comité:** Liderazgo Escolar

**Información:**

Parte 1: LCFF y LCAP

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

*Bajo la ley, cada distrito escolar recibe una cantidad por cada estudiante como financiación de base, además de financiación adicional para aumentar o mejorar servicios para sus aprendices del idioma inglés, niños de crianza, o niños de familias de bajos ingresos definido como poblaciones estudiantiles no duplicados.*

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

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

*El 2 de marzo de 2019, la petición para renovar la constitución de LAS fue aprobada por unanimidad por SCUSD. El trabajo reciente de la renovación de la constitución de LAS empezó en la primavera del 2017, e incluyó las reflexiones e ideas de nuestra comunidad escolar, sobre todo en el desarrollo de nuestra misión, las prioridades estatales y ha sido instrumental en establecer las bases para LCAP. Anualmente desde el año escolar 2018-19, los diversos grupos que forman parte de nuestra Asociación de padres, Concilio de padres / Concilio asesor para los aprendices de inglés (ELAC, por sus siglas en inglés), juntas del personal, Desarrollo profesional, Concilio de sitio escolar, juntas de comités escolares, y juntas de la Mesa Directiva, continúan aprendiendo de, compartiendo comentarios, y mejorando el LCAP de LAS.*

*Parte 2: Financiamiento federal (Título 1, Título 2 y Título 4) y Plan de agenda federal*

*Anualmente, el LEA pueden solicitar fondos federales a través de la solicitud consolidada. Desde su inicio, LAS ha recibido fondos de Título 1 y Título 2 y, además, este año, fondos de Título 4. Los documentos de cumplimiento requeridos para las asignaciones de fondos han cambiado a lo largo de los*



A California Public Schools. En el año pasado, el departamento de estado creó la plantilla de agenda federal. Una reciente aprobación del Proyecto de Ley de la Asamblea No 716 de 9.18.18 establece que "Los distritos escolares individuales y las escuelas autónomas pueden utilizar el plan de control y responsabilidad local para servir como SPSA, siempre que el plan de control y rendición de cuentas local cumpla con los requisitos de planificación de las escuelas federales y el requisito de partes interesadas establecido en la subdivisión (a) de las Secciones 52062. (Parte 37, Sección 5, 64001, j). A partir del año escolar 2018-19, el LCAP integrado y el Adenda federal de LAS sirven como el Plan estratégico escolar / Plan único para el rendimiento estudiantil (SPSA). La asignación de fondos escolares de LCFF y el dinero del título federal está delineada en el LCAP integrado y el documento del anexo federal.

**QUÉ – CUÁNDO - DÓNDE:**

*PUNTO 1: Distribuir Encuestas de las Comunidades LAS*  
 23 de marzo – 3 de abril de 2021  
 LAS

*PUNTO 2: LCAP disponible en el sitio de internet de LAS*  
 No mas tardar del 11 de junio de 2021  
 en el sitio web: [www.lasac.info](http://www.lasac.info)

Comunicación con los Grupos Interesados de LCAP y Fechas de Consulta 2020-2021:

<b>Grupos Interesados</b>	<b>Fechas</b>
Reuniones de la Mesa Directiva y retiro	2020: 8/28, 9/25, 10/30, 11/20, 12/18 2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25
Reuniones de Concilio de Padres/ELAC/SSC	2020: 9/2, 9/23, 10/14, 11/14, 12/2 2021: 3/11, 4/1, 5/6
Reuniones de Asociación de Padres	2020: 9/2, 9/23, 10/14, 11/4 2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12
Reunión del Personal Escolar y desarrollo profesional	2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18 2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29
Reunión del Comité CDT	2020: 10/1, 10/2, 11/12, 11/17, 12/10 2021: 2/4, 3/11, 4/14

*PUNTO 3: Audiencia Pública de LAS*  
 Comentarios públicos son bienvenidos en todas las juntas de la mesa directiva  
 viernes, 28 de mayo de 2021 y 25 de junio de 2021 @ 5:30PM  
 LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826

Para más información llame al: 916.277.7137 o proporcione comentario en línea mediante la encuesta Lo que se/Quiero saber  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)



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Documentos adjuntos:

- 1) [LCAP integrado de LAS y agenda federal](#)
- 2) [LCP](#)
- 3) [SPSA](#)
- 4) Año fiscal 2022 Resumen para padres de presupuesto
- 5) LCAP de LAS Parte 1 y Parte 2

**Recomendaciones:**

Ninguna en este momento

**Tiempo estimado para la presentación:** 30 min.

**Entregado por:** Bersola

**Fecha:** 5.15.18

**Páginas pertinentes en:**

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

( ) MOU, páginas \_\_\_\_\_



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**FY20 KNOW**

1	married to LCFF, the plan behind the funding	casados con LCFF, el plan detras de los fondos
2	Annual plan & goals	Plan anual y metas
3	88% of budget	88% de los fondos
4	Accountability Plan	Plan de responsabilidad
5	Connected to funding LCFF	Conectados a los fondos LCFF
6	Created and reviewed by Stakeholders 50% to our priorities, 50% performance, \$61 million - 90%	Creado y repasado por las partes interesadas 50% a nuestras prioridades, 50% de rendimiento, \$61 millones - 90%
7	Annual plan of what we intend to meet	Plan anual de lo que intentamos cumplir
8	meet 8 state priorities	cumplir las 8 prioridades estatales
9	\$ tied to each priority	\$ ligado a cada prioridad
10	6.1 million are going to be managing A-academics B-basics C-Climate E-engagement	6.1 millon van a estar gestionando A- academico B-basico C-clima E- participación
11	Current Performance and plan	Rendimiento actual y plan
12	it's extra time for the teachers.	es tiempo adicional para los maestros.
13	a few parents came but recieved a lot of information- it is unknown if they used the informantion at home	vinieron pocos padres pero recibieron mucha informacion- si lo usaron en casa no se sabe
14	assessments start in 3rd grade	empiezan a tomar los exámenes en 3er grado
15	all of the assessments are in english. vocabulary is different.	todos los exámenes son en english. el vocabulary es diferente.
16	in 5th they begin to see everything in english	en 5to empiezan a ver todo en english.
17	this is the first year that second grade does the "roll over" "looping"	este es el primer año que 2do grado hace el "roll over" "looping"
18	literature is connected with everything- math-science	la literatura esta conectada con todo- matematicas-ciencia
19	3rd Grade this year is starting out good.	3er grado esta comenzando bien este año
20	5 years to Grow	5 años para crecer
21	5 years for charter school	5 anos para la escuela charter.
22	that the grades went up	Que las calificaciones subieron.
23	That from third to eight the state assessments start.	Que de tercero a octavo empiezan los exámenes estatales.
24	every five 5yr recharter	cada 5 años "recharter"
25	we need more Reading comprehension Intervention	necesitamos mas Intervencion para la comprension de lectura
26	It takes 5 yrs to be bilingual	Se toma 5 años para ser bilingüe
27	The math program was changed	Se cambio el programa de matemáticas
28	It helps a lot to us as parents to participate in the academic development of our kids	Ayuda mucho que nosotros como padre participar en el desarrollo academico de los niños
29	I learned The Charter chant	Aprendí el canto del charter



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**FY 21 KNOW**

1	LAS is determined to educate and introduce bilingualism to students at an early age which includes both English and Spanish.	LAS está decidido a educar e introducir el bilingüismo a los estudiantes a una edad temprana, lo que incluye inglés y español.
2	We need to follow SB 98 as it is the law and we need to inform parents and families about this.	Necesitamos seguir la SB 98 ya que es la ley y necesitamos informar a los padres y familias sobre esto.
3	I know that we're going to start the school year with distance-learning. I know that eventually when it's safe to start blended learning that it Will be made up of two groups A and B alternating coming to school one week on and one week off Monday through Thursday . I also know the siblings will be put in the same group to accommodate parents with multiple children	Sé que vamos a comenzar el año escolar con educación a distancia. Sé que eventualmente, cuando sea seguro comenzar el aprendizaje combinado, estará compuesto por dos grupos A y B que se alternarán para ir a la escuela una semana y una semana libre de lunes a jueves. También sé que los hermanos se colocarán en el mismo grupo para acomodar a los padres con varios hijos.
4	LAS will begin the school with distance learning.	LAS comenzará la escuela con aprendizaje a distancia.
5	5 Learning Points *SB98 - CA legislation regarding school requirements during pandemic *LCAP 2.0 - Needs to be submitted by Sept (required by SB98) *LAS stakeholder surveys - gratitude and health and safety were top remarks by all *LAS educational Program Continuum: 5 stages (stage 1 100% DiLe to Stage 5 100% inperson learning with levels of DiLe + person learning in between) *LAS process: study-think-share	5 Puntos de aprendizaje * SB98 - Legislación de CA con respecto a los requisitos escolares durante la pandemia * LCAP 2.0 - Debe enviarse antes de septiembre (requerido por SB98) * Encuestas de las partes interesadas de LAS - La gratitud y la salud y la seguridad fueron los principales comentarios de todos * Programa educativo de LAS Continuum: 5 etapas (etapa 1 100% DiLe a etapa 5 100% aprendizaje en persona con niveles de DiLe + aprendizaje de persona en el medio) * Proceso LAS: estudiar-pensar-compartir
6	I know the 5 learning points. 1 SB-98 It's the new law that all schools in CA must folow. We must know that some things are different for different counties. Ask if it specifics apply to charter schools or only school districts. 2. Learning Continuity and attendance plan (LCP or LCAP 2.0) It is due in Spetember. We must complete a learning plan. A template will be provided, but will not receive it until Aug. 1. We have 4 buckets to address. 1. Academics 2. Social Emocional wellness 3. Professional Development 4. Nutrition / Operational as well. 3. Surveys very important from students, families and staff. 4. LAS Educational Program Continuum 2020-21 Stages for Dile and in person learning from red-green. 5. LAS process: Study Think -Share (collaborate together)	Conozco los 5 puntos de aprendizaje. 1 SB-98 Es la nueva ley que todas las escuelas de CA deben seguir. Debemos saber que algunas cosas son diferentes para diferentes condados. Pregunte si los detalles se aplican a las escuelas autónomas o solo a los distritos escolares. 2. Plan de asistencia y continuidad del aprendizaje (LCP o LCAP 2.0) Se debe entregar en septiembre. Debemos completar un plan de aprendizaje. Se proporcionará una plantilla, pero no la recibiremos hasta el 1 de agosto. Tenemos 4 canastas para abordar. 1. Académicos 2. Bienestar Social Emocional 3. Desarrollo profesional 4. Nutrición / Operacional también. 3. Encuestas muy importantes de estudiantes, familias y personal. 4. Programa Educativo LAS Continuum 2020-21 Etapas para Dile y aprendizaje en persona de rojo-verde. 5.

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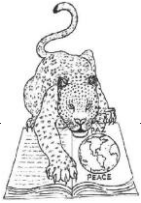


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		Proceso de Aprendizaje de Dos Vías en Español Inmersivo en una Escuela Charter (colaboren juntos)
7	LAS has five learning points: Senate Bill 98 Educational Program Continuum Stakeholder Surveys LCP Plan Process Time	LAS tiene cinco puntos de aprendizaje: Proyecto de ley del Senado 98 Continuo del programa educativo Encuestas a las partes interesadas Plan de LCP Tiempo de proceso
8	-Guidelines to follow are delineated in Senate Bill 98 -Learning Continuity and Attendance Plan (LCP) is the proposal of how we plan to roll out each component that is required for us to meet during this COVID-19 situation. -It is important to consider all of the last Stakeholder Surveys as we complete the LCP. -Bersola created the LAS Educational Program Continuum for 2020-2021; color-coded; states the phases of the delivery of instruction and student presence on campus.	-Las pautas a seguir están delineadas en el Proyecto de Ley del Senado 98 -El Plan de Continuidad y Asistencia al Aprendizaje (LCP) es la propuesta de cómo planeamos implementar cada componente que debemos cumplir durante esta situación de COVID-19. -Es importante considerar todas las últimas Encuestas de Partes Interesadas a medida que completamos el LCP. -Bersola creó un Programa Educativo Continuo LAS para 2020-2021; codificado por colores; establece las fases de la impartición de instrucción y la presencia de los estudiantes en el plantel.
9	I know that there is a law SB 98 that holds all Californians to the same standard. Now all Californians know that Third Graders must have daily interaction with a certificated teacher, must have 3 hours of instruction a day and that if they are not participating 60% of the time there will be a process to help them get back to full participation. I know that we are on 100% Dile at least through September. I know that every student at LAS will have a device. I know that some students will have Long Term Dile if they are medically fragile and others might be short term if they are quarantined. I am glad that there are parameters that we can all use to speak the same language.	Sé que hay una ley SB 98 que mantiene a todos los californianos en el mismo estándar. Ahora todos los californianos saben que los estudiantes de tercer grado deben tener interacción diaria con un maestro certificado, deben tener 3 horas de instrucción al día y que si no participan el 60% del tiempo, habrá un proceso para ayudarlos a volver a participar plenamente. Sé que estamos en 100% Dile al menos hasta septiembre. Sé que todos los estudiantes de LAS tendrán un dispositivo. Sé que algunos estudiantes tendrán Dile a largo plazo si son médicamente frágiles y otros pueden ser a corto plazo si están en cuarentena. Me alegra que haya parámetros que todos podemos utilizar para hablar el mismo idioma.
10	SB 98 is a law that will help guide us in planning our distance learning. LCAP, surveys, LAS Educational Program and the LAS Process are the 5 learning points	SB 98 es una ley que nos ayudará a guiarnos en la planificación de nuestro aprendizaje a distancia. LCAP, encuestas, Programa Educativo LAS y el Proceso LAS son los 5 puntos de aprendizaje
11	Big Picture of Sb98, Change from LCAP to LCP, use of stakeholder surveys, Educational Program Continuum, Study-Think-Share.	Panorama general de Sb98, cambio de LCAP a LCP, uso de encuestas a las partes interesadas, Programa Educativo Continuo, Estudiar-Pensar-Compartir
12	I'm not a fan of looping in the lower grades. I'd live it if my children could experience new teachers and educational styles each year and get the opportunity to make new friends from other classes.	No me gusta que los estudiantes se queden con el mismo maestro por más de un año en los grados inferiores. Me gustaría si mis hijos pudieran convivir con nuevos maestros y una variedad de estilos educativos cada año y tuvieran la oportunidad de hacer nuevos amigos en otras clases.
13	Are students in hybrid doing a good job keeping their masks on and keeping six feet apart?	¿Los estudiantes del programa híbrido si están haciendo un buen trabajo manteniendo sus máscaras puestas y manteniendo una distancia de seis pies?



