

**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**

Tuesday, June 28, 2022/martes, 28 de junio del 2022

**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.	Fernando Aceves	Parent/Padre (19-22) President/Presidente		
2.	Cristian García	Parent/Padre (20-23)		
3.	Nailah Kokayi	Parent/Madre (21-24) Vice President/Vice Presidenta		
4.	Clark Graham	Teacher/Maestre (19-22)		
5.	Laura Lomeli	Staff/Personal (20-23) Secretary/Secretaria		
6.	Brenda Luna	Teacher/Maestra (21-24)		
7.	Julissa de González	Community Member/Miembro Comunitario (19-22) Treasurer/Tesorerera		
8.	Nina Sylvains	Community Member/Miembro Comunitario (20-23)		
9.	Mariana Corona Sabeniano	Community Member/Miembro Comunitario (21-24)		
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. May 28, 2021 minutes/minutas del 28 de mayo 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. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION – ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN**

**A. Local Control and Accountability Plan (LCAP) Annual Update & Approval/Plan de control local y rendición de cuentas (LCAP): Noticias actuales y aprobación** – School Leadership (40 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. LAS Fiscal Year 2023 Budget & Monthly Financials/Presupuesto de LAS para el año fiscal 2023 & financieros mensuales** – School Leadership (20 min.)

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

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

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

**C. May Check Register/Registro de la cuenta bancaria de mayo** – School Leadership/*Liderazgo* (5 min)

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

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

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

**D. EPA Resolution/Resolución de EPA (5 min.)**

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

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

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

**E. Board Development/Desarrollo de la mesa directiva: Annual survey, Self-Reflection, Resignation and Elections Timeline - Aceves (20 min.)**

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

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

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

**F. Revised 2022-2023 Academic Calendar/Calendario académico 2022-2023 con revisiones – School Leadership (10 min.)**

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

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

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

**G. Executive Director Evaluation Committee Report/Evaluación del Director Ejecutivo: Actualización del comité– 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: \_\_\_\_\_

**V. CLOSED SESSION/Sesión cerrada: Personnel Contract/Contrato de personal – Executive Director’s Evaluation/Evaluación del director ejecutivo –de González (15 min)  
Government Code 54957 – Public Employee Performance Evaluation**

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

**VII. FUTURE MEETINGS/Próxima Junta**

A.) Regular Meeting: Friday, August 26, 2022 at 5:30pm – viernes, 26 de agosto de 2022 a las 5:30pm

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

**VII. ADJOURNMENT/Clausura**

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

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

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



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 2850 49th Street, Sacramento, CA 95817

**Minutes/Minutas**  
**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**  
**Friday, May 27, 2022/ viernes, 27 de mayo del 2022**  
**5:30 pm through Zoom/ 5:30PM a través de Zoom**

**I. PRELIMINARY/PRELIMINARIO**

**I.A & B** Meeting was called to order by Fernando Aceves at 5:37 PM. Roll call was taken./ La junta fue convocada por Fernando A a las 5:36 PM. Se tomó lista.

Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
1. Fernando Aceves	Parent/Padre (19-22) Vice President/Vice President	X	
2. Cristian García	Parent/Padre (20-23) Secretary/Secretario	X	
3. Nailah Kokayi	Parent/Madre (21-24)	X	
4. Clark Graham	Teacher/Maestre (19-22)	X	
5. Laura Lomelí	Staff/Personal (20-23)		X
6. Brenda Luna	Teacher/Maestra (21-24)	X	
7. Julissa de González	Community Member/Miembro Comunitario (19-22) Treasurer/Tesorera	X	
8. Nina Sylvains	Community Member/Miembro Comunitario (20-23)	X	
9. Mariana Corona Sabeniano	Community Member/Miembro Comunitario (21-24)		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	

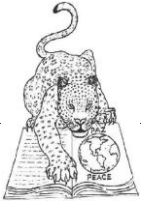
**Agenda/Agenda**

**Action/Acción**

<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>	<p>A motion was made to approve the May 27, 2022 agenda  <i>Se hizo una moción para aprobar la agenda del 27 de mayo de 2022</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Brenda Luna            2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Cristian García            Absences/Ausencias: Lomelí, Corona Sabeniano, de González            Abstentions/Abstenciones: None/ninguna            The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p>
<b>I.D.a.</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los minutos de la mesa directiva</i>	<p>A motion was made to approve the April 22, 2022 minutes  <i>Se hizo una moción para aprobar las minutas del 22 de abril de 2022</i></p> <p>1<sup>st</sup> Motion/1<sup>a</sup> Moción: Nailah Kokayi            2<sup>nd</sup> Motion/2<sup>a</sup> Moción: Cristian García            Absences/Ausencias: Lomelí, Corona Sabeniano            Abstentions/Abstenciones: Graham, Sylvains            The motion passed with five votes. / <i>La moción pasó con cinco votos.</i></p>
<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>	Eduardo de León made a public about the end of the 2022-23 school year. <i>Eduardo de León hizo un comentario público sobre el final del año escolar 2022-23.</i>
<b>III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION</b>		
<b>III.1.</b>	<b>Parent Council/Association/Concilio de padres/asociación de padres – Representative/representante</b>	Brenda Luna shared the report. <i>Brenda Luna compartió el reporte.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III.2.</b>	<b>Student Council/Concilio de estudiantes – Representative/representante</b>	Eduardo de León shared the report. <i>Eduardo de León compartió el reporte.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.A.</b>	<b>Academics 101, Part IV– Educational Program: Design, Academic Achievement and Accountability/Programa educativo, Parte IV: diseño, logros académicos y contabilidad - School Leadership/Liderazgo escolar</b>	Teejay Bersola shared information with the board. Additionally, Academic Intervention Program Leads, Brenda Luna, Ana Luna Franco and Dehisy Valencia shared a presentation about supports that have been implemented in areas of academic intervention. <i>Teejay Bersola compartió información con la mesa directiva. Adicionalmente, líderes de intervenciones académicas, Brenda Luna, Ana Luna Franco y Dehisy Valencia compartieron una presentación sobre apoyos que se han implementado en el área de intervención académico.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.B.</b>	<b>Local Control and Accountability Plan (LCAP) Draft &amp; Public Hearing/Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública – Bersola</b>	Teejay Bersola shared the LCAP Draft. <i>Teejay Bersola compartió el borrador del LCAP.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C.</b>	<b>Finance Committee: Monthly Financials, Preliminary Review 22-23 Budget/Comité de Finanzas: Financieros mensuales, Reviso preliminar del presupuesto 22-23 – Morales, EdTec</b>	Judy Morales and Brian Holmes, EdTec, presented monthly financials and the preliminary 22-23 budget. <i>Judy Morales y Brian Holmes, EdTec, presentaron los financieros mensuales y el presupuesto preliminar para 22-23.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.D.</b>	<b>Bylaws/Policy Committee: 2022-2025 Governing Board Vacancies &amp; Elections Timeline/Comité de Estatutos/Pólizas: Vacantes en la Mesa Directiva 2022-2025 &amp; línea Cronológica para elecciones – Aceves, de León</b>	Eduardo de León presented information about the 2022-2025 Governing Board Vacancies & Elections Timeline. <i>Eduardo de León compartió información sobre Vacantes en la Mesa Directiva 2022-2025 &amp; línea Cronológica para elecciones.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.E.</b>	<b>April Check Register/ Registro de la cuenta bancaria de abril – School Leadership</b>	The April check register was shared with the board. <i>Se compartió el registro bancario de marzo con la mesa directiva.</i>  A motion was made to approve the April check register. <i>Se hizo una moción para aprobar el registro bancario de abril.</i>  1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Clark Graham 2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Julissa de González Absences/Ausencias: Laura Lomeli, Mariana Corona Sabeniano Abstentions/Abstenciones: None/Ninguno