## Academia de Idiomas de Sacramento Language Academy of Sacramento



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14	How would you address diminished Spanish speaking skills that occurred with EO students during DL	¿Cómo abordar las habilidades de español para los estudiantes dominantes del Inglés durante la DiLe?
15	96% of families recommend LAS	96% de las familias recomendaron a LAS
16	It is not yet known whether the children will be able to physically go to school next year.	Todavía no se sabe si el año que viene los niños van a poder ir a la escuela físicamente.
17	Even with DiLe, students, families and staff like our school and would recommend LAS to other families.	Incluso con DiLe, a los estudiantes, las familias y el personal les gusta nuestra escuela y recomendarían LAS a otras familias.
18	Parents and kids continue to love LAS!	¡Los padres y los niños continúan amando a LAS!
19	Only about 18 students have had serious problems signing on to Zoom!	¡Solo unos 18 estudiantes han tenido serios problemas para registrarse en Zoom!
20	I know that 92% of students like their school. I know that we have some families with severe attendance problems.	Sé que al 92% de los estudiantes les gusta su escuela. Sé que tenemos algunas familias con graves problemas de asistencia.
21	Most families completed the survey; students, staff and families overwhelmingly approve of/like/recommend LAS	La mayoría de las familias completaron la encuesta; los estudiantes, el personal y las familias aprueban de gran manera / les gusta / recomiendan LAS
22	I learned that our survey participation dropped.	Aprendí que nuestra participación en la encuesta disminuyó.
23	I learned most kids are happy at LAS. I learned that most families would recommed LAS to families. I learned that really uses surveys we take when planning . I meant: I learned LAS really uses all surveys we fill out . . .	Aprendí que la mayoría de los niños son felices en LAS. Aprendí que la mayoría de las familias recomendarían LAS a las familias. Aprendí que realmente se utilizan las encuestas que realizamos al planificar. Quiero decir: aprendí que LAS realmente usa todas las encuestas que llenamos. . .
24	Thank you all very much for all the help you have given me in the education of my children, you do an excellent job.	Muchas gracias a todos por toda la ayuda que me han brindado en la educación de mis hijos, hacen una exelente trabajo.
25		
26	Thank you LAS staff! You rock! Stay amazing!	¡Gracias al personal de LAS! ¡Eres a todo dar! ¡Mantente increíble!
27	Thank you so much for everything!	¡Muchas gracias por todo!
28	DeLeon- Thank you for being a great leader!	DeLeon- ¡Gracias por ser un gran líder!
29	Thank you for trying to align the spring break/SCUSD's	Gracias por intentar alinear las vacaciones de primavera / SCUSD

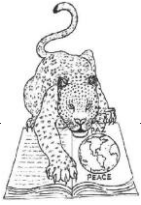


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**FY20 WANT TO KNOW**

1	How are goals created?	Cómo son creadas las metas?
2	What are our goals?	Cuales son nuestras metas?
3	How is input provided for goals?	Cómo se recopilan los aportes para las metas?
4	Who writes it?	Quien lo escribe?
5	How do we choose priorities from these know/want to know statements?	¿Cómo escogemos prioridades de estas declaraciones lo que se/lo que quiero saber?
6	What are the triangle's in the plan from last year to this year?	¿Cuáles son los triangulos en el plan del año pasado a este año?
7	How are the goals created?	¿Cómo son creadas la metas?
8	How is input gathered and used for plan?	¿Cómo se recopilan y utilizan los aportes para planificar?
9	How choose priorities?	¿Cómo escoger prioridades?
10	Biggest changes w/ new LCAP	Cambios grandes con el nuevo LCAP
11	What are our strengths and weaknesses?	¿Cuáles son nuestras areas fuertes y nuestras areas debiles?
12	Parents need tools also what's availabe?	Los padres necesitan herramientas tambien que está disponible?
13	What did teachers do to help the students? - workshop and packets	Que hicieron maestros para ayudar a los alumnos? - taller y paquetes.
14	how do you share them for all of the grades?	como lo comparten para todos grados?
15	Is there tutoring?	Hay tutoria?
16	How do they choose the students that need intervention?	Como eligen los estudiantes que necesitan intervention?
17	outside tutors- community service?	tutores de afuera- servicio a la comudidad?
18	how are teachers trained specially w/new system so they know next grade. how are superioridad math? how are they mastering the content.	¿cómo se capacita a los maestros especialmente con nuevo sistema para que sepan el próximo grado? ¿cómo son las matemáticas de superioridad? ¿cómo están dominando el contenido?
19	in the upper grades the students are separated based on level	en los grados superiores, los estudiantes se separan según el nivel
20	What can parents do to be more involved in the classroom with higher grades	Que pueden hacer los padres para estar mas involucrado en el salon con grados mas grandes?
21	reading buddies. still exist?	compañeros de lectura. aún existe?
22	How often do outside experts are brought in?	Que tan seguido traen a expertos de afuera?
23	I would like to know about doing monthly meeting where parent, and teachers meet to discuss math strategies and ways parents can learn to help at home with math.	Me gustaría saber acerca de las reuniones mensuales donde los padres y los maestros se reúnen para discutir estrategias de matemáticas y las formas en que los padres pueden aprender a ayudar en casa con las matemáticas.
24	If they could do a poll with the kids to know if there is a general problem in which they are all confused in math, how to understand concepts to understand how we can help as parents and	Si pudieran encuestar a los niños para saver si hay un problema en general en los que todos estan confundidos en matematicas, como entender conceptos para entender como podemos ayudarlos

# Academia de Idiomas de Sacramento Language Academy of Sacramento



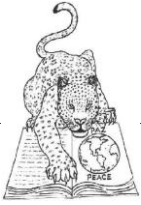
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	teachers.	como padres y niños
25	Will math groups still exist to help parents and children?	¿Seguirán existiendo los grupos de matematicas para ayudar a los padres y los niños?
26	Could we also motivate the children in spelling (writing)?	¿Se podría motivar también a los niños en ortografía (escritura)?
27	how do we account for environmental & how it affects test taking & performance.	cómo tenemos en cuenta el medio ambiente y cómo afecta la toma de pruebas y el rendimiento.
28	Why are we still at 50% How can we elevate?	Por qué aún estamos en 50% ¿ Como podemos mejorar ?
29	Kids are struggling	Los niños están batallando
30	The importance of the results in spanish.	La importancia de los resultados en el español.
31	My daughter is in kinder. How can I help prepare my daughter/son. When they get to 3rd grade and they take the assessments?	Mi hija está en kinder. Como puedo ayudar a preparar a mi hija/o para ¿cuándo llegue al 3er grado y tome los exámenes?
32	How do ELPAC Standards apply to dual immersion	¿Cómo se aplican los estándares ELPAC a la doble inmersión?

## FY21 WANT TO KNOW

1	I would like to know will more support be provided to English speaking only households during these virtual lessons? During the first zoom meeting sept 8th, 2020, there was no English translation for the parents nor students. As parents, how can we assist our children without being able to follow along and understand what is being ask of the students ourselves? Although seesaw provides an English translation ( which is helpful), the live virtual lesson does not leaving both parents and students frustrated, antsy, and lost unable to follow along. As students and parents, it is quite difficult to sit still, look, and listen to lessons solely in Spanish with no guidance for that amount of time.	Me gustaría saber si se brindará más apoyo a los hogares que solo hablan inglés durante estas lecciones virtuales. Durante la primera reunión de zoom el 8 de septiembre de 2020, no hubo traducción al inglés para los padres ni para los estudiantes. Como padres, ¿cómo podemos ayudar a nuestros hijos sin poder seguir y entender lo que se les pide a los estudiantes? Aunque seesaw proporciona una traducción al inglés (lo cual es útil), la lección virtual en vivo no deja tanto a los padres como a los estudiantes frustrados, ansiosos y perdidos incapaces de seguir el curso. Como estudiantes y padres, es bastante difícil quedarse quietos, mirar y escuchar lecciones únicamente en español sin una guía durante ese tiempo.
2	What flexibility do we have with synchronous teaching as it relates to SB 98 and our DiLe schedules across all grade levels.	¿Qué flexibilidad tenemos con la enseñanza sincrónica en lo que se refiere a SB 98 y nuestros horarios DiLe en todos los niveles de grado?
3	I would like to know how socialization among students is going to look like during school hours once blended learning starts. Ex: while eating, in the playground etc. also how about having an after school program? Like the YMCA? Right now the YMCA is having a summer program with small groups (under 10) of students. Seems to be working well, & they eat lunch outdoors. If and when blended blended learning starts perhaps the YMCA can also so be available to fulfill the after school needs of families like mine.	Me gustaría saber cómo será la socialización entre los estudiantes durante el horario escolar una vez que comience el aprendizaje combinado. Ej .: mientras come, en el patio de recreo, etc. también ¿qué tal tener un programa después de la escuela? ¿Como YMCA? En este momento, la YMCA está teniendo un programa de verano con grupos pequeños (menos de 10) de estudiantes. Parece estar funcionando bien y almuerzan al aire libre. Si y cuando comience el aprendizaje mixto, quizás el YMCA también pueda estar disponible para apoyar las necesidades

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		<p>después de las clases en familia. Charter School</p>
4	<p>How will students be graded? How many lessons/zoom meetings are teachers expected to have per week? What are my expectations as a teacher? How will teachers with children at home be supported? How will students be assessed? How will families with working parents be supported? In MS, we teach 6 different classes. Are we expected to teach all classes in DL? Will we transition into blended learning? How?</p>	<p>¿Cómo se calificará a los estudiantes? ¿Cuántas lecciones / reuniones de zoom se espera que tengan los maestros por semana? ¿Cuáles son mis expectativas como maestra/o? ¿Cómo se apoyará a los maestros con niños en casa? ¿Cómo se evaluará a los estudiantes? ¿Cómo se apoyará a las familias con padres que trabajan? En la secundaria impartimos 6 clases diferentes. ¿Se espera que enseñemos todas las clases en aprendizaje a distancia? ¿Haremos la transición al aprendizaje mixto? ¿Cómo?</p>
5	<p>I'd like to know what areas to focus our efforts on during DiLe, as the instructional minutes, though more than last trimester, are not enough to cover all subjects/standards. What should we prioritize? Should it vary from student to student based on strengths/weaknesses? Maybe our PD this August can include time to discuss this with our grade level and looping cohorts...</p>	<p>Me gustaría saber en qué áreas enfocar nuestros esfuerzos durante DiLe, ya que los minutos de instrucción, aunque más que el último trimestre, no son suficientes para cubrir todas las materias / estándares. ¿Qué debemos priorizar? ¿Debería variar de un estudiante a otro según las fortalezas / debilidades? Tal vez nuestro PD este agosto pueda incluir tiempo para discutir esto con nuestro nivel de grado y cohortes de bucle ...</p>
6	<p>When in person learning was taking place, in TK students were at school for 3 1/2 hrs. That included 15 minute recess. I think that 3 hrs of work daily for DiLe in TK is too much. In the spring parents were requesting that I send less work when I was sending 5 assignments daily on seesaw. These assignments included reading for 10 min, math, phonemic awareness, writing and phonics practice. I decreased assignments to 3 daily and no writing on Friday. Art was done on Friday in lieu of writing. I believe that if administration provided webinars or zoom meetings with parents so parents would understand what the State requirements are in terms of attendance, instructional minutes and grading, families would understand the responsibility that each stakeholder has. Families would be more receptive to understanding why assignments need to be completed and participation in zoom meetings are required. When it only comes from the teacher, it may be seen as this teacher is very demanding rather than these are the school and state requirements because they heard it from LAS administration. I feel that in the Spring families did not have much communication with Administration and it was mainly communication with teachers. Administration sent surveys, emails and robo calls but live meetings were not held. Webinars would be a good choice because if families are not able to attend and ask their questions they would have access to webinar later and prepare their questions.</p>	<p>Cuando se estaba llevando a cabo el aprendizaje en persona, los estudiantes de TK estaban en la escuela durante 3 horas y media. Eso incluyó un receso de 15 minutos. Creo que 3 horas diarias de trabajo para DiLe en TK es demasiado. En la primavera, los padres me pedían que enviara menos trabajo cuando enviaba 5 tareas diarias en el seesaw. Estas asignaciones incluyeron lectura durante 10 minutos, matemáticas, conciencia fonémica, escritura y práctica fonética. Disminuí las tareas a 3 diarias y no escritura los viernes. El arte se hizo el viernes en lugar de la escritura. Creo que si la administración ofreciera seminarios web o reuniones de zoom con los padres para que los padres entendieran cuáles son los requisitos estatales en términos de asistencia, minutos de instrucción y calificaciones, las familias comprenderían la responsabilidad que tiene cada parte interesada. Las familias estarían más receptivas a comprender por qué se deben completar las asignaciones y se requiere la participación en las reuniones de zoom. Cuando solo proviene del/la maestro/a, puede verse como este maestro/a es muy exigente en lugar de estos son los requisitos de la escuela y el estado porque lo escucharon de la administración de LAS. Siento que en la primavera las familias no tuvieron mucha comunicación con la Administración y fue principalmente</p>

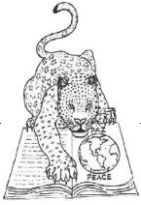
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		<p>comunicación. También se enviaron correos electrónicos y llamadas automáticas, pero no se llevaron a cabo reuniones en vivo. Los seminarios web serían una buena opción porque si las familias no pueden asistir y hacer sus preguntas, tendrán acceso al seminario web más tarde y prepararán sus preguntas.</p>
8	<p>I had a question about the LAS Process: Study-Think-Share (Sorry- I missed this part of the meeting as I had to check on my youngest daughter) Does this mean that the LCP will be shared with staff and we will need to make sure we understand it fully in order to share the same information to other staff members, students, and parents? Or does it refer to each of the previous 4 learning points? I just need clarification on this. I am sure you will go over it at the staff meeting on Friday, so I will pay attention to your explanation then.</p>	<p>Tenía una pregunta sobre el proceso de LAS: Estudiar-Pensar-Compartir (Lo siento, me perdí esta parte de la reunión porque tenía que ver cómo estaba mi hija menor) ¿Esto significa que el LCP se compartirá con el personal y tendremos que asegurarse de que lo entendamos completamente para poder compartir la misma información con otros miembros del personal, estudiantes y padres? ¿O se refiere a cada uno de los 4 puntos de aprendizaje anteriores? Solo necesito una aclaración sobre esto. Estoy seguro de que lo repasará en la reunión de personal del viernes, así que prestaré atención a su explicación en ese momento.</p>
9	<p>I want to know if students can be in break-out rooms of Zoom alone, with someone who is not certificated or if it must be certificated. I want to know if LAS will come up with a document that shows what each grade level is expected to do so we can have a age appropriate plan for the parents to understand. I want to know if we are going to continue to plan the hybrid model so that we can be ready when that time comes. I want to know if we can have a distribution/collection time weekly so that we can hand out materials for work at home and collect materials already used (work, books, etc.)</p>	<p>Quiero saber si los estudiantes pueden estar solos en las salas para grupos pequeños de Zoom, con alguien que no esté certificado o si debe estarlo. Quiero saber si LAS elaborará un documento que muestre lo que se espera que haga cada nivel de grado para que podamos tener un plan de edad apropiado para que los padres lo comprendan. Quiero saber si vamos a seguir planificando el modelo híbrido para estar preparados cuando llegue ese momento. Quiero saber si podemos tener un tiempo de distribución / recolección semanal para poder repartir materiales para el trabajo en casa y recolectar materiales ya usados (trabajo, libros, etc.)</p>
10	<p>What or how we will begin working on August 10th. Will we have the option of on campus or off campus - will we be preparing classrooms at all, only planning to begin distance learning or will we also have PD meetings? How many minutes will we be zooming in with kindergarteners (my opinion is 30 minutes max due to their attention span). Will we be expected to zoom daily with our students or can we also do small groups throughout the day? Will we be able to schedule a day for pick up materials or can they be included with the devices they will be checking out?</p>	<p>Qué o cómo comenzaremos a trabajar el 10 de agosto. ¿Tendremos la opción de estar en el plantel o fuera del plantel? ¿Estaremos preparando las aulas, solo planeando comenzar el aprendizaje a distancia o también tendremos reuniones de desarrollo profesional? ¿Cuántos minutos estaremos haciendo zoom con los niños de kindergarten (mi opinión es un máximo de 30 minutos debido a su capacidad de atención)? ¿Se espera que hagamos zoom a diario con nuestros alumnos o también podemos hacer grupos pequeños a lo largo del día? ¿Podremos programar un día para recoger materiales o se pueden incluir con los dispositivos que estarán retirando?</p>
11	<p>With new standards being taught are we resuming to</p>	<p>Con la enseñanza de nuevos estándares,</p>

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	regular grading or different categories of grading?	¿están usando diferentes categorías de calificación?
12	Does LAS do GATE testing? If not, why not?	¿LAS tiene GATE (Educación para Estudiantes Dotados y Talentosos)? ¿Si es no, por qué no?
13	How will you give EO students more opportunities to practice conversational Spanish (they don't really get to practice speaking Spanish during DL)?	¿Cómo les dará a los estudiantes del dominio del Inglés más oportunidades para practicar el español conversacional (realmente no pueden practicar hablar español durante la DiLe)?
14	How can you encourage more Spanish speaking opportunities for students to engage in during DL	¿Cómo puede animar para tener más oportunidades de hablar español para que los estudiantes participen durante DiLe?
15	Will there be after school programs? Will the tutoring continue for las students?	¿Habrá programas para despues de clases? ¿Continuarán con la tutoría para los estudiantes de las?
16		
17		
18	What was the best thing that happened during DiLe? What was the biggest challenge during DiLe for families?	¿Qué fue lo mejor que pasó durante DiLe? ¿Cuál fue el mayor desafío para las familias durante DiLe?
19	I would like to know what responses my students gave during the survey for my class!	¡Me gustaría saber qué respuestas dieron mis estudiantes para mi clase durante la encuesta!
20	I guess I want to know if my student is one of those students.	Supongo que quiero saber si mi alumno es uno de esos alumnos.
21	Why did more families not complete the survey?	¿Por qué más familias no completaron la encuesta?
22		
23		
24		
25	When are parent council meetings?	¿Cuándo son las reuniones del concilio de padres?
26		
27		
28		
29		
30	Will ASES resume as it was in the past years in 2021/2022. How will students be selected for ASES?	¿Se reanudará ASES como en los últimos años en 2021/2022? ¿Cómo se seleccionarán los estudiantes para ASES?
31	Can you remind us how the LCAP money is used?	¿Puedes recordarnos cómo se usa el dinero de LCAP?