		The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.F.</b>	<b>Resolution Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361/ Resolución que autoriza el uso de teleconferencias remotas de conformidad con AB 361 – Aceves, School Leadership</b>	Eduardo de León shared information about the resolution. <i>Eduardo de León compartió información sobre la resolución.</i>  A motion was made to approve the resolution. <i>Se hizo una moción para aprobar la resolución.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Brenda Luna 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Clark Graham Absences/ <i>Ausencias</i> : Laura Lomeli, Mariana Corona Sabeniano Abstentions/ <i>Abstenciones</i> : Cristian García The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.G.</b>	<b>Executive Director Evaluation Process/Proceso para la evaluación del director ejecutivo – de González</b>	Julissa de González presented information about the Executive Director evaluation process and timeline, including the decision to continue with annual evaluations. She also presented the ED evaluation goals. <i>Julissa de González presentó información sobre la evaluación y la línea cronológica de la evaluación del Director Ejecutivo, incluyendo la decisión de seguir con evaluaciones anuales. También presentó las metas anuales.</i>  A motion was made to approve the ED evaluation goals. <i>Se hizo una moción para aprobar las metas de evaluación del ED.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Fernando Aceves 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Nailah Kokayi Absences/ <i>Ausencias</i> : Laura Lomeli, Mariana Corona Sabeniano Abstentions/ <i>Abstenciones</i> : Clark Graham, Brenda Luna The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>V. FUTURE MEETINGS/PRÓXIMA JUNTA</b>		
a. Regular Meeting: Friday, June 24, 2022 at 5:30pm – <i>viernes, 24 de junio de 2022 a las 5:30pm</i>		
<b>VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</b>		
- School Safety/ <i>Seguridad escolar</i>		
<b>VII. 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> : Cristian García 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Fernando Aceves Absences/ <i>Ausencias</i> : Laura Lomeli, Mariana Corona Sabeniano 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 8:04 PM. / <i>La reunión de la Mesa se terminó a las 8:04PM.</i>		



A California Public School

Agenda Item#III1

**Board Meeting Date:** June 28, 2022

**Subject:** Parent Council & Parent Association

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

**Committee:** Parent Council, Parent Association

A report will be shared summarizing events and activities during the month of June, 2022.



A California Public School

Agenda Artículo # III1

**Fecha de la reunión:** 28 de junio de 2022

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

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

**Committee:** Parent Council, Parent Association

Un reporte se compartirá resumiendo eventos y actividades que se llevaron a cabo en el mes de junio, 2022.





A California Public School

Agenda Item# IVA

**Board Meeting Date:** June 28, 2022

**Subject:** LCAP Annual Update

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

**Committee:** School Leadership

**Information:**

*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. Throughout the current 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, continue to learn about, share feedback, and improve on the LAS LCAP.*



A California Public School

**Attachments:**

- 1) LAS LCAP Part1: Annual Update FY22 and FY23
- 2) LAS LCAP Part2: FY22 LCAP Supplement
- 3) LAS LCAP Part3: Local Indicators

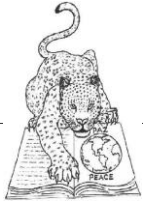
**Recommendations:**

It is recommended that the LAS Board review and approve the LAS LCAP Parts 1, 2, and 3 before the required submission date of July 1, 2022.

<b>Members</b>	Aye	Nay	Abstain	Absent
De González, Julissa				
Sylvains, Nina				
Corona Sabeniano, Mariana				
Aceves, Fernando				
García, Cristian				
Kokayi, Nailah				
Graham, Clark				
Lomelí, Laura				
Luna, Brenda				
Totals:				

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola  
**Date:** 062322

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



**Fecha de la Reunión:** 28 de junio de 2022

**Tema:** Actualizaciones anuales de LCAP

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

**Comité:** Liderazgo Escolar

**Información:**

*Parte 1: LCFF y LCAP*

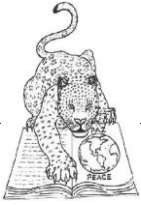
*California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).*

*Según la ley, cada distrito escolar recibe una cantidad por estudiante para fondos básicos, más fondos adicionales para aumentar o mejorar los servicios para sus Aprendices del Idioma Inglés, niños en cuidado temporal o niños de familias de bajos ingresos definidos como poblaciones de estudiantes no duplicados.*

*La mesa escolar local decidirá cómo usar mejor los fondos, con aportaciones de sus comunidades locales. La LCFF también requiere estatutos para crear un Plan de Control Local y Rendición de Cuentas (LCAP) que muestre cómo se gastará el fondo para proporcionar el programa y mejorar los resultados de los estudiantes.*

*El LCFF les brinda a los padres y a las comunidades escolares locales una oportunidad nueva e importante para participar en sus escuelas, proporcionar información y asegurar que se atiendan las necesidades de todos sus estudiantes locales.*

*El 21 de marzo de 2019, la Petición de Renovación de Chárter de LAS fue aprobada por unanimidad por el SCUSD. El reciente trabajo de renovación del chárter de LAS, que comenzó en la primavera de 2017, implicó la reflexión de la comunidad escolar y la participación en el desarrollo de la Misión del chárter, las Prioridades del Estado y ha sido fundamental en el establecimiento de las bases para el LCAP. A lo largo del año escolar actual, los grupos interesados a través de la Asociación de Padres, el Concilio de Padres, el Concilio Asesor de Aprendices de Inglés, las reuniones del personal, el desarrollo profesional, las reuniones del*



A California Public School

*Concilio Escolar, las reuniones del Comité de la Mesa y las reuniones de la Mesa Directiva, continúan aprendiendo, compartiendo comentarios y mejorando el LCAP de LAS.*

**Adjunto:**

- 1) LAS LCAP Parte1: Actualización anual FY22 y FY23
- 2) LAS LCAP Parte2: Suplemento del LCAP del año fiscal 22
- 3) LAS LCAP Parte3: Indicadores Locales

**Recomendaciones:**

Se recomienda que la Mesa de LAS revise y apruebe las Partes 1, 2 y 3 del LCAP de LAS antes de la fecha de presentación requerida del 1 de julio de 2022.

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola  
**Date:** 062322

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

**Language Academy**  
**LCAP Data**  
**Apr Forecast 2022**

<b>Budget Overview for Parents</b>		<b>2022-23</b>
<b>Revenue</b>		
Total LCFF Funds		6,798,922
<i>LCFF Supplemental &amp; Concentration Grants</i>		1,426,892
All Other State Funds		1,731,012
All Local Funds		73,300
All Federal Funds		963,444
<b>Total Projected Revenue</b>		<b>9,566,678</b>
<b>Expenses</b>		
<b>Total General Fund Expenses</b>		<b>9,251,545</b>

<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students</b>		
<b>2021-22</b>	Unduplicated Pupil % (Optional - LCAP General Information)	77%
<b>2022-23</b>	Projected LCFF Supplemental and/or Concentration Grants	1,426,892
<b>2022-23</b>	Projected Additional LCFF Concentration Grant (15 percent)	137,552
<b>2022-23</b>	Projected Percentage to Increase or Improve Services for the Coming School Year	27%

<b>LCAP Action Tables</b>		
<b>2021-22</b>	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,302,620
<b>2021-22</b>	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	4,903,795
<b>2022-23</b>	Projected LCFF Base Grant (Data Entry Table)	5,372,030
<b>2022-23</b>	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,426,892

**Local Control and Accountability Plan: LAS draft v062422 5PM**

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 [FY22]**

**General Information**

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 613 students for the FY22 school year. As of April 2022, there are 792 children on the LAS waiting list.

**LAS Demographics**

For FY22, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 45% English Learners and 12% qualifying for Special Education services. About 94% of the students are Latino, 2% Black/African Americans, 3% White, and 0.8% Asian.

**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 18<sup>th</sup> year,

LAS has become Sacramento’s premier 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 and FY21 are not available due to COVID-19 school closure. LAS will update this section as soon as CA Dashboard Data becomes available. LAS is in the midst of gathering academic growth performance internal data for Math and Reading: English and Spanish

## 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. LAS staff needs continued professional development time to learn about the efficacy of state and MAP, and other local assessments as well as its analysis and reporting elements. For FY22, LAS has expanded its teacher leadership and identified core staff members for 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' school wide expanded learning programs need to continue to be innovative and all-encompassing in nature, in order to holistically address the needs of students. In FY22, 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 is laser focus on strategically addressing the teaching and learning gaps exacerbated by the global pandemic. LAS's three-year LCAP design is rooted in the LAS Charter and is also purposefully aligned with the ELO and ESSER 3 expenditure plans. All plans utilize the three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate, as the backbone in organizing the collective galvanized effort to meet the gargantuan task of educating school children in the midst of unprecedented health crisis. With diligence and accountability, LAS plans to continue its momentum of expanded teaching and learning support in the upcoming two school years- as it will take at least that much to see implemented program fruition.

## Comprehensive Support and Improvement (Not Applicable to LAS)

### Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

LAS has a governance structure strategically designed to keep its educational partners informed about the ever-changing landscape of health and safety mandates, legislations, flexible infrastructure demands and of course, funding. As practiced throughout the school year, school leadership meets weekly/monthly with educational partners via board, board committees, staff meeting, professional development Friday meetings, charter/compliance meetings, parent council and association meetings. In these settings, one-time federal funds are presented, student achievement data are analyzed, strategic plans are shared and more importantly, educational partners share their Know and Want to Know understandings of the topic discussed via online survey. School leadership reviews all survey feedback providing statement validation,



correction, and/or answers to inquiries. The Know and Want to Know survey results and documents are posted on the school's website and also included in board meeting packets.

**WHAT – WHEN - WHERE:**

**ITEM 1: LAS Community Survey Distribution**

March 14 - April 1, 2022

LAS

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

By June 10, 2022

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

**LCAP Educational Partner Outreach and Consultation Dates 2021-2022:**

**Educational Partner Group and Meeting Dates**

**Governing Board Meeting and Retreat**

2021: 8/27, 9/24, 10/22, 11/19, 12/17

2022: 1/28, 2/25, 3/25, 4/22, 5/27, 6/24

**Parent Council Meeting/ELAC/SSC**

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/2, 4/6, 5/4, 6/1

#### Parent Association Meeting

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/9, 4/20, 5/11

#### Staff Meeting and PD Meetings

2021: 8/9, 8/19, 9/9, 9/16, 9/23, 10/7, 10/14, 10/22, 12/9, 12/16

2022: 1/13, 1/20, 2/11, 3/11, 4/8, 5/13, 5/31-6/13

#### CDT Committee Meeting

2021: 9/2, 11/4, 12/2

2022: 2/3, 3/3, 4/7, 5/5

#### **ITEM 3: LAS Public Hearing**

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 27, 2022 and June 28, 2022 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or

provide feedback online via the LAS Educational Partners Survey: 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 educational partners.

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 FY21 and FY22:

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's 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 2022, LAS has collected 547 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29, Yr7: 28, and Yr8: 119) "What I Know" and 503 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32, Yr7: 21, and Yr8: 115) "What I Want to Know" statements. Thus far, 1050 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.
- 4) An emerging theme from the stakeholder comments is the area of Academic Performance (AP), particularly in mathematics and Academic Engagement (AE), specifically, attendance as it relates to Covid-19 quarantine mandates. Moreover, families are beginning to share glimpses of socio-emotional and academic concerns such as lack of practice for the target language in a more authentic way and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

LAS's collective work towards meeting its LAS Charter and LCAP goals continues with diligence and focus on three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate. Recent educational partners input that informed priorities for the Expanded Learning Opportunities (ELO) and the Elementary and Secondary School Emergency Relief (ESSER) plans serves as the backbone of LAS's strategic planning in to address the learning gaps and opportunities resulting in the massive schooling interruptions due to the COVID-19 pandemic. The following are examples of mid-year successes and challenges experience by the LAS learning community thus far:

Successes: Goals- AP, AE and CC	Challenges: Goals- AP, AE, and CC
<p>AP Goals:</p> <p>Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning</p> <p>Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus</p> <p>Expanded supplemental curricular materials and supplies for both core day and after-school programs</p> <p>AE Goals:</p> <p>Establishment of Independent Study Program Protocols specific to COVID-19 setting: Traditional Independent Study Program, Long-term Independent Study Program, and Quarantine Independent Study Program (TISP, LISP and QISP).</p> <p>More cohesive MTSS process to identify reengagement support for at-risk students with low attendance</p> <p>CC Goals:</p> <p>Expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.</p> <p>Expanded access to COVID-19 mitigation supplies and materials.</p> <p>Established schoolwide COVID-19 regular screening for all, particularly after vacations and/or long weekends.</p> <p>Expanded on more recess and lunchtime structured activities for students to participate in and full implementation of PlayWorks.</p>	<p>AP, AE, and CC Goals:</p> <p>Staffing shortages has greatly impacted support program implementation: substitute teachers, intervention staff, ground supervision staff</p> <p>Pandemic induced anxiety for all educational partner groups have made it more complex to meet and problem solve together</p> <p>COVID-19 quarantines have made it difficult to maintain a momentum in classroom teaching and learning</p> <p>Anticipated revenue (due to ADA drop because of quarantines) and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year <i>(This is specific to the MOY LCAP Supplement. The recently approved hold harmless provision for FY22 attendance accounting negates this fiscal concern.)</i></p>