**Annual Update for Developing the 2021-22 Local Control and Accountability Plan**

**Annual Update for the 2019–20 Local Control and Accountability Plan Year**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento (LAS)	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

**Goal 1**

<p>New Goal <b>This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</b></p>
<p><b>Goal 1: ACADEMIC PERFORMANCE - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</b></p>

State and/or Local Priorities addressed by this goal:

<p>State Priorities: [List State Priorities Here] State Priorities: <b>1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; 5) Pupil Engagement; 6) School Climate; 7) Course Access; 8) Other Student Outcomes</b></p>
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**Annual Measurable Outcomes**

Expected	Actual

Expected	Actual
<p>ELA</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA:</u></p> <p><u>G3.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A</u> All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> <p>G3.3 To be redefined by SPED Team for FY22-24</p>



Expected	Actual
SLA EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	FY20 No SBAC Data due to C19 closure  FY20 No LAS Data due to C19 closure

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Expected	Actual
<p>MATH</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math-</u> New; First year implementation. LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u></p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> <p>G4.3 To be redefined by SPED Team for FY22-24</p>

Expected	Actual
<p>ELL</p> <p>External Accountability:</p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.            (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Internal Accountability:</p> <p>G5.1 <u>LAS Reading Benchmark</u>- By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p>G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p>	<p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p>

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Planned Action/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p>\$ 4,154,938;</p> <p>Title 1: \$116,081 (OC:1100); \$5,600 (OC:1101); \$17,220 (OC:1920) and</p> <p>Title 2: \$15,000 (OC:5863)</p>	<p>TBD</p>
<p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Continue administration of Gr8 diagnostic College Board exams in Spanish</p>		
<p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>		
<p>ELL</p> <p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p>		

Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed

All core subjects instruction are based on Common Core State Standards

Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials

School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.

Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 1 is about Academic Performance and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of the administration of the College Board Spanish SAT and AP practice tests, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. Teaching and learning: assessment (state and schoolwide) and evaluation, have changed dramatically and overall, have presented insurmountable demand of preparation time and effort from all stakeholders. Fortunately, LAS works well as a collective and has embedded cultural habits of collaboration in a cooperative working environment. Together, via the LAS PACT.O Agreement (Progress, Attendance, Communication, Teamwork, and Opportunities), LAS is successfully navigating the interruption caused by the COVID-19 global pandemic. As of April 2021, student attendance is remains high at 97% with chronic absenteeism at about 3%. LAS will continue to research and analyze the ramifications of the schooling interruptions of students during the FY21 school year and design programs the would be focused on learning recovery both academically and social-emotionally.

**Goal 2**

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

**Goal 2: ACADEMIC ENGAGEMENT – LAS G1. Low Chronic Absenteeism and High Attendance Rate**

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; **5) Pupil Engagement;** 6) School Climate; **7) Course Access;** 8) Other Student Outcomes

**Annual Measurable Outcomes**

Expected	Actual
<p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% (<i>Annual middle school dropout rate</i>)</p>	<p>G1.0 and 1.1 Goals met: 96% for FY20 (Ending on March 13, 2020 due to C19 closure)</p> <p>Goals met for Chronic Absenteeism rates and Middle school dropout rate</p>

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas</p>	<p>\$ 542,744 (Codes: 2000, 5000)</p>	<p>TBD</p>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 2 is about Academic Engagement and the drivers for this goal’s trajectory is the LAS staff: certificated and classified personnel. With the exception of replacing meeting venues from live, in-person gatherings to majority being ZOOM meetings, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LAS continues to be vigilant in checking via its stakeholders surveys: students, families, and staff, as it designs teaching and learning scenarios in the context of unpredictable COVID-19 pandemic. Keenly aware of the importance of social-emotional well-being and sense of connection, LAS staff continued with focus its MTSS, IPT to reengage students as well as various family outreach via Parent as Partners and Anti-Racism workshops during the year. All parent governing bodies continued to meet, setting and implementing goals for the school.



**Goal 3**

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

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. **Basic**; 2. Implementation of Standards; 3. **Parent Involvement**; 4) **Pupil Achievement**; 5) **Pupil Engagement**; 6) **School Climate**; 7) Course Access; 8) Other Student Outcomes

**Annual Measurable Outcomes**

Expected	Actual
G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.	No Data for FY20 due to C19 Closure; FY21 TBD
<i>High participation rate</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.” G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.” G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”	No Data for FY20 due to C19 Closure  Goals met in FY2: Survey Data as of April, 2021 G6.0: 92% G6.1: 96% G6.2: 100%

Expected	Actual
<p>Maintain or increase current data of annual total number of volunteer hours  <i>(LCAP reported items:  Annual total number of volunteer hours)</i></p> <p>Maintain or increase current percentage of voter participation in governance elections  <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>	<p>No Data for FY20 due to C19 Closure</p> <p>Goals Met: FY21 Data is based on the number of Parent Association (7 mtgs), Parent Council (9 mtgs) and LAS Board (14 mtgs), via zoom. Meetings average 2-3 hrs with an average of 15-30 attendees.</p> <p>Not Met: FY21 Board Nov.2020 Election participation: 29% (Conducted when school was in full distance learning)</p> <p>Not Met: FY21 Family April Survey participation: 71% (Conducted when school was in full distance learning)</p> <p>Goal Met: All board family and community member positions are filled and represented</p>



## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue high level of student engagement academically and socio-emotionally Continue to closely monitor student suspension trends: schoolwide and for identified subgroups Continue close monitoring of subgroups and areas of need via MTSS process Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	\$ 1,413,948; Title 1: \$25,000 (OC:4100); \$39,060 (OC:4200); \$1,000 (OC:5800)	TBD
Continue administering stakeholder survey data annually and monitor for areas of improvement		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services delineated in this section were implemented to its fullest possibility given the COVID-19 school closures and consequent interruptions to teaching and learning. The data for the suspension rate seem irrelevant given that LAS's focus this year is student engagement and re-engagement, particularly during distance learning. This year, additional expenditures for staffing were allocated for expanded learning as well of establishments of in-person learning hubs as the county gave permission and made them allowable.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As mentioned earlier, the greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. That said, LAS remains steadfast in fulfilling its school mission and collectively, work together to adapt to the quick changes to the health and safety mandates while complying with the new legislations that dictate the requirements for schooling during the COVID-19 crisis. Overall, LAS has definitely become more sophisticated in using various communication modes to reach out to students, families, and staff, in order to get our collective work done and continue the teaching and learning integrity of the dual language program.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Covid-19 Health and Safety Materials: Health Screening Tools: Thermometers, Personal Protective Equipment: Face coverings, soap, hand sanitizer; Disinfecting Materials: Paper towels, goggles, disinfectant, spray bottles; Plexi-glass: Barriers for scenarios of 1:1 teaching/testing sessions – i.e. ELPAC Initials	14,035	14,035	N
Handwashing Stations: Additional set ups	40,000	40,000	Y
HVAC/Air Filters in classrooms	14,000	14,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Aside from the changes in planned versus actual timeline when these listed actions were completed, all of the above were accomplished before students arrived for hybrid schooling in the spring.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The challenges for in-person instruction set up whether it is for learning hubs or for hybrid begin and end with the health and safety mitigation factors requirements (and its changing nature from the federal, state, to county) and their actual implementation. So much of

the mitigation factors implementation successes rely on individual compliance and this is always difficult to predict and/or navigate at the schoolwide level. Nonetheless, LAS works well as team and have found ways and means to make coming back to school after spring break happen for students and staff.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional technology for DiLe: Wifi- hotspots, headsets, and laptops/devices for staff	170,000	170,000	Y
Special Education support staff: Instructional Assistants, Psychologists, Counselor	215,060	215,060	Y
Homeless- Identification, Outreach and Services: Expansion of efforts to ensure access to devices and connectivity, especially during living situations transitions.	160,853	160,853	Y
Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.	166,900	166,900	Y
Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards –aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID.	225,258	225,258	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All delineated planned actions and budgeted expenditures for the distance learning program continues to be implemented as planned with the exception of the line item on Homeless Outreach and Services. Although the actions and services described on this item continues, there may be some difference in the budgeted amount as written, depending on the number of actual students who qualify under the subgroup.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

LAS staff utilized the LAS PACT.O Agreement as its guide in the implementation of all actions related to the various Distance Learning Program areas: 1) Continuity of Instructions, 2) Access to Devices and Connectivity, 3) Pupil Participation and Progress, 4) Distance Learning Professional Development, 5) Staff Roles and Responsibilities, and 6) Support for Pupils with Unique Needs. By doing so, the entire staff understood the same compass and hence, parameters of our individual and collective decisions and actions and how these contributed to our work as a team. Of all the areas above, LAS’s main focus at this time is understanding the learning recovery support in academics and in social-emotional well-being that students need, depending on their grade level, developmental stage, and linguistic needs and various exceptionalities. Fortunately, LAS now has an expanded way to respond to these needs and design programs for various venues: distance learning, im-person, and hybrid.

### Pupil Learning Loss

#### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LAS Summer Programs: Online summer programs offered to various grade level students identified as needing more support	19,983	19,983	Y
Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation	15,964	15,964	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All delineated items for this section continue to be implemented. LAS looks forward to expanding learning recovery programs such as summer programs with the integration of funding from various sources such as the Expanded Learning Opportunities Grant (ELOG) and ESSER funds.

### **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

LAS recognizes the challenge of implementing assessments designed for in-person administration during a distance learning setting. Consequently, LAS will be implementing MAP Growth for English and Spanish Reading this spring with hope to gain a more accurate picture of the needs for learning recovery academically. Note: LAS will continue its second full year implementation of MAP Growth mathematics assessment for the same purpose mentioned above.

### **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

LAS has an established SEL daily classroom expectations school-wide. During the spring closures, teachers witnessed firsthand the crucial role of SEL in creating a safe, nurturing environment for students during distance learning. LAS recognizes that the SEL community culture of our school will help us transition to the various stages of the LAS Continuum, depending on the COVID-19 state and county measures. To date, LAS has conducted several surveys checking with families about the mental well-being of their students. Excerpt from LAS LCP regarding end-of year, Family Survey data (June, 2020) states that, *“About 52% of families noticed a change in mood or emotional state.”* As of the April, 2021 Family Survey, *“54% of families”* responded the same way. In both surveys, 71% of families stated that they *“are aware of resources for emotional support on the LAS website.”* This is an important place of trajectory for our research and work in delving more about understanding the landscape of mental health and social-emotional well-being of our students. Our work continues.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Last spring, all of LAS mobilized to ensure barriers to learning engagement during distance learning that can be addressed, changed, and improved by LAS acted on. Throughout this year, all of LAS, once again, collectively responded to the needs of our students and their families to maintain engagement. The following are strategies specific to the various levels of re-engagement protocols needed with the key assumption that the underlying protocols are implemented from the foundational supports level or base of the tiered triangle: 1) Tier 1- Students with regular attendance are continued to be encouraged via positive relationships, consistent caring communication and recognition of effort, 2) Tier 2- Students with attendance gaps will receive phone calls home, email communication to families, additional support with technology access, 3) Tier 2 – Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact – Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed. There continues to be challenges in reaching particular families but LAS is determined and continues to find means and ways to outreach and reengage them.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Language Academy of Sacramento (LAS) contracts nutrition services from our sponsoring district, Sacramento City Unified School District (SCUSD). This partnership has proven to be beneficial on both parties and it has created a seamless process to ensure our students who need such support is provided with consistency.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Multiple Areas: Academic Progress, Mental Health and	School Psychologist: An important staff role in order to support assessment, screening, and identification of learning	125,736	125,736	Y



Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Socio Emotional Wellbeing and Pupil and Family Engagement	exceptionalities as well as in leading the LAS MTSS and IPT schoolwide processes.			
Mental Health and Socioemotional Wellbeing	Counselor and Office Staff: Focus group on the schoolwide implementation of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) program initiatives and its expansion to address distance learning. Lead in professional development on addressing trauma induced by COVID.	250,177	250,177	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

These two additional actions are placed here because they apply for both the sections on Mental Health and Social-Emotional Well-being and Pupil and Family Engagement. Please refer to the written statements above.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There are two binding threads that have sustained our work at LAS during this challenging year: 1) Collectively understanding of our PACT.O Agreement, and 2) Constant check-ins and communication. Everything that has been accomplished thus far has been a result of individuals who have chosen to work for the good of the whole. At LAS, staff, students and families remained connected via ZOOM and made decisions on how to move forward to various stages of school re-opening stages, by “talking together” often, and for very long blocks of time via Parent Meetings, and Staff and PD Meetings.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

LAS will continue to abide by its charter petition external and internal accountability assessment and evaluation metrics. Moreover, it will implement for the first time, MAP Growth in English and Spanish Reading from Grades 3-8. The goal is that by the start of Fall 2021, LAS will have a MAP Growth baseline in Math and Reading in both languages and hence, from that point, design expanded learning opportunities for all students to begin their learning recovery in academics.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

LAS has yet to gather assessment data and conduct analysis of the impact of the actions and services identified as contributing towards meeting the increased or improved services requirement versus those that are actually implemented. As FY21 comes to an end, LAS looks forward to disaggregating various data sets such as after-school intervention program data as to compare performances of students from LAS subgroups: EL, RFEP, Latino, SED, and SWD versus those students who do not belong in such subgroups.

### **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

LAS FY19 LCAP goals are designed to mirror the CA Dashboard accountability categories: 1) Academic Performance, 2) Academic Engagement, 3) Conditions and Climate. These categories will continue to serve as an organizing framework for our new LAS FY22-24 LCAP. The LAS Learning Continuity Plan (LCP) will forever serve as our initial draft, drawing board per se, for what a hybrid schooling scenario could look like. Elements of distance learning design from the LCP will definitely be integrated in the new LCAP as it is the only logical way to now make plans for teaching and learning in the era of fragile unpredictability due to crisis of enormous magnitude such as a global pandemic.



**Local Control and Accountability Plan: PART2: LCAP** (Draft v052721 1PM)

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916.277.7137

**Plan Summary [FY21-22]**

**General Information**

A description of the LEA, its schools, and its students.

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school’s opening in 2004, LAS enrollment has grown from 228 students to 611 for the 2020-21 school year. As of June 2021, there are 802 children on the LAS waiting list.

**LAS Demographics**

For 2020-21, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 43% English Learners and 12% qualifying for Special Education services. About 92% of the students are Latino, 2% Black/African Americans, 4% White, 0.7% Asian, 0.5% Filipino, and 0.3% other. Fifty-eight (58%) of the families at LAS identify Spanish as their primary language while others identify as 41% English, 0.16% Cantonese and 0.16% Russian

**LAS Mission**

The LAS mission is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

**LAS Academics**

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 17<sup>th</sup> year, LAS has become the areas only TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

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

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

**Reflections: Successes**

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

CA Dashboard Data for FY20 is not available due to COVID-19 school closure. LAS will update this section as soon as CA Dashboard Data becomes available for FY21. Moreover, LAS is still in the midst of gathering academic growth performance internal data for Math and Reading. TBD

**Reflections: Identified Need**

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

Although final end-of-year data is not yet available, LAS has had an on-going conversation as a community as to the emerging learning recovery needs of students academically and socio-emotionally. There is definitely a need for a more efficient school wide assessment in the core subjects that can provide academic performance data with expediency and at the same time be flexible enough to be administered in-person, remotely, or hybrid. Furthermore, staff needs professional development time to learn about these assessment settings as well as its analysis and reporting elements. LAS also needs to consider expanding its teacher leadership and identifying core staff members for possible one-year special assignment positions with the intent to build leadership capacity for various components of the charter school such as learning recovery program development and opportunities. LAS’schoolwide expanded learning programs need to continue to be innovative and all -encompassing in nature, in order to address wholistically the needs of students. In FY21, LAS implemented intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

**LCAP Highlights**

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

[LAS Facts  
Academics:  
● Congruent to the Dual Immersion Research, and based on LAS historical data, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district schools/students and the State of California peer group in English, while simultaneously learning Spanish.  
● LAS's educational model provides area high schools with the only students prepared to enroll in Advanced Placement Spanish courses.  
Basic Infrastructure:  
● As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.  
●  
● (Update) As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

- As of 2021, the access to technology for students in Grades TK-8 is a 1:1 ratio.

#### Climate and Parent Engagement:

- Based on the 2018 student survey, 95%-97% of students agreed with the statement, "It is important to me to learn to read and write in English and Spanish, respectively," and recently, based on the 2021 survey, 90% responded, "I like my school."
- Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 96% stating they would recommend the school to others (Based on 2021 Parent Survey Data).

#### Statewide Recognition:

- According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.
- In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.
- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

#### International Recognition:

- Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:
  - A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).
  - The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).

**Comprehensive Support and Improvement (Not Applicable for LAS)**

**Stakeholder Engagement**

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

**WHAT - WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

March 23 - April 3, 2021

LAS

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

By June 11, 2021

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

LCAP Stakeholder Outreach and Consultation Dates 2020-2021:

Stakeholder Group	Date
Governing Board Meeting and Retreat	2020: 8/28, 9/25, 10/30, 11/20, 12/18 2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25
Parent Council Meeting/ELAC/SSC	2020: 9/2, 9/23, 10/14, 11/14, 12/2 2021: 3/11, 4/1, 5/6



Parent Association Meeting	2020: 9/2, 9/23, 10/14, 11/4 2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12
Staff Meeting and PD Meetings	2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18 2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29
CDT Committee Meeting	2020: 10/1, 10/2, 11/12, 11/17, 12/10 2021: 2/4, 3/11, 4/14

*ITEM 3: LAS Public Hearing*  
*Public comments are welcome at all monthly*  
*Governing Board Meetings*  
 Friday, May 28, 2021 and June 25, 2021 @ 5:30PM  
 LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826  
  
 For more information call: 916.277.7137 or  
 provide feedback online via the LAS Stakeholder Surveys Know/Want to Know  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

A summary of the feedback provided by specific stakeholder groups.

TBD for the FY21 Feedback Analysis: LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share,

discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed “What I Know” and “What I Want to Know” form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for FY20 and FY21::

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
- 2) A continuation from previous year, LAS LCAP Advisory group members facilitated small group learning sessions and recorded, “What I Know” and “What I Want to Know,” comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 3) As of May 2021, LAS has collected 424 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29 and Yr7: 28) “What I Know” and 383(Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32 and Yr7: 21) “What I Want to Know” statements. Thus far, 697 total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.

An emerging theme from the stakeholder comments is the area of Conditions and Climate. Families want to know how schooling will look like after a year full of uncertainties. Moreover, families are beginning to share glimpses of socio-emotional concerns such as lack of practice for the target language in a more authentic way and not just via ZOOM.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Conditions and Climate related concerns dominate the FY21 stakeholder feedback. There is a consensus that students even before the pandemic need support to bridge performance gaps, particularly in mathematics and even much more so after the year spent mostly learning remotely. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios, This year, teachers have been “pilots trying to fly their planes while building them.” Furthermore, stakeholders continue to show concern about the overall conditions and climate of the school facility, more specifically about the implementation of the health and safety mitigation factors and the school facility’s logistical set up to ensure a high standard of hygiene and cleanliness schoolwide.

## Goals and Actions

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

Goal 1	Description
<b>AP.G1</b>	This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019. Goal 1: ACADEMIC PERFORMANCE (AP) - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)

An explanation of why the LEA has developed this goal.

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

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>AP.G1.3          ELA: State SBAC and Verifiable Data MAP Growth</p>	<p><b>External Accountability:</b>  <b>By the End of Stage 3 Gr8 achievement goals:</b>  <u>G3.0 SBAC % of students who met/exceeded ELA standards-</u>  <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline  <u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline  <u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher</p>				<p><b>External Accountability:</b>  <b>By the End of Stage 3 Gr8 achievement goals:</b>  <u>G3.0 SBAC % of students who met/exceeded ELA standards-</u>  <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline  <u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline  <u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher</p>
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than the state,  
district, and  
neighboring schools

**Internal  
Accountability:**

G3.21 LAS  
Benchmark MAP  
Growth Reading-

G3.21A All  
Students: By End of  
Stage 2 Gr6, 70% or  
more of Gr6  
students will show  
growth from the  
beginning of the  
year to the end of  
year reading  
assessment data in  
English and Spanish

G3.21B Subgroups:  
By End of Stage 2  
Gr6, 70% or more of  
Gr6 student  
subgroups will show  
growth from the  
beginning of the  
year to the end of  
year reading  
assessment data in  
English and Spanish

than the state,  
district, and  
neighboring schools

**Internal  
Accountability:**

G3.21 LAS  
Benchmark MAP  
Growth Reading-

G3.21A All  
Students: By End of  
Stage 2 Gr6, 70% or  
more of Gr6 students  
will show growth  
from the beginning  
of the year to the  
end of year reading  
assessment data in  
English and Spanish

G3.21B Subgroups:  
By End of Stage 2  
Gr6, 70% or more of  
Gr6 student  
subgroups will show  
growth from the  
beginning of the  
year to the end of  
year reading  
assessment data in  
English and Spanish

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<u>TBD G3.31 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.				<u>TBD G3.31 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.
AP.G1.3 SLA: MAP Growth Spanish Reading	New Assessment: Need to establish baseline EOY FY21				MAP Growth Spanish reading data by End of Stage 2 (Gr6): 75% at grade level

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<p>AP.G1.4</p> <p>MATH: State SBAC and Verifiable Data MAP Growth Math</p>	<p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher</p>				<p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>than the state, district, and neighboring schools</p> <p><b>Internal Accountability:</b></p> <p><u>G4.2 LAS MAP Math-New</u> implementation. LAS will establish baseline goals in 2021 (Analysis of FY19 and FY21 data)</p> <p>TBD. <u>G4.3 SWD Subgroup LAS IEP Student Goals-</u></p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>				<p>than the state, district, and neighboring schools</p> <p><b>Internal Accountability:</b></p> <p><u>G4.2 LAS MAP Math-New</u> implementation. LAS will establish baseline goals in 2021 (Analysis of FY19 and FY21 data)</p> <p>TBD. <u>G4.3 SWD Subgroup LAS IEP Student Goals-</u></p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>

<p>AP.G1.5</p> <p>ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math</p>	<p><b>External Accountability:</b></p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p><b>Internal Accountability:</b></p> <p>G5.1 <u>LAS MAP Reading Benchmark</u>- Create baseline. By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p>G5.2 LAS MAP Math-New implementation. LAS will establish baseline goals in</p>				<p><b>External Accountability:</b></p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p><b>Internal Accountability:</b></p> <p>G5.1 <u>LAS MAP Reading Benchmark</u>- Create baseline. By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p>G5.2 LAS MAP Math-New implementation. LAS will establish baseline goals in</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	2021 for EL subgroup and RFEP subgroup (Based on FY19 and FY21 data)				2021 for EL subgroup and RFEP subgroup (Based on FY19 and FY21 data)

### Actions

Action #	Title	Description	Total Funds	Contributing
AP.G1.3a	ELA	<p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p>TBD</p> <p>\$ 4,154,938;</p> <p>Title 1: \$116,081 (OC:1100); \$5,600 (OC:1101); \$17,220 (OC:1920) and Title 2: \$15,000 (OC:5863)</p> <p>EPA, LCFF Base, LCFF Supplemental &amp; Concentration, Title 1, 2 and 4 1000-3000, 5000 series</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	[\$ 0.00]	[Y/N]
AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups Analysis of schoolwide and subgroup data from MAP Math Benchmark <i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	[\$ 0.00]	[Y/N]
AP.G1.6a	English Language Learners	ELL Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		

Action #	Title	Description	Total Funds	Contributing
AP G1.7a	Schoolwide	<p>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</p> <p>All core subjects instruction are based on Common Core State Standards</p> <p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</p> <p>School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p> <p>Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure</p>		

**Goal Analysis [FY19-20 and FY20-21]**

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

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

Prior to COVID-19 schooling interruption, LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments, including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. Nonetheless, LAS is looking forward to analyzing the spring SBAC and MAP Growth results for the FY21 and planning consequent actions to address emerging needs.

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

TBD

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

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

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

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

**Goal: Academic Engagement Goal 2 (AE.G2)**

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

An explanation of why the LEA has developed this goal.

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school is seeing a slight drop in attendance in FY19.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
AE.G2 Illuminate and CALPADS Attendance Data	<p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ul style="list-style-type: none"> <li>1) Latino: 97.4% and 97.3%</li> <li>2) EL: 97.2% and 97.2%</li> <li>3) SED: 97.2% and 97.2%</li> <li>4) SWD: 97% and 97.1%</li> </ul> <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>Subgroups FY2018:</p> <ul style="list-style-type: none"> <li>1) Latino: 3.3%</li> <li>2) EL: 3.4%</li> <li>3) SED: 3.6%</li> <li>4) SWD: 2.7%</li> </ul> <p>Dropout for middle school at zero rate</p>				<p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% (<i>Annual middle school dropout rate</i>)</p>



**Actions**

Action #	Title	Description	Total Funds	Contributing
AE.G2.1a	Attendance and Reengagement Support	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas</p>	<p>TBD \$ 542,744</p> <p>EPA, LCFF Base, LCFF Supplemental &amp; Concentration</p> <p>2000 and 5000 series</p>	

**Goal Analysis [FY19-20 and FY20-21]**

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

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

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

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

TBD

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

TBD

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

LAS awaits direction from the state legislature about the requirements for schooling in terms of in-person vs. distance learning attendance and the gathering of attendance data overall. FY19-20 and FY20-21 have been truly unique attendance gathering settings; neither can be used for parallel comparison since both years are very different scenarios. LAS have yet to see what the next school year requirements will be for schooling in CA.

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

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

An explanation of why the LEA has developed this goal.

The combination of the schooling interruptions due to COVID-19 and the recent enrollment growth has created a need for a more structured systems of support to ensure an optimal learning environment where students feel safe, connected, and ready to learn, no matter what context they are in: in-person, hybrid or distance learning.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>CC.G3.2 Illuminate and CALPADS Data</p>	<p>G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>				<p>G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>
<p>CC.G3.6 <i>LAS: Stakeholder Satisfaction</i> <i>(Annual stakeholder survey data)</i></p>	<p><i>High participation rate</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."</p>				<p><i>High participation rate</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>CC.G3.7</p> <p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	<p>Maintain or increase current data of annual total number of volunteer hours</p> <p><i>(LCAP reported items:</i></p> <p><i>Annual total number of volunteer hours)</i></p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>				<p>Maintain or increase current data of annual total number of volunteer hours</p> <p><i>(LCAP reported items:</i></p> <p><i>Annual total number of volunteer hours)</i></p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
CC.G3.2a	AE: Low Suspension	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	<p>TBD\$ 1,413,948;</p> <p>Title 1: \$25,000 (OC:4100); \$39,060 (OC:4200); \$1,000 (OC:5800)</p> <p>EPA, LCFF Base, LCFF Supplemental &amp; Concentration, Title 1, 2 and 4 4000 and 5000 series</p>	TBD
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		

### Goal Analysis [FY19-20 and FY20-21]

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

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

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

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

TBD

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

TBD

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

LAS at this point is positioned for an exploration for a more expansive communication process and meeting settings to ensure continued high family engagement.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [FY2021-22]**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	\$1,328,259.00

**Required Descriptions**

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

Based on SBE formula calculator, LAS's FY21 LCFF Supplemental and Concentration Grant is projected to be \$1,328,258.00. The increase in Supplemental and Concentration funds will continue to be utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6) and new for FY20, under the CA Dashboard categories of: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC).

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

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments - both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. Twoyears ago, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth. This spring, LAs is expanding MAP Growth for Reading in both English and Spanish.

Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are quality of the instructional team and the support structure to ensure student success - Personnel: Classified and certificated staff, Education Specialists, Intervention teachers, Intervention

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

*FY21 budget projection includes object codes which focus on increasing/improving services for unduplicated pupils (1000-5000 series). Below are subtotals of these object codes delineated within the three CA Dashboard categories mentioned above: 1) Academic Performance = \$201,019 TBD, 2) Academic Engagement = \$248,601 TBD, and 3) Conditions and Climate = \$706,571 TBD. Together, these subtotals amount to the estimated supplemental and concentration grant of \$1,156,191 TBD.*

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

*Excerpt from LAS LCAP, Board approved June 2019*

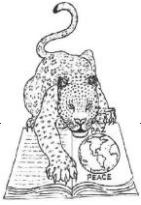
LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as the MAP Growth and the Developmental Reading Assessment (DRA -English) and the Evaluación de lectura (EDL - Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. Of the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 21 students for special education in the 2020-2021 FY, the school psychologist completed one (FY20) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 50 students referred by parents/teachers due to academic/behavior/social-emotional concerns in FY2020-2021. In addition, school psychologist along with two education specialists and school literacy coach created the LASER (Language Academy of Sacramento Essentials of Reading) focus group. The team regularly met to discuss best practices for teaching reading at a tier 1 level as well as improving intervention support for students struggling with learning how to read at the tier 2/3 level. Literacy interventions are provided to students identified via the MTSS and Intervention Progress Team (IPT) process. LAS continues to increase staff knowledge in utilizing Illuminate, the school's student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

Tier 2 - Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact - Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed.



When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended. The following illustrations provide a display of the key reference and blueprint for the LAS re-engagement process during the distance learning.

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A California Public School

Agenda Item #VID

**Board Meeting Date:** May 28, 2021

**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

As a reminder, the Governing Board has adopted a Safe Haven resolution which established the following: The LAS Governing Board (“Board”) is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs.

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

**Staff**

- Staff will meet for a full day of professional development with Dr. Dale Allender on June 14, 2021, with the goal of applying concepts learned throughout the year and developing curriculum for the upcoming year.

**Families**

- Sonia Lewis from Ascribe Consulting facilitated another Anti-Racist parent workshop. The topic of the workshop was Colorism and Cultural Appreciation. The final workshop of the year will take place on June 16, 2021 with the following topic: Intersectionality – All of Us or None of Us; Immigration is a Black issue too.

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:** 05262021

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



**Fecha de la Reunión:** 28 de mayo de 2021

**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

Como un recordatorio, la Mesa Directiva ha adoptado una resolución de Refugio escolar que establece lo siguiente: La Mesa Directiva de LAS está comprometida al éxito de todos los estudiantes independientemente de su origen nacional, etnicidad, religión, orientación sexual, habilidad, genero, estatus socio-económico o creencias.