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Academic Engagement related concerns dominate the FY22 educational partners' feedback. There is a consensus that even before the pandemic, many students need support to bridge performance gaps, particularly in reading and mathematics, and this is even much more so after the COVID-19 schooling interruptions. From the teachers' perspective, there is a huge emerging concern in the subject of writing. Not only has distance learning created an enormous challenge to teach writing but also to provide feedback and conduct evaluation, particularly with the primary grade students. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios, These past two years, teachers have been "pilots trying to fly their planes while building them." Furthermore, the socio-emotional ramifications of experiencing a collective trauma – global pandemic, have exacerbated the recovery needs of students and their families.

## Goals and Actions

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

Goal 1	Description
AP.G1	This section will reflect the 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.

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
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AP.G1.3  
 ELA: State  
 SBAC and  
 Verifiable  
 Data MAP  
 Growth

**External Accountability: (FY22 Data TBD- August, 2022)**

**By the End of Stage 3 Gr8 achievement goals:**

(FY21) G3.0 SBAC 48% of students who met/exceeded ELA standards

G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from \*Gr5 SBAC ELA baseline

	<b>FY22 Gr8 Cohort: Gr7 SBAC ELA Data (* Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</b>	<b>FY22 Gr8 Cohort: Gr8 SBAC ELA Data (TBD)</b>
<i>All FY21 Gr8 Cohort Students</i>	38%	
<i>Latinx</i>	35%	
<i>English Learner (EL)</i>	10%	
<i>RFEP</i>	56%	
SPED	*	
SED	33%	

G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

FY21 Gr8 Cohort Comparative ELA Data: Gr5 vs Gr8

	<b>FY21 Gr8 Cohort: Gr5 SBAC ELA Data</b>	<b>FY21 Gr8 Cohort: Gr8 SBAC ELA Data</b>

**External Accountability:**

**By the End of Stage 3 Gr8 achievement goals:**

G3.0 SBAC % of students who met/exceeded ELA standards-

G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline

G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

G3.0C 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

**Internal Accountability:**



<i>All FY21 Gr8 Cohort Students</i>	24%	48%
<i>Latinx</i>	25%	46%
<i>English Learner (EL)</i>	0%	33%
<i>RFEP</i>	55%	55%
<i>SPED</i>	*	*
<i>SED</i>	21%	46%

G3.0C 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

	<b>LAS FY21: Gr8</b>	<b>State FY21: Gr8</b>	<b>District FY21: Gr8</b>	<b>Neighbor Schools FY21: Gr8</b>
<i>All FY21 Gr8 Cohort Students</i>	<b>48%</b>	47%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>Latinx</i>	<b>46%</b>	36%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>English Learner (EL)</i>	<b>33%</b>	7%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>RFEP</i>	<b>55%</b>	53%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>SPED</i>	*	*	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>SED</i>	<b>46%</b>	35%	<i>No Data C-19</i>	<i>No Data C-19</i>

**MAP Growth English Reading based on Student Growth Summary Report – Percent Met Projection (PMP) Column**

*\*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)*

G3.21 LAS Benchmark

MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 29%

G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP

G3.21B Subgroups: LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40%

By End of Stage 3 Gr8 ELLs, cohort will show an upward

**Internal Accountability:**

**MAP Growth English Reading based on Student Growth Summary Report –  
Percent Met Projection (PMP) Column**

*\*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)*

G3.21 LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8, PMP= 29% (FY22: PMP=35%)

G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP English Reading

Gr5= First year implementation; no comparable data (FY22: Gr6=63%)

Gr6= 35% (FY22: Gr7=59%)

Gr7= 43% (FY22: Gr8=35%)

G3.21B Subgroups: LAS Benchmark MAP Growth English Reading- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40% (FY22: PMP=31%)

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP English Reading for ELLs

Gr5= First year implementation; no comparable data (FY22: Gr6=57%)

Gr6= 31% (FY22: Gr7=52%)

trajectory from its Gr5 MAP baseline FY21.

TBD G3.31 SWD Subgroup LAS IEP

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24																					
	<p>Gr7= 53% (FY22: Gr8=31%)</p> <p>Subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <table border="1" data-bbox="249 646 1241 1211"> <thead> <tr> <th data-bbox="249 646 632 906"></th> <th data-bbox="632 646 930 906"><i>FY22 Gr8 Cohort: Gr7 MAP English Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i></th> <th data-bbox="930 646 1241 906"><i>FY22 Gr8 Cohort: Gr8 MAP English Data</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="249 906 632 959"><i>All Gr8 Cohort Students</i></td> <td data-bbox="632 906 930 959">43%</td> <td data-bbox="930 906 1241 959">35%</td> </tr> <tr> <td data-bbox="249 959 632 1008"><i>Latinx</i></td> <td data-bbox="632 959 930 1008">44%</td> <td data-bbox="930 959 1241 1008">32%</td> </tr> <tr> <td data-bbox="249 1008 632 1057"><i>English Learner (EL)</i></td> <td data-bbox="632 1008 930 1057">53%</td> <td data-bbox="930 1008 1241 1057">31%</td> </tr> <tr> <td data-bbox="249 1057 632 1105"><i>RFEP</i></td> <td data-bbox="632 1057 930 1105">47%</td> <td data-bbox="930 1057 1241 1105">33%</td> </tr> <tr> <td data-bbox="249 1105 632 1154"><i>SPED</i></td> <td data-bbox="632 1105 930 1154">69%</td> <td data-bbox="930 1105 1241 1154">14%</td> </tr> <tr> <td data-bbox="249 1154 632 1211"><i>SED</i></td> <td data-bbox="632 1154 930 1211">43%</td> <td data-bbox="930 1154 1241 1211">33%</td> </tr> </tbody> </table> <p data-bbox="249 1263 688 1295"><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>		<i>FY22 Gr8 Cohort: Gr7 MAP English Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	<i>FY22 Gr8 Cohort: Gr8 MAP English Data</i>	<i>All Gr8 Cohort Students</i>	43%	35%	<i>Latinx</i>	44%	32%	<i>English Learner (EL)</i>	53%	31%	<i>RFEP</i>	47%	33%	<i>SPED</i>	69%	14%	<i>SED</i>	43%	33%				
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<i>SED</i>	43%	33%																								