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

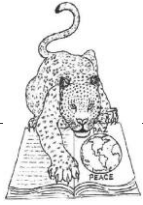
**Personal**

- El personal se reunirá para un día completo de desarrollo profesional con el Dr. Dale Allender el 14 de junio de 2021. Nuestro enfoque será la aplicación de conceptos que hemos aprendido durante el año y el desarrollo de currículo para el próximo año.

**Familias**

- Sonia Lewis de Ascribe Consulting facilitó otro taller antirracistas para familias. El tema del taller fue Colorismo y apreciación cultural. El taller final se llevará a cabo el 16 de junio de 20201 con el tema: Interseccionalidad – todos o ninguno de nosotros, la inmigración también es un problema de los negros

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



A California Public School

Agenda Item #VIE

**Board Meeting Date:** May 28, 2021

**Subject:** Policy & Bylaws Committee Report

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 24, 2021)
- Conference/Action
- Action

**Committee:** Aceves, Kokayi, Sylvains, Novoa, Luna-Franco, Campos, Knight, de León (non-voting)

The committee met on May 20, 2021 and discussed the following items:

- Governing Board 2021 Elections and Vacancies Update: A summary of upcoming vacancies was reviewed. A timeline for nominations and elections will be presented at the upcoming meeting.
- Gender Inclusive Policy: The committee reviewed the California Safe Schools Coalition model school district policy regarding transgender and gender nonconforming students. This model, which is based on California law, has been reviewed by legal counsel in an effort to develop a LAS policy. Attached is the LAS Gender Inclusion policy draft intended as a first read. The goal of the committee is to make a final recommendation for board review and approval at the June 24, 2021 meeting.

Attachment: Gender Inclusion Policy Draft (05/26/2021)

<p><b>Estimated Time of Presentation:</b> 10 min  <b>Submitted By:</b> Aceves and de León  <b>Date:</b> 05262021</p>
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<p><b>Pertinent Pages in</b>  ( ) Charter, pages _____  ( ) MOU, pages _____</p>
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A California Public School

Agenda Artículo #VIE

**Fecha de la Reunión:** 28 de mayo de 2021

**Tema:** Comité de Estatutos y Pólizas

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: 24 de junio de 2021)
- Conferencia/Acción
- Acción

**Comité:** Aceves, Kokayi, Sylvains, Novoa, Luna-Franco, Campos, Knight, de León (non-voting)

El comité se reunió el 20 de mayo de 2021 y discutieron los siguientes temas:

- Actualización de elecciones y vacantes de la mesa directiva, 2021: Se revisó un resumen de las próximas vacantes. Se presentará un cronograma para las nominaciones y elecciones en la próxima reunión.
- Póliza inclusiva de género: El comité revisó la póliza modelo de la Coalición de Escuelas Seguras de California con respecto a los estudiantes transgénero y no conformes con el género. Este modelo, que se basa en la ley de California, ha sido revisado por asesores legales en un esfuerzo por desarrollar una póliza de LAS. Se adjunta el borrador de la póliza de inclusión de género de LAS como primera lectura. El objetivo del comité es hacer una recomendación final para la revisión y aprobación de la póliza en la junta del 24 de junio de 2021.

Documentos adjunto: Borrador de póliza de Inclusión de género (05/26/2021)

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Aceves and de León  
**Date:** 05262021

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

# Language Academy of Sacramento

## Gender Inclusion Policy v05262021

### Purpose

The Language Academy of Sacramento (“LAS”) Governing Board (“Board”) is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs. The Board understands that all LAS students deserve a respectful and inclusive learning environment that values students’ gender identity and expression.

This policy has been developed in accordance with California law and sets out guidelines for staff to address the needs of transgender and gender nonconforming students. This policy does not anticipate every situation that might occur with respect to transgender or nonconforming students, and the needs of each transgender or gender nonconforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender and gender nonconforming students at LAS.

### Definitions

The following definitions are not intended to label students but rather to assist in understanding this policy, the legal rights of students and the legal obligations of staff. Students may or may not use these terms to describe themselves.

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through social behavior, clothing, hairstyles, activities, voice, or demeanor.
4. Gender Identity refers to a person’s deeply held sense or knowledge of their own gender.
5. Gender Nonconforming or Gender Expansive are terms for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex Assigned at Birth refers to the assignment of people as “male” or “female” at birth based on physical anatomy.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity and sex assigned at birth correspond in a way that is not culturally expected.

9. Cisgender is an adjective describing persons whose gender identity and sex assigned at birth correspond in a way what is culturally expected.

### **Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. LAS personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other LAS personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender nonconforming student, LAS personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

### **Official Records**

The school is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, LAS is not required to use a student's legal name and gender on other school records or documents. LAS will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, LAS staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

### **Names/Pronouns**

LAS personnel will respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun. A court-ordered name or gender change is not required, and the student need not change their official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

### **Gender-Segregated Activities**

LAS staff commit to reducing or eliminating the practice of segregating students by gender. In situations where students are segregated by gender, such as affinity groups, students should be included in the group that corresponds to their gender identity. To determine whether there is a compelling pedagogical tool justifying separation of students and/or curricular materials, staff will reflect and provide, upon request, the reasoning behind any gender based separation. In any permissible separation or grouping by sex and/or gender, individual students must be afforded the opportunity to select the group that best aligns with the student's gender identity or expression.

### **Student Information System**

LAS has adapted its student information system to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

### **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single stall restroom located in the front office, but no student shall be required to use such a restroom.

### **Locker Room/Changing Room Accessibility**

The use of locker rooms or changing rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, or a private office space), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

### **Physical Education Classes**

While physical education classes at LAS are not segregated by gender, transgender and gender nonconforming students shall be permitted to participate in classes in a manner consistent with their gender identity.



## **Enrichment Classes & Interscholastic Sports Teams**

Transgender and gender nonconforming students shall be permitted to participate in after-school enrichment classes (e.g., sports, dance) and interscholastic sports teams in a manner consistent with their gender identity.

## **Dress Code**

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression, as long as they adhere to the dress code guidelines established within the LAS Student & Parent Handbook.

## **Legal References**

**Assembly Bill 1266** <https://www.cde.ca.gov/re/di/eo/faqs.asp>

AB 1266, also known as the “School Success and Opportunity Act,” was introduced by Assemblyman Tom Ammiano on February 22, 2013. It requires that pupils be permitted to participate in sex-segregated school programs, activities, and use facilities consistent with their gender identity, without respect to the gender listed in a pupil’s records. AB 1266 was approved by Governor Brown on August 12, 2013. AB 1266 became a provision within California Education Code, Section 221.5(f), on January 1, 2014.

California’s Education Code requires that all instruction and materials in grades K-12 be inclusive of LGBTQ students. Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships. (Cal. Educ. Code § 51933(d)(5).) It must also teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes. (Cal. Educ. Code § 51933(d)(6).) This means that schools must teach about all sexual orientations and what being LGBTQ means.

The Education code also requires that sexual health education be appropriate for use with students of all genders and sexual orientations (Cal. Educ. Code § 51933(d)) and clearly states that part of the intent of the law is “to provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.” (Cal. Educ. Code § 51930(b)(2).)

The California Education Code provides that a parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education,<sup>1</sup> HIV prevention education, and assessments related to that education. (Cal. Educ. Code § 51938, emphasis added.) This opt-out option, however, does not apply to “instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation,

discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.” (Cal. Educ. Code § 51932). This interpretation of the code is consistent with the Department of Education’s position, as stated on their website’s page titled: “Frequently Asked Questions: Questions and answers regarding comprehensive sexual health education, HIV/AIDS and STD instruction.” <sup>2</sup> In other words, the Education Code does not allow a parent to withdraw their student from instruction discussing sexual orientation and sexual identity, if the instruction does not include discussion about human reproductive organs and their functions.

<sup>1</sup> Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Cal. Educ. Code § 51931.)

<sup>2</sup> (California Department of Education, Frequently Asked Questions: Questions and answers regarding comprehensive sexual health education, HIV/AIDS and STD instruction, <https://www.cde.ca.gov/ls/he/se/faq.asp> [Question 19] last visited Sept. 25, 2018.)

#### **Cross References to LAS Policies or Resolutions**

- Comprehensive School Safety Plan (EC 32281)
- Suicide Prevention Policy
- Anti-Bullying Policy
- Safe Haven Resolution
- Sexual Harassment Policy (EC 212.6[b])
- Uniform Complaint Procedure [LAS UCP Link](#)



**Board Meeting Date:** May 28, 2021

**Subject:** Monthly Financials – April 2021 and Preliminary 2021-22 Budget

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 24, 2021)
- Conference/Action
- Action

**Committee:** School Leadership and Finance Committee

**Summary:**

There are no notable expenditure or revenue variances for the month on April 2021.

The Finance Committee has begun their development of the 2021-22 budget. Finance Committee members took the month of April to gather stakeholder feedback which has been incorporated into the attached draft.

Finance Committee members and school leadership will meet once again with staff, Parent Council, and program leads for additional feedback especially as it pertains to high need students. A final budget will be presented to the Governing Board, for approval, at the June Board meeting.

**Documents Attached:**

1. Monthly Financials YTD – April 2021
2. Monthly Cash Flow – April 2021
3. Monthly Balance Sheet – April 2021
4. Preliminary 2021-22 Budget – Multi-Year

<p><b>Estimated Time of Presentation:</b> 20 min  <b>Submitted By:</b> School Leadership  <b>Date:</b> 05.26.2021</p>
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<p><b>Pertinent Pages in</b>  <b>( ) Charter, pages</b> _____  <b>( ) MOU, pages</b> _____</p>
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**Fecha de la Reunión:** 28 de mayo del 2021

**Tema:** Estados Financieros Mensuales – abril 2021 y Presupuesto Preliminary del 21-22

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: 24 de junio del 2021)
- Conferencia/Acción
- Acción

**Comité:** Comité de finanzas y Liderazgo Escolar

**Resumen:**

No hay variaciones notables de gastos o ingresos en el mes de abril de 2021.

El Comité de Finanzas ha comenzado a desarrollar el presupuesto 2021-22. Los miembros del Comité de Finanzas tomaron el mes de abril para platicar y recibir sugerencias y comentarios de las partes interesadas, las cuales se han incorporado en el presupuesto adjunto.

Los miembros del Comité de Finanzas y el liderazgo escolar se reunirán una vez más con el personal, el Concilio de Padres y los líderes de los programas para recibir comentarios adicionales, con un enfoque en los estudiantes con mayores necesidades. Se presentará un presupuesto final a la Junta de la Mesa Directiva, para su aprobación, en la reunión de la Junta de junio.

**Documento adjunto:**

1. Finanzas mensuales hasta la fecha – abril del 2021
2. Flujo de caja mensual – abril del 2021
3. Balance mensual – abril del 2021
4. Presupuesto Preliminary – Multi-Año

**Tiempo estimado para la presentación:** 20 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 5.26.2021

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

Language Academy  
Income Statement  
As of Apr FY2021

	Actual			YTD	Budget							
	Feb	Mar	Apr		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>												
<b>Revenue</b>												
LCFF Entitlement	-	954,205	-	3,583,286	5,443,081	5,948,803	5,948,803	-	505,722	2,365,517	60%	
Federal Revenue	-	207	-	638,956	441,372	973,397	977,879	4,482	536,507	338,923	65%	
Other State Revenues	-	157,212	7,739	471,987	662,285	731,354	731,354	-	69,069	259,366	65%	
Local Revenues	342	882	1,815	10,094	33,300	34,121	34,121	-	821	24,027	30%	
Fundraising and Grants	101	300	-	4,052	25,000	12,500	12,500	-	(12,500)	8,448	32%	
<b>Total Revenue</b>	<b>443</b>	<b>1,112,806</b>	<b>9,554</b>	<b>4,708,375</b>	<b>6,605,038</b>	<b>7,700,175</b>	<b>7,704,657</b>	<b>4,482</b>	<b>1,099,619</b>	<b>2,996,282</b>	<b>61%</b>	
<b>Expenses</b>												
Compensation and Benefits	441,871	443,921	450,450	3,856,237	4,547,425	4,846,777	4,846,777	-	(299,352)	990,540	80%	
Books and Supplies	20,468	14,943	40,146	491,099	298,630	610,662	610,662	-	(312,032)	119,563	80%	
Services and Other Operating Expenditures	62,565	47,735	115,996	597,525	1,223,219	1,314,859	1,274,519	40,340	(51,300)	676,994	47%	
Depreciation	44,452	46,427	77,635	472,342	555,000	555,000	555,000	-	-	82,658	85%	
Other Outflows	-	4,775	-	21,791	-	-	-	-	-	(21,791)	-	
<b>Total Expenses</b>	<b>569,356</b>	<b>557,801</b>	<b>684,227</b>	<b>5,438,995</b>	<b>6,624,275</b>	<b>7,327,298</b>	<b>7,286,959</b>	<b>40,340</b>	<b>(662,684)</b>	<b>1,847,963</b>	<b>75%</b>	
<b>Operating Income</b>	<b>(568,913)</b>	<b>555,005</b>	<b>(674,674)</b>	<b>(730,620)</b>	<b>(19,237)</b>	<b>372,876</b>	<b>417,698</b>	<b>44,822</b>	<b>436,935</b>	<b>1,148,319</b>		
<b>Fund Balance</b>												
Beginning Balance (Unaudited)					9,718,424	9,867,341	9,867,341					
Operating Income					(19,237)	372,876	417,698					
<b>Ending Fund Balance</b>					<b>9,699,187</b>	<b>10,240,217</b>	<b>10,285,039</b>					
Fund Balance as a % of Expenses					146%	140%	141%					

Language Academy  
Income Statement  
As of Apr FY2021

	Actual			YTD	Budget							
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>KEY ASSUMPTIONS</b>												
<b>Enrollment Summary</b>												
K-3					287	287	287	-	-			
4-6					197	197	197	-	-			
7-8					130	130	130	-	-			
<b>Total Enrolled</b>					<b>614</b>	<b>614</b>	<b>614</b>	-	-			
<b>ADA %</b>												
K-3					95.0%	94.6%	94.6%	0.0%	-0.4%			
4-6					95.0%	97.7%	97.7%	0.0%	2.7%			
7-8					95.0%	93.6%	93.6%	0.0%	-1.4%			
<b>Average ADA %</b>					<b>95.0%</b>	<b>95.4%</b>	<b>95.4%</b>	<b>0.0%</b>	<b>0.4%</b>			
<b>ADA</b>												
K-3					272.65	271.59	271.59	-	(1.06)			
4-6					187.15	192.41	192.41	-	5.26			
7-8					123.50	121.73	121.73	-	(1.77)			
<b>Total ADA</b>					<b>583.30</b>	<b>585.73</b>	<b>585.73</b>	-	<b>2.43</b>			