<p>AP.G1.3 SLA: MAP Growth Spanish Reading</p>	<p>FY22 Data TBD: New Assessment (Need to establish baseline and NWEA National Norm for FY22 is not yet available):</p> <p><b>MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</b></p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= TBD</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TBD</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>			<p>New Assessment: MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= TBD</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TDB</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p>TBD for subgroups:</p>
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Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G3.31 SWD Subgroup</u> <u>LAS IEP</u></p>

<p>AP.G1.4</p> <p>MATH: State SBAC and Verifiable Data MAP Growth Math</p>	<p><b>External Accountability: (FY22 Data TBD- August, 2022)</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC 48% 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> <table border="1" data-bbox="249 477 1239 1097"> <thead> <tr> <th></th> <th>FY22 Gr8 Cohort: Gr7 SBAC Math Data (* Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</th> <th>FY22 Gr8 Cohort: Gr8 SBAC Math Data (TBD)</th> </tr> </thead> <tbody> <tr> <td><i>All FY21 Gr8 Cohort Students</i></td> <td>33%</td> <td></td> </tr> <tr> <td><i>Latinx</i></td> <td>31%</td> <td></td> </tr> <tr> <td><i>English Learner (EL)</i></td> <td>5%</td> <td></td> </tr> <tr> <td><i>RFEP</i></td> <td>44%</td> <td></td> </tr> <tr> <td>SPED</td> <td>*</td> <td></td> </tr> <tr> <td>SED</td> <td>33%</td> <td></td> </tr> </tbody> </table> <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>		FY22 Gr8 Cohort: Gr7 SBAC Math Data (* Changed baseline grade from Gr5 to Gr7 due to Covid-19 )	FY22 Gr8 Cohort: Gr8 SBAC Math Data (TBD)	<i>All FY21 Gr8 Cohort Students</i>	33%		<i>Latinx</i>	31%		<i>English Learner (EL)</i>	5%		<i>RFEP</i>	44%		SPED	*		SED	33%				<p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC 48% 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><b>Internal Accountability:</b></p>
	FY22 Gr8 Cohort: Gr7 SBAC Math Data (* Changed baseline grade from Gr5 to Gr7 due to Covid-19 )	FY22 Gr8 Cohort: Gr8 SBAC Math Data (TBD)																							
<i>All FY21 Gr8 Cohort Students</i>	33%																								
<i>Latinx</i>	31%																								
<i>English Learner (EL)</i>	5%																								
<i>RFEP</i>	44%																								
SPED	*																								
SED	33%																								

FY21 Gr8 Cohort Comparative Math Data: Gr5 vs Gr8

	FY21 Gr8 Cohort: Gr5 SBAC Math Data	FY21 Gr8 Cohort: Gr8 SBAC Math Data
<i>All FY21 Gr8 Cohort Students</i>	17%	48%
<i>Latinx</i>	13%	44%
<i>English Learner (EL)</i>	4%	33%
<i>RFEP</i>	18%	50%
SPED	*	*
SED	4%	40%

G4.0C 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

	LAS FY21: Gr8	State FY21: Gr8	District FY21: Gr8	Neighbor Schools FY21: Gr8
<i>All FY21 Gr8 Cohort Students</i>	48%	31%	No Data C-19	No Data C-19
<i>Latinx</i>	44%	18%	No Data C-19	No Data C-19
<i>English Learner (EL)</i>	33%	4%	No Data C-19	No Data C-19

**MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column**

G4.0 LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43%

G4.1 By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53%

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP Mathematics for ELLs

TBD for subgroups:

- Latino

<i>RFEP</i>	<b>50%</b>	31%	No Data C-19	No Data C-19
SPED	*	*	No Data C-19	No Data C-19
SED	<b>40%</b>	18%	No Data C-19	No Data C-19

**Internal Accountability:**

**MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column**

G4.0 LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43% (FY22: PMP=55%)

G4.1 By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP Mathematics

Gr5= 21% (FY22: Gr6=94%)

Gr6= 35% (FY22: Gr7=76%)

Gr7= 44% (FY22: Gr8=55%)

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53% (FY22: PMP=50%)

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

FY21: PMP Mathematics for ELLs

- SED
  - SWD
- TBD G4.3 SWD Subgroup  
LAS IEP



Gr5= 24% (FY22: Gr6=81%)

Gr6= 8% (FY22: Gr7=80%)

Gr7= 33% (FY22: Gr8=50%)

Subgroups:

- Latino
- SED
- SWD

	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>
<i>All FY21 Gr8 Cohort Students</i>	44%	55%
<i>Latinx</i>	44%	53%
<i>English Learner (EL)</i>	33%	50%
<i>RFEP</i>	56%	65%
SPED	23%	43%
SED	43%	54%

TBD G4.3 SWD Subgroup LAS IEP

AP.G1.5

External Accountability:

External Accountability:

ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math

TBD based on FY21 Data G5.0 Cohort reclassification rate 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)

FY21: Gr8	FY22 MOY: Gr8
#per EL Proficiency (9EL+28RFEP= 37/63 Cohort EL Total) 28RFEP/37Cohort ELs= <b>76% RFEP Cohort Rate</b>	#per EL Proficiency (17EL+20RFEP= 37/66 Cohort EL Total) 20RFEP/37Cohort ELs= <b>54% RFEP Cohort Rate as of 020122 Need</b> <i>+6ELs to be RFEP by EOY of FY22</i>

**Internal Accountability:**

G5.1 LAS MAP English Reading Benchmark- See above MAP Growth English Reading baseline and goal for ELLs

	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19 )</i>	FY22 Gr8 Cohort: Gr8 MAP Math Data
All FY22 Gr8 Cohort Students	43%	35%
English Learner (EL)	53%	31%
RFEP	47%	33%

TBD based on FY21 Data G5.0 Cohort reclassification rate 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)

**Internal Accountability:**

G5.1 LAS MAP English Reading Benchmark- See above MAP Growth English Reading baseline and goal for ELLs

G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs

Metric	Baseline (FY21)	Year 1 Outcome (FY22) * See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24												
	<p>G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs</p> <table border="1" data-bbox="249 526 1205 979"> <thead> <tr> <th data-bbox="249 526 480 743"></th> <th data-bbox="480 526 884 743"><i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19)</i></th> <th data-bbox="884 526 1205 743"><b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="249 743 480 841"><i>All FY22 Gr8 Cohort Students</i></td> <td data-bbox="480 743 884 841">44%</td> <td data-bbox="884 743 1205 841">55%</td> </tr> <tr> <td data-bbox="249 841 480 932"><i>English Learner (EL)</i></td> <td data-bbox="480 841 884 932">33%</td> <td data-bbox="884 841 1205 932">50%</td> </tr> <tr> <td data-bbox="249 932 480 979"><i>RFEP</i></td> <td data-bbox="480 932 884 979">56%</td> <td data-bbox="884 932 1205 979">65%</td> </tr> </tbody> </table>		<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19)</i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>	<i>All FY22 Gr8 Cohort Students</i>	44%	55%	<i>English Learner (EL)</i>	33%	50%	<i>RFEP</i>	56%	65%				
	<i>FY22 Gr8 Cohort: Gr7 MAP Math Data (*Changed baseline grade from Gr5 to Gr7 due to Covid-19)</i>	<b>FY22 Gr8 Cohort: Gr8 MAP Math Data</b>															
<i>All FY22 Gr8 Cohort Students</i>	44%	55%															
<i>English Learner (EL)</i>	33%	50%															
<i>RFEP</i>	56%	65%															

**Actions**

Note: FY21 MAP Growth Data is from *NWEA Assessment Summary* (from Illuminate Data) vs. FY22 MAP Growth Data if from NWEA Student Growth Summary Report (from NWEA Norms). Based on current data, there is clearly a learning loss/recovery opportunity in English Reading during the FY22.

AS per school protocol, LAS will prioritize the identification and selection of significant subgroups in intervention program participation.

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>OC 1000-3000, 5000 series) \$ 5,569,007;</p> <p>EPA, SPED, LCFF , Title 1</p>	Y
AP.G1.4a	SLA	<p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Analyze SLA achievement data by schoolwide, grade level and subgroups</p>	See above	N

Action #	Title	Description	Total Funds	Contributing
AP G1.5a	MATHEMATICS	<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>	See above	N
AP.G1.6a	English Language Learners	<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>	See above	N

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 fine-tuning using one-time funding for learning recovery due to school closure</p>	<p><i>See detailed budget below for items that increase and improve services to ELs and SED</i></p>	Y
		<i>Increased services: Literacy coach and interventions</i>	<i>OC 1100, 3100-3600: \$121,539 LCFF, Title 1</i>	Y
		<i>Increased services: (One Year Only) Part-time teacher on special assignment</i>	<i>OC 1100: \$146,077 LCFF, ELOG</i>	Y
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	<i>OC 2100: \$114,114 LCFF, ELOG</i>	Y

Action #	Title	Description	Total Funds	Contributing
		<i>Increased services: Intervention Tutors (School year)</i>	<i>OC 1102: \$188,500 LCFF, Title 4, ELOG</i>	<i>Y</i>
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$267,634 LCFF, Title 1, ELOG, ESSER 2&amp;3</i>	<i>Y</i>
		<i>Improved services: Professional development (i.e. ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	<i>OC 5210, 5215, 5220, 5305, 5863: \$91,133 LCFF, Title 1&amp;2</i>	<i>Y</i>

**Goal Analysis [FY21 and FY22]**

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 FY22 and to planning consequent actions to address emerging needs. A highlight during both the FY21 and FY22, is the collective effort to mobilize support personnel in all aspects of teaching and learning – i.e. instructional support staff and additional tutoring.

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

FY22 Major differences between budgeted expenditures and estimated actual expenditures are evident in 1) increase in staffing -particularly in instructional support - i.e, learning hubs, intervention support, 2) professional development stipends for integration of distance learning teaching and assessment portfolios and remote administration and now, back in person teaching, 3) increase in digital platform needs for teaching and learning, including purchase of MAP Growth and MAP Accelerator.

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

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 had a slight drop in attendance in FY19. With distance learning redefining attendance protocols in FY21 and in this FY22, adherence to independent study for quarantine protocols, LAS is looking forward to the final analysis of how attendance has been affected due to the many iterations of pandemic schooling interruption.



Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
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<p>AE.G2</p> <p>Illuminate and CALPADS Attendance Data</p>	<p>FY22 EOY: (96% attendance rate per recent change in law)</p> <p>FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ol style="list-style-type: none"> <li>1) (FY22 MOY: 91%) Latino: 97.4% and 97.3%</li> <li>2) (FY22 MOY: 90%) EL: 97.2% and 97.2%</li> <li>3) (FY22 MOY: 90%) SED: 97.2% and 97.2%</li> <li>4) (FY22 MOY: 89%) SWD: 97% and 97.1%</li> </ol> <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>FY22 MOY: 7% Chronic Absenteeism</p> <p>Subgroups (FY22 MOY) and FY2018:</p> <ol style="list-style-type: none"> <li>1) (FY22 MOY: 7%) Latino: 3.3%</li> <li>2) (FY22 MOY: 11%) EL: 3.4%</li> <li>3) (FY22 MOY: 8%) SED: 3.6%</li> <li>4) (FY22 MOY: 4%) SWD: 2.7%</li> </ol> <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>
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**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 Infinite Campus 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>OC 2000 and 5000 series</p> <p>\$375,129</p> <p>SPED, LCFF</p>	Y
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	<p>OC 2905, 3000 series, 4354</p> <p>\$155,641</p> <p>LCFF, ASES</p>	Y
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	<p>OC 2905</p> <p>\$864,901</p> <p>LCFF</p>	Y

Action #	Title	Description	Total Funds	Contributing
	<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	<i>OC 5880 \$30,625 LCFF, ESSER 2</i>	<i>Y</i>

**Goal Analysis [FY21 and FY22]**

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.

FY22 The material difference between Budgeted Expenditures and Estimated Actual Expenditures is mostly reflected on shifting allocations for in-person professional development training, fieldtrips, after-school enrichment towards an emergency response to the need to build the infrastructure for a premier distance learning teaching and learning such as ensuring personnel focused on student/family reengagement and attendance monitoring as well as additional counseling support.

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

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery.

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.

FY22: In adherence to the law for FY22, LAS expanded its definition of independent study program (ISP) to: 1) TISP: Traditional, 2) LISP: Long-term, and 3) QISP: Quarantine, early in the school year. 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)**

Goal 3	Description
CC.G3	This section will reflect the 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.

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24															
CC.G3.2 Illuminate and CALPADS Data	<p>FY22 MOY: 1.5% suspension within the first 4 months of school (FY22 EOY: 3%: Goal Not Met)</p> <p>FY21 Data: 0% suspension rate (Distance Learning)</p> <p>G2.0 Suspension rate lower than 2%</p> <p>G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p> <p>FY22 EOY Suspension rate for subgroups:</p> <table border="1" data-bbox="352 899 961 1261"> <tbody> <tr> <td>Latinx</td> <td>3%</td> <td>Met</td> </tr> <tr> <td>English Learners (EO: 1%)</td> <td>4%</td> <td>Met</td> </tr> <tr> <td>RFEP</td> <td>4%</td> <td>Met</td> </tr> <tr> <td>SPED</td> <td>6%</td> <td>Goal Not Met</td> </tr> <tr> <td>SED (Non-SED: 9%)</td> <td>1%</td> <td>Met</td> </tr> </tbody> </table>	Latinx	3%	Met	English Learners (EO: 1%)	4%	Met	RFEP	4%	Met	SPED	6%	Goal Not Met	SED (Non-SED: 9%)	1%	Met				<p>G2.0 Suspension rate lower than 2%</p> <p>G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>
Latinx	3%	Met																		
English Learners (EO: 1%)	4%	Met																		
RFEP	4%	Met																		
SPED	6%	Goal Not Met																		
SED (Non-SED: 9%)	1%	Met																		

Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>CC.G3.6</p> <p>LAS: Stakeholder Satisfaction</p> <p>(Annual stakeholder survey data)</p>	<p><i>High participation rate: 90% or higher</i></p> <p><i>FY21 data: 95% Gr3-8 student participation</i></p> <p><i>(FY22: TK-Gr8 97% student participation)</i></p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92% (FY22: 90%)</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96% (FY22: 99%)</p> <p>G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100% (FY22: 98%)</p>	Goals Met			<p><i>High participation rate: 90% or higher</i></p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.”</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.”</p> <p>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 (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	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>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>	<p>FY22 Board Election (11/2021): 80% voter participation</p> <p>Goal Met</p>			<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</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>CC.G3.8a</p> <p><i>Local Indicator</i></p>	<p>FY21: Goal Met</p> <p>Maintain state expectation on Teacher Quality</p>	<p>Goal Met</p>			<p>Maintain state expectation on Teacher Quality</p>
<p>CC.G3.8b</p> <p><i>Local Indicator</i></p>	<p>FY21: Goal Met</p> <p>Maintain state expectation on Instructional and Curriculum Materials</p>	<p>Goal Met</p>			<p>Maintain state expectation on Instructional and Curriculum Materials</p>



Metric	Baseline (FY21)	Year 1 Outcome (FY22) *See previous column data in parenthesis	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.8c <i>Local Indicator</i>	FY21: Goal Met  Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards	Goal Met			Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

**Actions**

Action #	Title	Description	Total Funds	Contributing
CC.G3.2a	AE: Low Suspension	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	SPED, LCFF <i>(duplicate from Goal2- AE.G2.1a)</i>	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N

Action #	Title	Description	Total Funds	Contributing
CC.G3.7	LAS: <i>Volunteerism</i> LAS: <i>Voter participation</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	OC 2925 \$2,560 LCFF, Title 1	Y
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, Socio-Emotional Learning: SEL)	OC 5804 \$1,400 LCFF, Title 1	Y
CC.G3.8b <i>Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements  <i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	OC 4200, 4201, 4320, 4325, 4420 \$687,739 LCFF, ELOG	Y
CC.G3.8c <i>Local Indicator</i>	Facility Quality per new health and safety COVID-19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish)	OC 4315 \$793,464 LCFF, ASES	Y

**Goal Analysis [FY21 and FY22]**

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 suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings.

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

FY22 There is not a remarkable material difference between the Budgeted Expenditures and Estimated Actual Expenditures in this particular goal as the staff personnel stayed the same in number; however, their jobs have clearly shifted to accommodate the distance learning context that happened in FY21 and FY22.

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

Base on parent participation during ZOOM meetings and orientation workshops and stakeholder survey satisfaction data, the LAS community continues to do an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery and expanding community connections and relationships.

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 a more expansive communication process and meeting settings to ensure continued high family engagement. Moreover, LAS will continue its established high standards on facility maintenance and care as inspired by the state health and safety mitigations for COVID-19 return to school mandates.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [FY23]**

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,426,892	\$137,552

**Required Percentage to Increase or Improve Services for the LCAP Year**

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27%	0%	0	27%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

**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/SED students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After evaluating the needs and circumstances of our ELs and SED students, it was evident that the achievement gap has increased for these groups during the pandemic in the core subjects. For example, based on FY22 MAP Growth NWEA Assessment Summary, there is clearly a learning loss/recovery opportunity in English reading. There is a significant discrepancy between the overall achievement of ELLs (Gr8=31%) vs. EOs (Gr8=42%) and SED (Gr8=33%) vs. Not SED students (Gr8=45%). As protocol, LAS has continued to prioritize the identification and selection of significant subgroups in intervention program participation. Over half of our students identified as needing learning recovery were in the ELs and/or SED subgroups. In order to address this matter, we have implemented support structures and actions as delineated in Goals 1, 2, and 3 such as hiring additional learning recovery staff and providing interventionists in all grade levels.

FY22 Core and After-School Intervention Programs: Ratio of Staff to Students who received direct intervention service

TK-Gr3: 13 Staff: 107 Students (EL: 62% and SED: 83%)

Gr4-Gr8: 11 Staff: 56 Students (EL: 80% and SED: 91%)

Results: 93% average achievement growth (Range: 73%-100% with 10/20 program cycles at 100% growth)

These actions are being provided on an LEA-wide basis with hope that other identified student with learning recovery needs will benefit. However, because ELs and SED students will be given priority for these support programs, we expect that the achievement of our English learners and SED students will increase significantly more than other students.

LAS continues to increase staff knowledge in utilizing Infinite Campus, the school's new 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.

Moreover, 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 FY22. Of the students served via MTSS, 64% are ELs and 84% are socio-economically disadvantaged. In the 2021-2022 school year, school counselor served about 62 students. (21) 34% of students regularly served by the school counselor have IEPs. Of the students serviced 8 were referred thru MTSS process. School counselor performed one suicide risk assessment. In addition to assessing 23 students for special education in the FY22, the school psychologist completed four suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 53 students referred by parents/teachers due to academic/behavior/social-emotional concerns in FY22. In addition, school psychologist along with two education specialists and school literacy coach met as the LASER (Language Academy of Sacramento Essentials of Reading) focus group to continue discussions regarding 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.

In summary, the FY22 focus is learning recovery via: extensive academic interventions, expanded access to learning materials/devices, support in socio-emotional wellness, particularly, closing the disproportionate learning loss gap of foster youth, ELs and low-income students as preliminarily indicated in MAP Growth end-of-year results. When additional guidance and support is necessary the teacher 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, with deliberate focus on prioritizing foster youth, English Learners, and low-income students/socio-economic disadvantaged students.

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

LAS expects 27% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY23. Based on SBE formula calculator, LAS's LCFF Supplemental and Concentration Grant is projected to be 1,426,892.

***Background:** 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. Two years 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, and Foster Youth. FY22, LAS expanded MAP Growth implementation 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.*

**FY23 Increased/Improved Services Focus:** The increased percentage is met by actions and services included in the LCAP annual update. The following actions illustrate: 1A) Academic Performance (AP): Provide increase in the number (quantity) of services (staffing for summer school and interventionists) to support the learning recovery needs of ELs and SED students; 1B) (AP): Increase in quantity of services for EL and SED students by providing a team of classified and certificated educators to increase achievement in reading and writing; and, 2A) Academic Engagement (AE): Provide clear, focused communication to these families in multiple formats, translation and designated support person for attendance and discipline issues these students may experience; 2B) Provide access to parent education focused in issues affecting these student groups, provide access to learning experiences outside the classroom, and provide training for all staff focused on creating empathy and understanding for students in these student groups.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding of \$137,552 be directed to ensuring small group interventions are provided to students identified as academically at-risk based on state and MAP Growth data, prioritizing those who are socio-economically disadvantaged/low-income and ELs. Direct services to focus students will include: additional certificated staff supporting literacy and math, instructional aides in primary grades, as well as core-day, after-school and summer kick-off and summer school program certificated and classified staff.