**Language Academy**  
**Income Statement**  
**As of Apr FY2021**

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools General Purpose Entitlement - State Aid	-	467,728	-	2,004,601	3,518,612	3,558,700	3,521,761	(36,940)	3,149	1,517,160	57%
8012	Education Protection Account Entitlement	-	-	-	552,272	720,252	1,104,543	1,141,482	36,940	421,230	589,210	48%
8096	Charter Schools in Lieu of Property Taxes	-	486,477	-	1,026,413	1,204,217	1,285,560	1,285,560	-	81,343	259,147	80%
<b>SUBTOTAL - LCFF Entitlement</b>		-	<b>954,205</b>	-	<b>3,583,286</b>	<b>5,443,081</b>	<b>5,948,803</b>	<b>5,948,803</b>	-	<b>505,722</b>	<b>2,365,517</b>	<b>60%</b>
<b>Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	76,125	76,125	80,607	4,482	4,482	80,607	0%
8291	Title I	-	-	-	96,641	179,686	179,686	179,686	-	-	83,045	54%
8292	Title II	-	-	-	-	24,385	24,385	24,385	-	-	24,385	0%
8294	Title IV	-	-	-	-	13,199	13,199	13,199	-	-	13,199	0%
8299	All Other Federal Revenue	-	207	-	542,315	147,977	680,002	680,002	-	532,025	137,687	80%
<b>SUBTOTAL - Federal Revenue</b>		-	<b>207</b>	-	<b>638,956</b>	<b>441,372</b>	<b>973,397</b>	<b>977,879</b>	<b>4,482</b>	<b>536,507</b>	<b>338,923</b>	<b>65%</b>
<b>Other State Revenue</b>												
8319	Other State Apportionments - Prior Years	-	-	-	1,012	-	1,432	1,432	-	1,432	420	71%
8381	Special Education - Entitlement (State)	-	24,470	7,739	226,256	361,298	365,306	365,306	-	4,008	139,050	62%
8382	Special Education Reimbursement (State)	-	17,329	-	35,809	-	18,480	18,480	-	18,480	(17,329)	194%
8550	Mandated Cost Reimbursements	-	-	-	9,875	9,875	9,875	9,875	-	-	0	100%
8560	State Lottery Revenue	-	-	-	32,881	126,111	120,519	120,519	-	(5,592)	87,638	27%
8590	All Other State Revenue	-	-	-	50,741	-	50,741	50,741	-	50,741	-	100%
8596	Other State Revenue 6	-	115,413	-	115,413	165,000	165,000	165,000	-	-	49,587	70%
<b>SUBTOTAL - Other State Revenue</b>		-	<b>157,212</b>	<b>7,739</b>	<b>471,987</b>	<b>662,285</b>	<b>731,354</b>	<b>731,354</b>	-	<b>69,069</b>	<b>259,366</b>	<b>65%</b>
<b>Local Revenue</b>												
8632	Sale of Publications	-	-	-	488	-	488	488	-	488	-	100%
8636	Uniforms	-	-	-	199	12,000	12,000	12,000	-	-	11,801	2%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	-	1,300	0%
8639	All Other Sales	-	-	-	333	-	333	333	-	333	-	100%
8660	Interest	342	384	366	6,300	9,000	9,000	9,000	-	-	2,700	70%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8699	All Other Local Revenue	-	-	-	386	5,000	5,000	5,000	-	-	4,614	8%
8999	Uncategorized Revenue	-	498	1,449	2,387	-	-	-	-	-	(2,387)	
<b>SUBTOTAL - Local Revenue</b>		<b>342</b>	<b>882</b>	<b>1,815</b>	<b>10,094</b>	<b>33,300</b>	<b>34,121</b>	<b>34,121</b>	-	<b>821</b>	<b>24,027</b>	<b>30%</b>
<b>Fundraising and Grants</b>												
8801	Donations - Parents	-	300	-	1,740	5,000	2,500	2,500	-	(2,500)	760	70%
8802	Donations - Private	-	-	-	2,000	5,000	2,500	2,500	-	(2,500)	500	80%
8803	Fundraising	101	-	-	312	15,000	7,500	7,500	-	(7,500)	7,188	4%
<b>SUBTOTAL - Fundraising and Grants</b>		<b>101</b>	<b>300</b>	-	<b>4,052</b>	<b>25,000</b>	<b>12,500</b>	<b>12,500</b>	-	<b>(12,500)</b>	<b>8,448</b>	<b>32%</b>
<b>TOTAL REVENUE</b>		<b>443</b>	<b>1,112,806</b>	<b>9,554</b>	<b>4,708,375</b>	<b>6,605,038</b>	<b>7,700,175</b>	<b>7,704,657</b>	<b>4,482</b>	<b>1,099,619</b>	<b>2,996,282</b>	<b>61%</b>

**Language Academy**  
**Income Statement**  
**As of Apr FY2021**

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Salaries</b>												
1100	Teachers Salaries	183,112	178,194	181,592	1,464,167	1,909,221	1,909,221	1,909,221	-	-	445,054	77%
1101	Teacher - Stipends	12,467	15,642	9,067	236,403	29,500	226,500	226,500	-	(197,000)	(9,903)	104%
1102	Title I / SES Tutoring	-	-	-	-	17,325	32,340	32,340	-	(15,015)	32,340	0%
1103	Teacher - Substitute Pay	2,663	10,384	5,270	42,847	56,800	56,800	56,800	-	-	13,953	75%
1300	Certificated Supervisor & Administrator Salaries	9,409	11,904	9,686	96,864	110,905	114,305	114,305	-	(3,400)	17,441	85%
1311	SPED Certificated	34,813	34,813	34,813	293,786	366,345	366,345	366,345	-	-	72,559	80%
1920	Other Cert - Summer	-	-	-	10,929	19,983	67,338	67,338	-	(47,355)	56,409	16%
1940	Academic Accountability & Intervention	11,054	13,354	11,382	90,840	104,166	113,466	113,466	-	(9,300)	22,626	80%
<b>SUBTOTAL - Certificated Salaries</b>		<b>253,518</b>	<b>264,292</b>	<b>251,811</b>	<b>2,235,835</b>	<b>2,614,244</b>	<b>2,886,314</b>	<b>2,886,314</b>	-	<b>(272,070)</b>	<b>650,479</b>	<b>77%</b>
<b>Classified Salaries</b>												
2100	Classified Instructional Aide Salaries	4,064	3,410	5,399	28,322	32,984	44,456	44,456	-	(11,472)	16,135	64%
2103	SPED Classified	12,935	11,749	15,081	93,446	113,060	128,518	128,518	-	(15,458)	35,072	73%
2200	Classified Support Salaries	17,565	19,618	27,329	133,643	82,998	80,034	80,034	-	2,965	(53,609)	167%
2300	Classified Supervisor & Administrator Salaries	7,795	11,789	8,874	89,583	108,334	118,143	118,143	-	(9,809)	28,560	76%
2400	Classified Clerical & Office Salaries	13,953	12,056	17,225	142,994	160,853	166,765	166,765	-	(5,912)	23,771	86%
2905	Other Classified - After School	8,435	8,495	9,428	68,602	180,633	112,184	112,184	-	68,449	43,582	61%
2925	Other Classified - Childcare	-	-	-	-	2,142	2,142	2,142	-	-	2,142	0%
2930	Other Classified - Maintenance/grounds	8,495	8,235	13,408	82,486	107,648	112,945	112,945	-	(5,297)	30,459	73%
<b>SUBTOTAL - Classified Salaries</b>		<b>73,242</b>	<b>75,351</b>	<b>96,744</b>	<b>639,076</b>	<b>788,653</b>	<b>765,187</b>	<b>765,187</b>	-	<b>23,466</b>	<b>126,111</b>	<b>84%</b>
<b>Employee Benefits</b>												
3100	STRS	40,319	40,590	39,994	323,211	406,932	448,446	448,446	-	(41,514)	125,235	72%
3300	OASDI-Medicare-Alternative	9,219	10,094	11,169	83,023	102,154	107,181	107,181	-	(5,027)	24,158	77%
3400	Health & Welfare Benefits	61,172	49,098	47,894	518,689	560,000	560,000	560,000	-	-	41,311	93%
3500	Unemployment Insurance	162	168	170	1,422	17,331	18,920	18,920	-	(1,589)	17,498	8%
3600	Workers Comp Insurance	2,131	2,131	-	35,083	40,835	43,818	43,818	-	(2,983)	8,735	80%
3700	Retiree Benefits	2,109	2,197	2,668	10,414	-	-	-	-	-	(10,414)	-
3900	Other Employee Benefits	-	-	-	9,485	17,276	16,911	16,911	-	365	7,426	56%
<b>SUBTOTAL - Employee Benefits</b>		<b>115,112</b>	<b>104,279</b>	<b>101,895</b>	<b>981,327</b>	<b>1,144,528</b>	<b>1,195,276</b>	<b>1,195,276</b>	-	<b>(50,748)</b>	<b>213,949</b>	<b>82%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	5,924	927	124	59,641	37,454	53,454	53,454	-	(16,000)	(6,187)	112%
4101	SPED Textbooks	-	-	-	-	7,000	7,000	7,000	-	-	7,000	0%
4200	Books & Other Reference Materials	10,975	400	1,010	114,222	79,820	160,820	160,820	-	(81,000)	46,598	71%
4201	Library Resources	-	-	-	3,527	7,552	7,552	7,552	-	-	4,025	47%
4300	Materials & Supplies	-	-	-	63	-	-	-	-	-	(63)	-
4315	Custodial Supplies	200	1,487	3,288	9,435	21,360	21,360	21,360	-	-	11,925	44%
4320	Educational Software	250	3,782	7,364	17,063	-	16,700	16,700	-	(16,700)	(363)	102%
4325	Instructional Materials & Supplies	1,306	530	5,649	20,395	22,718	40,000	40,000	-	(17,282)	19,605	51%
4330	Office Supplies	514	180	1,147	11,819	19,500	19,500	19,500	-	-	7,681	61%
4335	PE Supplies	205	-	96	301	3,000	3,000	3,000	-	-	2,699	10%
4340	Professional Development Supplies	-	187	31	670	4,794	4,794	4,794	-	-	4,124	14%
4352	Garden	-	-	797	797	1,000	1,000	1,000	-	-	203	80%
4354	ASES Materials	-	-	-	863	3,000	3,000	3,000	-	-	2,137	29%
4355	Summer Preschool	-	-	-	-	2,700	2,700	2,700	-	-	2,700	0%
4356	SPED Consumables	900	166	272	1,745	9,782	25,582	25,582	-	(15,800)	23,837	7%
4410	Classroom Furniture, Equipment & Supplies	194	96	15,561	17,984	10,200	10,200	10,200	-	-	(7,784)	176%



**Language Academy**  
**Income Statement**  
**As of Apr FY2021**

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast	% Current Forecast Spent
								Current Forecast	Current Forecast	Remaining	
4420 Computers: individual items less than \$5k	-	-	-	214,734	51,750	222,000	222,000	-	(170,250)	7,266	97%
4423 Classroom Noncapitalized items 1	-	-	-	-	10,000	5,000	5,000	-	5,000	5,000	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	7,189	4,807	17,841	7,000	7,000	7,000	-	-	(10,841)	255%
<b>SUBTOTAL - Books and Supplies</b>	<b>20,468</b>	<b>14,943</b>	<b>40,146</b>	<b>491,099</b>	<b>298,630</b>	<b>610,662</b>	<b>610,662</b>	-	<b>(312,032)</b>	<b>119,563</b>	<b>80%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210 Conference Fees	-	1,015	-	1,447	5,000	5,000	5,000	-	-	3,553	29%
5215 Travel - Mileage, Parking, Tolls	-	-	-	-	7,000	7,000	7,000	-	-	7,000	0%
5220 Travel and Lodging	-	-	-	-	8,000	8,000	8,000	-	-	8,000	0%
5305 Dues & Membership - Professional	-	6,090	-	8,244	10,404	10,404	10,404	-	-	2,160	79%
5450 Insurance - Other	6,695	6,696	-	81,229	51,000	68,000	68,000	-	(17,000)	(13,229)	119%
5515 Janitorial, Gardening Services & Supplies	9,913	1,750	71,254	85,217	165,084	165,084	165,084	-	-	79,867	52%
5535 Utilities - All Utilities	7,400	-	-	7,400	97,920	97,920	97,920	-	-	90,520	8%
5605 Equipment Leases	2,624	129	2,624	22,406	34,639	34,639	34,639	-	-	12,234	65%
5610 Rent	-	-	-	-	99,210	99,210	99,210	-	-	99,210	0%
5615 Repairs and Maintenance - Building	200	750	100	1,775	10,200	10,200	10,200	-	-	8,425	17%
5616 Repairs and Maintenance - Computers	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5617 Repairs and Maintenance - Other Equipment	-	1,037	-	1,037	2,550	2,550	2,550	-	-	1,513	41%
5803 Accounting Fees	-	-	-	-	11,220	11,220	11,220	-	-	11,220	0%
5804 Parent Trainings	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5805 Administrative Fees	2,000	(2,000)	-	17,376	19,132	19,132	19,132	-	-	1,756	91%
5806 Assemblies	-	-	-	-	3,060	3,060	3,060	-	-	3,060	0%
5809 Banking Fees	-	-	-	46	428	428	428	-	-	382	11%
5812 Business Services	6,550	7,000	6,550	77,271	78,600	78,600	78,600	-	-	1,329	98%
5813 Board Development	-	-	-	-	4,000	4,000	4,000	-	-	4,000	0%
5818 SPED Legal Fees	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5824 District Oversight Fees	-	-	-	-	55,519	60,678	60,678	-	(5,158)	60,678	0%
5826 Directors Contingency	412	1,858	3,329	37,668	20,000	42,000	42,000	-	(22,000)	4,332	90%
5830 Field Trips Expenses	50	100	445	640	(0)	40,340	-	40,340	(0)	(640)	
5833 Fines and Penalties	26	-	-	26	563	563	563	-	-	537	5%
5836 Fingerprinting	192	-	140	967	816	816	816	-	-	(151)	119%
5839 Fundraising Expenses	346	119	4,242	18,786	36,700	36,700	36,700	-	-	17,914	51%
5843 Interest - Loans Less than 1 Year	-	-	-	-	110,370	110,370	110,370	-	-	110,370	0%
5845 Legal Fees	3,062	-	1,070	5,962	10,200	10,200	10,200	-	-	4,238	58%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	-	1,224	0%
5857 Payroll Fees	896	1,138	1,478	12,273	15,300	15,300	15,300	-	-	3,027	80%
5860 Printing and Reproduction	3,479	362	675	9,490	28,000	28,000	28,000	-	-	18,510	34%
5861 Prior Yr Exp (not accrued)	1,490	-	-	18,063	-	18,063	18,063	-	(18,063)	(0)	100%
5863 Professional Development	750	-	260	7,950	20,000	20,000	20,000	-	-	12,050	40%
5869 Special Education Contract Instructors	14,018	9,232	13,596	83,238	163,914	137,914	137,914	-	26,000	54,676	60%
5875 Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5878 Student Assessment	-	5,520	4,300	18,929	12,280	12,280	12,280	-	-	(6,649)	154%
5880 Student Health Services	-	-	-	8,615	3,131	9,210	9,210	-	(6,079)	595	94%
5881 Student Information System	-	-	-	9,037	15,964	15,964	15,964	-	-	6,927	57%
5884 Substitutes	-	-	-	520	56,000	26,000	26,000	-	30,000	25,480	2%
5887 Technology Services	-	4,965	3,622	35,696	20,000	50,000	50,000	-	(30,000)	14,304	71%
5910 Communications - Internet / Website Fees	341	520	528	8,881	19,200	22,000	22,000	-	(2,800)	13,119	40%
5915 Postage and Delivery	677	-	330	5,851	1,800	8,000	8,000	-	(6,200)	2,149	73%
5920 Communications - Telephone & Fax	1,443	1,454	1,454	11,484	19,200	19,200	19,200	-	-	7,716	60%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>62,565</b>	<b>47,735</b>	<b>115,996</b>	<b>597,525</b>	<b>1,223,219</b>	<b>1,314,859</b>	<b>1,274,519</b>	<b>40,340</b>	<b>(51,300)</b>	<b>676,994</b>	<b>47%</b>
<b>Capital Outlay &amp; Depreciation</b>											
6100 Sites & Improvement of Sites	1,048	3,228	35,074	39,351	-	-	-	-	-	(39,351)	

Language Academy  
Income Statement  
As of Apr FY2021

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
6900 Depreciation	43,404	43,198	42,561	432,992	555,000	555,000	555,000	-	-	122,008	78%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>44,452</b>	<b>46,427</b>	<b>77,635</b>	<b>472,342</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	-	-	<b>82,658</b>	<b>85%</b>
<b>Other Outflows</b>											
7999 Uncategorized Expense	-	4,775	-	21,791	-	-	-	-	-	(21,791)	
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>4,775</b>	<b>-</b>	<b>21,791</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(21,791)</b>	
<b>TOTAL EXPENSES</b>	<b>569,356</b>	<b>557,801</b>	<b>684,227</b>	<b>5,438,995</b>	<b>6,624,275</b>	<b>7,327,298</b>	<b>7,286,959</b>	<b>40,340</b>	<b>(662,684)</b>	<b>1,847,963</b>	<b>75%</b>

**Language Academy**  
**Monthly Cash Forecast**  
**As of Apr FY2021**

	2020-21												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast		
<b>Beginning Cash</b>	<b>4,455,544</b>	<b>4,574,240</b>	<b>4,987,664</b>	<b>5,479,863</b>	<b>4,992,626</b>	<b>5,515,291</b>	<b>5,357,548</b>	<b>5,711,823</b>	<b>5,245,100</b>	<b>5,803,106</b>	<b>5,189,437</b>	<b>5,075,388</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	178,189	454,325	-	975,726	423,965	596,876	-	954,205	-	375,429	375,429	5,948,803	1,614,659
Federal Revenue	-	-	533,138	-	-	-	105,611	-	207	-	175,459	68,844	977,879	94,621
Other State Revenue	15,717	39,477	82,494	31,753	31,753	41,628	64,214	-	157,212	7,739	100,165	44,102	731,354	115,099
Other Local Revenue	986	466	1,606	1,320	901	791	986	342	882	1,815	20,615	3,412	34,121	-
Fundraising & Grants	-	56	2,240	-	1,356	-	-	101	300	-	7,198	1,250	12,500	-
<b>TOTAL REVENUE</b>	<b>16,703</b>	<b>218,187</b>	<b>1,073,803</b>	<b>33,073</b>	<b>1,009,736</b>	<b>466,383</b>	<b>767,687</b>	<b>443</b>	<b>1,112,806</b>	<b>9,554</b>	<b>678,866</b>	<b>493,037</b>	<b>7,704,657</b>	<b>1,824,379</b>
<b>EXPENSES</b>														
Certificated Salaries	26,953	38,974	307,069	252,534	344,984	247,435	248,265	253,518	264,292	251,811	325,240	325,240	2,886,314	-
Classified Salaries	30,515	30,115	54,490	92,506	52,998	73,998	59,117	73,242	75,351	96,744	63,055	63,055	765,187	-
Employee Benefits	85,102	87,167	78,741	102,562	112,668	111,407	82,394	115,112	104,279	101,895	109,618	104,331	1,195,276	-
Books & Supplies	51,479	20,091	101,878	79,833	44,430	105,053	12,780	20,468	14,943	40,146	59,781	59,781	610,662	-
Services & Other Operating Expenses	41,290	52,357	76,235	26,455	37,380	104,219	33,293	62,565	47,735	115,996	336,373	336,373	1,274,519	4,247
Capital Outlay & Depreciation	-	-	-	-	-	260,425	43,404	44,452	46,427	77,635	75,758	46,250	555,000	(39,351)
Other Outflows	6,684	-	-	-	969	6,816	2,548	-	4,775	-	(21,791)	-	-	-
<b>TOTAL EXPENSES</b>	<b>242,021</b>	<b>228,704</b>	<b>618,413</b>	<b>553,890</b>	<b>593,428</b>	<b>909,352</b>	<b>481,802</b>	<b>569,356</b>	<b>557,801</b>	<b>684,227</b>	<b>948,035</b>	<b>935,031</b>	<b>7,286,959</b>	<b>(35,103)</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(225,318)</b>	<b>(10,517)</b>	<b>455,390</b>	<b>(520,818)</b>	<b>416,308</b>	<b>(442,969)</b>	<b>285,885</b>	<b>(568,913)</b>	<b>555,005</b>	<b>(674,674)</b>	<b>(269,169)</b>	<b>(441,995)</b>	<b>417,698</b>	<b>1,859,482</b>
Revenues - Prior Year Accruals	653,447	546,801	-	4,993	47,714	-	3,351	-	23,952	(44,088)	366,283	-	-	-
Other Assets	45,818	-	-	-	-	35,307	-	-	(6,150)	-	-	-	-	-
Fixed Assets	-	-	-	-	-	260,425	43,404	43,404	43,198	42,561	75,758	46,250	-	-
Expenses - Prior Year Accruals	(39,539)	-	-	-	-	-	112	-	-	44,088	(344,262)	-	-	-
Accounts Payable - Current Year	(136,911)	(6,970)	12,938	3,385	33,580	(35,232)	(3,267)	32,958	(82,980)	(6,699)	57,340	-	-	-
Summerholdback for Teachers	(115,874)	(115,889)	23,871	25,202	25,063	24,726	24,789	25,827	24,981	25,143	-	-	-	-
Loans Payable (Long Term)	(62,926)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>4,574,240</b>	<b>4,987,664</b>	<b>5,479,863</b>	<b>4,992,626</b>	<b>5,515,291</b>	<b>5,357,548</b>	<b>5,711,823</b>	<b>5,245,100</b>	<b>5,803,106</b>	<b>5,189,437</b>	<b>5,075,388</b>	<b>4,679,643</b>		

# Language Academy

## Balance Sheet

As of Apr FY2021

	Jun FY2020	Apr FY2021
<b>ASSETS</b>		
Cash Balance	4,455,544	5,189,437
Accounts Receivable	1,602,453	366,283
Prepays	85,965	10,990
Fixed Assets, Net	8,078,440	7,645,448
<b>TOTAL ASSETS</b>	<b>14,222,401</b>	<b>13,212,158</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	492,460	314,655
Current Loans and Other Payables	201,349	162,457
Long-Term Loans and Other Liabilities	3,891,011	3,828,085
Beginning Net Assets	9,341,315	9,867,341
Net Income (Loss) to Date	296,266	(960,380)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>14,222,401</b>	<b>13,212,158</b>

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2021**

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Assumptions
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	5,948,803	6,328,953	6,485,620	6,687,321	6,924,206	6,924,206	
Federal Revenue	977,879	884,566	957,182	957,182	293,770	293,770	
Other State Revenues	731,354	1,273,474	665,662	664,910	665,101	665,101	
Local Revenues	34,121	48,300	48,300	48,300	48,300	48,300	
Fundraising and Grants	12,500	25,000	25,000	25,000	25,000	25,000	
<b>Total Revenue</b>	<b>7,704,657</b>	<b>8,560,293</b>	<b>8,181,764</b>	<b>8,382,713</b>	<b>7,956,377</b>	<b>7,956,377</b>	
<b>Expenses</b>							
Compensation and Benefits	4,846,777	5,247,738	5,066,878	5,213,996	5,131,476	5,131,476	
Books and Supplies	610,662	648,347	438,001	446,761	455,696	464,810	
Services and Other Operating Expenditures	1,274,519	1,428,846	1,439,678	1,469,047	1,499,436	1,527,816	
Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	
Other Outflows	-	-	-	-	-	-	
<b>Total Expenses</b>	<b>7,286,959</b>	<b>7,879,930</b>	<b>7,499,557</b>	<b>7,684,804</b>	<b>7,641,608</b>	<b>7,679,103</b>	
<b>Operating Income</b>	<b>417,698</b>	<b>680,363</b>	<b>682,208</b>	<b>697,908</b>	<b>314,769</b>	<b>277,275</b>	
COVID Funding Amount	730,743	1,197,496	663,412	663,412	-	-	
LCFF COLA	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	9,867,341	10,285,039	10,965,402	11,647,610	12,345,518	12,660,287	
Audit Adjustment							
Beginning Balance (Audited)	9,867,341	10,285,039	10,965,402	11,647,610	12,345,518	12,660,287	
Operating Income	417,698	680,363	682,208	697,908	314,769	277,275	
<b>Ending Fund Balance</b>	<b>10,285,039</b>	<b>10,965,402</b>	<b>11,647,610</b>	<b>12,345,518</b>	<b>12,660,287</b>	<b>12,937,562</b>	
<b>Total Revenue Per ADA</b>	13,154	14,724	14,073	14,418	13,685	13,685	
<b>Total Expenses Per ADA</b>	12,441	13,553	12,899	13,218	13,143	13,208	
<b>Operating Income Per ADA</b>	713	1,170	1,173	1,200	541	477	
<b>Fund Balance as a % of Expenses</b>	141%	139%	155%	161%	166%	168%	

Language Academy  
Multi-year Projection  
As of Apr FY2021

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Assumptions
<b>Key Assumptions</b>							
<b>Enrollment Breakdown</b>							
K	89	87	87	87	87	87	
1	66	66	66	66	66	66	
2	66	66	66	66	66	66	
3	66	66	66	66	66	66	
4	66	66	66	66	66	66	
5	66	66	66	66	66	66	
6	65	65	65	65	65	65	
7	65	65	65	65	65	65	
8	65	65	65	65	65	65	
<b>Total Enrolled</b>	<b>614</b>	<b>612</b>	<b>612</b>	<b>612</b>	<b>612</b>	<b>612</b>	
<b>ADA %</b>							
K-3	94.6%	95.0%	95.0%	95.0%	95.0%	95.0%	
4-6	97.7%	95.0%	95.0%	95.0%	95.0%	95.0%	
7-8	93.6%	95.0%	95.0%	95.0%	95.0%	95.0%	
<b>Average ADA %</b>	<b>95.4%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	
<b>ADA</b>							
K-3	272	271	271	271	271	271	
4-6	192	187	187	187	187	187	
7-8	122	124	124	124	124	124	
<b>Total ADA</b>	<b>586</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	<b>581</b>	
<b>Demographic Information</b>							
CALPADS Enrollment (for unduplicated % calc)	614	612	612	612	612	612	
# Unduplicated (CALPADS)	475	473	473	473	473	473	
# Free & Reduced Lunch (CALPADS)	460	459	459	459	459	459	
# ELL (CALPADS)	253	252	252	252	252	252	
New Students	5	-	-	-	-	-	
<b>School Information</b>							
FTE's	124.8	125.2	124.8	124.8	124.8	124.8	
Teachers	47	48	48	48	48	48	
Certificated Pay Increases	3%	3%	3%	3%		0%	
Classified Pay Increases	3%	3%	3%	3%		0%	
# of school days	-	-	-	-	-	-	
Default Expense Inflation Rate		2%	2%	2%	2%	2%	

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2021**

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Assumptions
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
8011 Charter Schools General Purpose Entitlement - State Aid	3,521,761	3,919,930	4,076,597	4,278,298	4,515,183	4,515,183	
8012 Education Protection Account Entitlement	1,141,482	1,132,966	1,132,966	1,132,966	1,132,966	1,132,966	
8096 Charter Schools in Lieu of Property Taxes	1,285,560	1,276,057	1,276,057	1,276,057	1,276,057	1,276,057	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>5,948,803</b>	<b>6,328,953</b>	<b>6,485,620</b>	<b>6,687,321</b>	<b>6,924,206</b>	<b>6,924,206</b>	
<b>Federal Revenue</b>							
8181 Special Education - Entitlement	80,607	76,750	76,500	76,500	76,500	76,500	
8291 Title I	179,686	179,686	179,686	179,686	179,686	179,686	
8292 Title II	24,385	24,385	24,385	24,385	24,385	24,385	
8294 Title IV	13,199	13,199	13,199	13,199	13,199	13,199	
8299 All Other Federal Revenue	680,002	590,546	663,412	663,412	-	-	
<b>SUBTOTAL - Federal Revenue</b>	<b>977,879</b>	<b>884,566</b>	<b>957,182</b>	<b>957,182</b>	<b>293,770</b>	<b>293,770</b>	
<b>Other State Revenue</b>							
8319 Other State Apportionments - Prior Years	1,432	-	-	-	-	-	
8381 Special Education - Entitlement (State	365,306	370,660	369,744	368,829	368,829	368,829	
8382 Special Education Reimbursement (State	18,480	-	-	-	-	-	
8550 Mandated Cost Reimbursements	9,875	10,022	10,076	10,238	10,430	10,430	
8560 State Lottery Revenue	120,519	120,843	120,843	120,843	120,843	120,843	
8590 All Other State Revenue	50,741	606,950	-	-	-	-	
8596 Other State Revenue 6	165,000	165,000	165,000	165,000	165,000	165,000	
<b>SUBTOTAL - Other State Revenue</b>	<b>731,354</b>	<b>1,273,474</b>	<b>665,662</b>	<b>664,910</b>	<b>665,101</b>	<b>665,101</b>	
<b>Local Revenue</b>							
8632 Sale of Publications	488	-	-	-	-	-	
8636 Uniforms	12,000	12,000	12,000	12,000	12,000	12,000	
8638 Merchandise Sales	1,300	1,300	1,300	1,300	1,300	1,300	
8639 All Other Sales	333	-	-	-	-	-	
8660 Interest	9,000	9,000	9,000	9,000	9,000	9,000	
8670 Fees and Contracts	6,000	6,000	6,000	6,000	6,000	6,000	
8693 Field Trips	-	15,000	15,000	15,000	15,000	15,000	
8699 All Other Local Revenue	5,000	5,000	5,000	5,000	5,000	5,000	
<b>SUBTOTAL - Local Revenue</b>	<b>34,121</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	
<b>Fundraising and Grants</b>							
8801 Donations - Parents	2,500	5,000	5,000	5,000	5,000	5,000	
8802 Donations - Private	2,500	5,000	5,000	5,000	5,000	5,000	
8803 Fundraising	7,500	15,000	15,000	15,000	15,000	15,000	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>12,500</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	
<b>TOTAL REVENUE</b>	<b>7,704,657</b>	<b>8,560,293</b>	<b>8,181,764</b>	<b>8,382,713</b>	<b>7,956,377</b>	<b>7,956,377</b>	

**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2021**

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Assumptions
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1100 Teachers Salaries	1,909,221	2,024,999	2,039,749	2,090,742	2,090,742	2,090,742	
1101 Teacher - Stipends	226,500	218,237	45,993	47,143	47,143	47,143	
1102 Title I / SES Tutoring	32,340	35,516	36,404	37,314	37,314	37,314	
1103 Teacher - Substitute Pay	56,800	62,000	63,550	65,139	65,139	65,139	
1300 Certificated Supervisor & Administrator Salaries	114,305	117,659	120,600	123,615	123,615	123,615	
1311 SPED Certificated	366,345	360,193	369,198	378,428	378,428	378,428	
1920 Other Cert - Summer	67,338	82,154	84,208	86,313	86,313	86,313	
1940 Academic Accountability & Intervention	113,466	112,821	115,642	118,533	118,533	118,533	
<b>SUBTOTAL - Certificated Salaries</b>	<b>2,886,314</b>	<b>3,013,579</b>	<b>2,875,343</b>	<b>2,947,227</b>	<b>2,947,227</b>	<b>2,947,227</b>	
<b>Classified Salaries</b>							
2100 Classified Instructional Aide Salaries	44,456	141,576	80,933	83,361	83,361	83,361	
2103 SPED Classified	128,518	137,679	141,809	146,063	146,063	146,063	
2200 Classified Support Salaries	80,034	135,184	74,932	77,180	77,180	77,180	
2300 Classified Supervisor & Administrator Salaries	118,143	118,346	121,896	125,553	125,553	125,553	
2400 Classified Clerical & Office Salaries	166,765	164,991	169,941	175,039	175,039	175,039	
2905 Other Classified - After School	112,184	115,550	119,016	122,586	122,586	122,586	
2925 Other Classified - Childcare	2,142	2,207	2,273	2,341	2,341	2,341	
2930 Other Classified - Maintenance/grounds	112,945	103,946	107,064	110,276	110,276	110,276	
<b>SUBTOTAL - Classified Salaries</b>	<b>765,187</b>	<b>919,478</b>	<b>817,865</b>	<b>842,401</b>	<b>842,401</b>	<b>842,401</b>	
<b>Employee Benefits</b>							
3100 STRS	448,446	486,292	528,729	541,948	541,948	541,948	
3300 OASDI-Medicare-Alternative	107,181	122,687	110,901	113,986	113,986	113,986	
3400 Health & Welfare Benefits	560,000	621,600	652,680	685,314	685,314	685,314	
3500 Unemployment Insurance	18,920	19,682	19,301	19,373	601	601	
3600 Workers Comp Insurance	43,818	47,197	44,318	45,476	-	-	
3900 Other Employee Benefits	16,911	17,223	17,740	18,272	-	-	
<b>SUBTOTAL - Employee Benefits</b>	<b>1,195,276</b>	<b>1,314,680</b>	<b>1,373,669</b>	<b>1,424,368</b>	<b>1,341,849</b>	<b>1,341,849</b>	
<b>Books &amp; Supplies</b>							
4100 Approved Textbooks & Core Curricula Materials	53,454	56,120	57,243	58,388	59,555	60,747	
4101 SPED Textbooks	7,000	7,700	7,854	8,011	8,171	8,335	
4200 Books & Other Reference Materials	160,820	153,000	84,272	85,958	87,677	89,431	
4201 Library Resources	7,552	15,000	15,300	15,606	15,918	16,237	
4315 Custodial Supplies	21,360	30,000	30,600	31,212	31,836	32,473	
4320 Educational Software	16,700	17,000	-	-	-	-	
4325 Instructional Materials & Supplies	40,000	97,800	93,636	95,509	97,419	99,367	
4330 Office Supplies	19,500	37,500	38,250	39,015	39,795	40,591	
4335 PE Supplies	3,000	9,000	9,180	9,364	9,551	9,742	
4340 Professional Development Supplies	4,794	4,794	4,890	4,988	5,087	5,189	
4352 Garden	1,000	2,000	2,040	2,081	2,122	2,165	
4354 ASES Materials	3,000	6,000	6,120	6,242	6,367	6,495	
4355 Summer Preschool	2,700	9,900	10,098	10,300	10,506	10,716	
4356 SPED Consumables	25,582	9,782	9,978	10,177	10,381	10,588	
4410 Classroom Furniture, Equipment & Supplies	10,200	20,750	10,400	10,608	10,820	11,037	
4420 Computers: individual items less than \$5k	222,000	150,000	35,700	36,414	37,142	37,885	
4423 Classroom Noncapitalized items 1	5,000	15,000	15,300	15,606	15,918	16,236	
4430 Non Classroom Related Furniture, Equipment & Supplies	7,000	7,000	7,140	7,283	7,428	7,577	



**Language Academy**  
**Multi-year Projection**  
**As of Apr FY2021**

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Assumptions
<b>SUBTOTAL - Books and Supplies</b>	<b>610,662</b>	<b>648,347</b>	<b>438,001</b>	<b>446,761</b>	<b>455,696</b>	<b>464,810</b>	
<b>Services &amp; Other Operating Expenses</b>							
5210 Conference Fees	5,000	17,605	17,957	18,316	18,683	19,056	
5215 Travel - Mileage, Parking, Tolls	7,000	5,000	5,100	5,202	5,306	5,412	
5220 Travel and Lodging	8,000	17,589	17,941	18,300	18,666	19,039	
5305 Dues & Membership - Professional	10,404	15,000	15,300	15,606	15,918	16,236	
5450 Insurance - Other	68,000	69,360	70,747	72,162	73,605	75,077	
5515 Janitorial, Gardening Services & Supplies	165,084	168,386	171,753	175,188	178,692	182,266	
5535 Utilities - All Utilities	97,920	99,878	101,876	103,913	105,992	108,112	
5605 Equipment Leases	34,639	35,332	36,039	36,759	37,495	38,244	
5610 Rent	99,210	101,195	103,218	105,283	107,388	109,536	
5615 Repairs and Maintenance - Building	10,200	10,200	10,404	10,612	10,824	11,041	
5616 Repairs and Maintenance - Computers	2,550	20,000	2,601	2,653	2,706	2,760	
5617 Repairs and Maintenance - Other Equipment	2,550	2,550	2,601	2,653	2,706	2,760	
5803 Accounting Fees	11,220	11,220	11,444	11,673	11,907	12,145	
5804 Parent Trainings	1,020	1,020	1,040	1,061	1,082	1,104	
5805 Administrative Fees	19,132	19,000	19,380	19,768	20,163	20,566	
5806 Assemblies	3,060	3,060	3,121	3,184	3,247	3,312	
5809 Banking Fees	428	437	446	455	464	473	
5812 Business Services	78,600	80,400	80,400	80,400	80,400	80,400	
5813 Board Development	4,000	5,600	5,712	5,826	5,943	6,062	
5818 SPED Legal Fees	1,000	1,000	1,020	1,040	1,061	1,082	
5824 District Oversight Fees	60,678	65,846	68,826	72,386	76,449	77,978	
5826 Directors Contingency	42,000	-	-	-	-	-	
5830 Field Trips Expenses	-	56,000	57,120	58,262	59,428	60,616	
5833 Fines and Penalties	563	-	-	-	-	-	
5836 Fingerprinting	816	1,000	1,020	1,040	1,061	1,082	
5839 Fundraising Expenses	36,700	36,700	37,434	38,183	38,946	39,725	
5843 Interest - Loans Less than 1 Year	110,370	112,578	114,829	117,126	119,468	121,858	
5845 Legal Fees	10,200	10,200	10,404	10,612	10,824	11,041	
5851 Marketing and Student Recruiting	1,224	1,224	1,248	1,273	1,299	1,325	
5857 Payroll Fees	15,300	15,606	15,918	16,236	16,561	16,892	
5860 Printing and Reproduction	28,000	35,000	35,700	36,414	37,142	37,885	
5861 Prior Yr Exp (not accrued)	18,063	-	-	-	-	-	
5863 Professional Development	20,000	34,500	35,190	35,894	36,612	37,344	
5869 Special Education Contract Instructors	137,914	163,914	167,192	170,536	173,947	177,426	
5874 Sports	-	15,529	15,840	16,156	16,479	16,809	
5875 Staff Recruiting	1,020	1,020	1,040	1,061	1,082	1,104	
5878 Student Assessment	12,280	12,485	12,734	12,989	13,249	13,514	
5880 Student Health Services	9,210	3,182	3,246	3,311	3,377	3,445	
5881 Student Information System	15,964	16,230	16,555	16,886	17,224	17,568	
5884 Substitutes	26,000	56,000	57,120	58,262	59,428	60,616	
5887 Technology Services	50,000	35,000	35,700	36,414	37,142	37,885	
5910 Communications - Internet / Website Fees	22,000	7,000	7,140	7,283	7,428	7,577	
5915 Postage and Delivery	8,000	48,000	48,960	49,939	50,938	51,957	
5920 Communications - Telephone & Fax	19,200	18,000	18,360	18,727	19,102	19,484	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,274,519</b>	<b>1,428,846</b>	<b>1,439,678</b>	<b>1,469,047</b>	<b>1,499,436</b>	<b>1,527,816</b>	
<b>Depreciation Expense</b>							
6900 Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	
<b>SUBTOTAL - Depreciation Expense</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	
<b>Other Outflows</b>							
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	

**Language Academy**  
Multi-year Projection  
As of Apr FY2021

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26	Assumptions
<b>TOTAL EXPENSES</b>	<b>7,286,959</b>	<b>7,879,930</b>	<b>7,499,557</b>	<b>7,684,804</b>	<b>7,641,608</b>	<b>7,679,103</b>	



A California Public School

Agenda Item#VIG

**Board Meeting Date:** May 28, 2021

**Subject:** April 2021 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 April 2021 check register.

**Documents Attached:**

1. April 2021 Check Register

<b>April 2021</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De González, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 05.25.2021

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



A California Public School

Agenda Artículo#VIG

**Fecha de la Reunión:** 28 de mayo de 2021

**Tema:** Registro de la cuenta bancaria abril 2021

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

**Comité:** Liderazgo Escolar

**Recomendación:** El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de abril 2021.

**Documento adjunto:**

1. Registro de la cuenta bancaria del mes de abril 2021

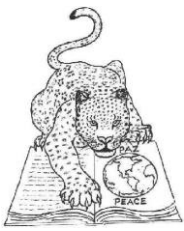
abril 2021				
Members	Aye	Nay	Abstain	Absent
Ruiz, Nadeen				
De Gonzalez, Julissa				
Sylvains, Nina				
Kokayi, Nailah				
Aceves, Fernando				
García, Cristian				
Jáuregui, Gemma				
Leon, Pedro				
Vacant				
Totals:				

**Tiempo estimado de presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 05.25.2021

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

**Language Academy of Sacramento**  
**Check Register**  
**April 2021**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
4/19/2021	9002	Cruz-Llamas, Luis	Reimb: Class supplies	354.64
4/19/2021	9003	De Lage Landen Financial Services	Copier Lease	2,623.56
4/19/2021	9004	EdTec Inc.	Back Office (April 2021)	6,550.00
4/19/2021	9005	Effie Yeaw Nature Center	Virtual Field Trip (3rd)	320.00
4/19/2021	9006	Elevator Industries	Elevator maintenance	100.00
4/19/2021	9007	Estrellita, Inc.	TK Curriculum	1,009.69
4/19/2021	9008	Fagen Friedman & Fulfrost LLP	Legal Services	300.00
4/19/2021	9009	Global Industrial	COVID-19 Social Distancing Prep	4,806.74
4/19/2021	9010	Adriana Gutierrez	Reimb: Class supplies	16.03
4/19/2021	9011	Gemma Jauregui	8th Grade Movie Night	471.33
4/19/2021	9012	JCL Electronics, LLC	Technical Support (March 2021)	3,621.56
4/19/2021	9013	K12 Health	Health Services	1,264.00
4/19/2021	9014	Kaiser Foundation Health Plan Inc	Employee Health Benefits (May 2021)	23,410.76
4/19/2021	9015	Law Office of Jennifer McQuarrie	Legal Services	770.00
4/19/2021	9016	Cristina Meza	Reimb: Class supplies	191.10
4/19/2021	9017	Tomas Montoya	COVID-19 Health Prep	890.00
4/19/2021	9018	Ana Novoa	Reimb: Class supplies	604.44
4/19/2021	9019	Occupational Therapy for Children	SPED Services	270.00
4/19/2021	9020	Office Depot	Classroom Materials, COVID	8,083.20
4/19/2021	9021	Rosio Perez	Reimb: Class supplies	647.15
4/19/2021	9022	PNP Construction, Inc.	COVID-19 Social Distancing Prep (Sink In	35,074.00
4/19/2021	9023	Rodriguez, Andrea	Reimb: Class supplies	544.80
4/19/2021	9024	Rosas, Lorena	Reimb: PC Student Appreciation	159.68
4/19/2021	9025	Cynthia Suarez	Reimb: Field Trip Fees	125.00
4/19/2021	9026	Sutter Health Plus	Employee Health Benefits (May 2021)	13,516.16
4/19/2021	9027	SYNCB/AMAZON	Hybrid prep: Disinfectant supplies	6,341.78
4/19/2021	9028	T-Mobile	DiLe Student Internet Services	520.00
4/19/2021	9029	The Home Depot Pro	COVID-19 Health Prep/Custodial Supplies	336.51
4/19/2021	9030	Western Health Advantage	Employee Health Benefits (May 2021)	8,942.81
4/19/2021	9031	Windstream	Communication Services	1,454.10
4/27/2021	9032	Blackboard Inc	Mass Notification Services	967.55
4/27/2021	9033	Cassidy Galvan	Reimb: Fingerprinting fees	20.00
4/27/2021	9034	Colleen Conant	Reimb: Class supplies	767.70
4/27/2021	9035	CustomInk	School Uniforms	2,842.84
4/27/2021	9036	Department of Justice	Fingerprinting Fees	32.00
4/27/2021	9037	Shelly Duenas	Reimb: Fundraising Expenses	500.00
4/27/2021	9038	Erica Frederiksen	Reimb: Class library/ supplies	280.82
4/27/2021	9039	Garcia Pena, Maricela	Reimb: Fingerprinting fees	27.00
4/27/2021	9040	Gopher	Classroom Materials	96.45
4/27/2021	9041	Adriana Gutierrez	Reimb: Class supplies	627.79
4/27/2021	9042	Rebecca Heredia	Reimb: Class library/ supplies	495.33
4/27/2021	9043	Lincoln National Life Insurance Company	Employee Benefits (May 2021)	4,436.41
4/27/2021	9044	Mendez, Christian	Reimb: Fingerprinting fees	41.00
4/27/2021	9045	Network Office Systems	Printing Services	192.65
4/27/2021	9046	NWEA	Student State Testing	4,300.00
4/27/2021	9047	Ordaz, Jeanelle	Reimb: Fingerprinting fees	20.00
4/27/2021	9048	Pedro Miranda	Gardening Services	550.00
4/27/2021	9049	Rodriguez, Andrea	Reimb: Professional Development	100.00
4/27/2021	9050	Irene Rodriguez	Reimb: Student materials	224.07
4/27/2021	9051	Sacramento City Unified School District	Employee Health Benefits (September 20	70,704.07
4/27/2021	9052	Cynthia Suarez	Reimb: Class materials/ Professional Dev	244.97
4/27/2021	9053	Mayra Tejada	Reimb: Class materials	86.29
4/27/2021	9054	The Home Depot Pro	COVID Health Prep	804.53
4/27/2021	9055	The Speech Pathology Group	SPED Services	1,086.75
4/27/2021	9056	Total Education Solutions	SPED Services	10,975.00
4/27/2021	9057	Karina Vargas	Reimb: Class materials	149.94
4/27/2021	9058	Vision Service Plan - CA	Employee Health Benefits (May 2021)	949.69
4/23/2021	9042019	California Credit Union	Various	7,619.95
4/29/2021	9042019	California Credit Union	Various	9,736.98
<b>Total</b>				<b>242,198.82</b>



A California Public School

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

Agenda Item #VIH

**Board Meeting Date:** May 28, 2021

**Subject:** Curriculum Design Team

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

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

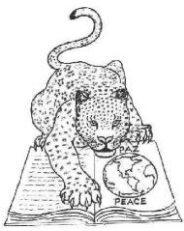
**Information:**

The Curriculum Design Team (CDT) met on May 6, 2021 and May 20, 2021, and addressed the following agenda items:

- Afterschool Intervention Cycle 2 Data
- Charter & LCAP Goals
- MAP Accelerator and MAP Reading Fluency
- Return to LAS Update
- Anti-Racism at LAS
- Expanded Learning Opportunities Grant (ELPG)
- Summer Program Planning

<p><b>Estimated Time of Presentation:</b> 10 min.  <b>Submitted By:</b> Jáuregui  <b>Date:</b> 05.26.2021</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pages _____  <input type="checkbox"/> MOU, pages _____</p>
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A California Public School

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

Artículo#VIH

**Fecha de la Reunión:** 28 de mayo de 2021

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

**Información:**

El Comité de Diseño Curricular (CDT) se reunió el 6 de mayo de 2021 y el 20 de mayo de 2021, y discutió los siguientes temas:

- Datos del ciclo 2 de intervenciones
- Metas de charter y de LCAP
- Evaluaciones MAP Accelerator and MAP Reading Fluency
- Actualización de regreso a LAS
- Anti-racismo en LAS
- Subvención para oportunidades de aprendizaje ampliado (ELOG)
- Planeación para programas de verano

**Tiempo estimado para la presentación:** 10 min.

**Entregado por:** Jáuregui

**Fecha:** 05.26.2021

**Páginas pertinentes en:**

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

( ) MOU, páginas \_\_\_\_\_



A California Public School

Agenda Item# VII

**Board Meeting Date:** Friday, May 28, 2021

**Subject:** Executive Director Evaluation

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

**Committee:** Nadeen Ruiz, Julissa de González

The Executive Director Evaluation Committee will review with Governing Board Members the process for submitting their feedback regarding the Executive Director's performance for the Academic Year 2020-21.

**Estimated Time of Presentation:** 5 min  
**Submitted By:** Ruiz  
**Date:** 05.24.2021

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





A California Public School

Agenda Articulo# VII

**Fecha de la Reunión:** viernes, 28 de mayo de 2021

**Tema:** Evaluación de Director Ejecutivo

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

**Comité:** Nadeen Ruiz, Julissa de González

El Comité de Evaluación del Director Ejecutivo revisará con los miembros de la Mesa Directiva el proceso para enviar sus comentarios sobre el desempeño del Director Ejecutivo para el año académico 2020-21.

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Ruiz  
**Fecha:** 05.24.2021

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