Background of Year1 Implementation: FY22 Core and After-School Intervention Programs: Ratio of Staff to Students who received direct intervention service

TK-Gr3: 13 Staff: 107 Students (EL: 62% and SED: 83%)

Gr4-Gr8: 11 Staff: 56 Students (EL: 80% and SED: 91%)

Results: 93% average achievement growth (Range: 73%-100% with 10/20 program cycles at 100% growth)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	EL (45%): 1:6 Foster Youth (0.2%):	SED/LI (72%): 1:8
Staff-to-student ratio of certificated staff providing direct services to students	EL (45%): 1:5 Foster Youth (0.2%)	SED/LI (72%): 1:11

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.



The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55 percent:** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.



- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
 

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

**Plan de Control Local y Responsabilidad: Borrador de LAS v062422 5PM**

Nombre de la Agencia Educativa Local (LEA)	Nombre y título del contacto	Correo electrónico y teléfono
La Academia de Idiomas de Sacramento	Teejay Bersola Directora, Responsabilidad Académica	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916-277-7137

**Resumen del plan [Año Fiscal 22]**

**Información General**

Una descripción de la LEA, sus escuelas y sus estudiantes en los grados de kínder transicional-12, según corresponda a la LEA.

El 19 de febrero de 2004, la Mesa Directiva de SCUSD votó unánimemente para aprobar la petición original de estatutos para la Academia de Idiomas de Sacramento (LAS). Hoy en día, la escuela opera como una escuela autónoma independiente financiada directamente que también es una corporación de beneficio público 501 (c) (3) sin fines de lucro de California. Desde la apertura de la chárter en 2004, la inscripción de LAS ha crecido de 228 estudiantes a año escolar. A partir de abril 2022, hay 792 niños en la lista de espera de LAS.

**Demografía de LAS**

Para, los datos demográficos de LAS constituyen de 72% desfavorecidos socioeconómicos, 45% de aprendices de inglés y 12% estudiantes de educación especial. Alrededor del 94% de los estudiantes son latinos, 2% negros/afroamericanos, 3% blancos, y 0.8% asiáticos.

**Misión de LAS**

La misión de LAS es crear un ambiente de aprendizaje donde los estudiantes: 1) Utilicen el bilingüismo y la alfabetización bilingüe (español e inglés) para lograr la excelencia académica y aplicar habilidades en situaciones del mundo real y entornos diversos. (ALFABETIZACION BILINGUE); 2) Desarrollar y exhibir una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás. (CONFIANZA Y HABILIDADES PARA LA VIDA); y, 3) Demostrar habilidades de liderazgo para construir puentes entre las comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y crear cambios en la sociedad. (LIDERAZGO Y PENSAMIENTO CRÍTICO)

**Académicos de LAS**

La Academia de Idiomas de Sacramento (LAS) es una escuela pública de inmersión en español de dos vías TK-8 que ofrece un plan de estudios desafiante que enfatiza **el logro académico, el bilingüismo y la alfabetización bilingüe**, y una relación **colaborativa** entre el hogar y la escuela. Los componentes clave del programa académico de LAS incluyen instrucción en inglés y español en todos los niveles de grado, tamaño de clase más pequeño, un día y año escolar extendido, así como asociaciones comunitarias para enriquecer el plan de estudios. En su 18º año, LAS se ha convertido en el principal programa educativo de doble inmersión TK-8 de Sacramento, y ha visto un crecimiento académico continuo que apoya la preparación para la universidad y la carrera.

**Inmersión Dual**  
**Modelo 90-10**

Grado	Español	Inglés
TK-1º	90%	10%
2º	80%	20%
3º	70%	30%
4º	60%	40%
5º	50%	50%
6º-8º	<i>El idioma de instrucción de la secundaria varía según la materia</i>	



### **Reflexiones: Éxitos**

Una descripción de los éxitos y/o progreso basado en una revisión del Tablero escolar de California y los datos locales.

Los datos del tablero de CA para el año fiscal 20 y el año fiscal 21 no están disponibles debido al cierre de las escuelas por COVID-19. LAS actualizará esta sección tan pronto como los datos del tablero de CA estén disponibles. LAS está en medio de la recopilación de datos internos de rendimiento de crecimiento académico para Matemáticas y Lectura: inglés y español.

### **Reflexiones: Necesidad identificada**

Una descripción de cualquier área que necesite mejoras significativas basada en una revisión del tablero y los datos locales, incluidas las áreas de bajo rendimiento y las brechas de rendimiento significativas entre los grupos de estudiantes en los indicadores del tablero, y cualquier medida tomada para abordar esas áreas.

Aunque los datos finales de fin de año aún no están disponibles, LAS ha tenido una conversación continua como comunidad en cuanto a las necesidades emergentes de recuperación del aprendizaje de los estudiantes académica y socioemocionalmente, el personal de LAS necesita tiempo de desarrollo profesional continuo para aprender sobre la eficacia del estado y eficacia del estado y MAP, y otros entornos locales, así como su análisis y elementos de informes. Para el año fiscal 22, LAS amplió su liderazgo docente e identifico a miembros central para puestos de asignación especial de un año con la intención de desarrollar la capacidad de liderazgo para varios componentes de la escuela chárter, como el desarrollo del programa de recuperación de aprendizaje y las oportunidades. Los programas de aprendizaje ampliados de LAS en toda la escuela deben continuar siendo innovadores y de naturaleza integral, para abordar las necesidades de los estudiantes. En el año fiscal 22, LAS implementó ciclos de intervención y está en medio del análisis de la eficacia del programa y las posibilidades de replicación para el próximo año escolar.

### **Aspectos destacados de LCAP**

Una breve descripción del LCAP, incluyendo cualquier característica clave que deba enfatizarse.

LAS se centra en abordar estratégicamente las brechas de enseñanza y aprendizaje exacerbadas por la pandemia mundial. El diseño LCAP de tres años de LAS tiene sus raíces en el Chárter de LAS y también está alineado a propósito con los planes de gastos ELO y ESSER 3. Todos los planes utilizan las tres categorías principales: AP = Rendimiento académico, AE = Compromiso académico y CC = Condiciones y clima, como la columna vertebral en la organización del esfuerzo colectivo galvanizado para cumplir con la gigantesca tarea de educar a los niños en edad escolar en medio de una crisis de salud sin precedentes. Con diligencia y responsabilidad, LAS planea continuar su impulso de apoyo ampliado a la enseñanza y el aprendizaje en los próximos dos años escolares, ya que tomará al menos tanto para ver fructificar el programa implementado.

**Apoyo y mejora integral (no aplicable a LAS)**

**Involucro de socios educativos**

Un resumen del proceso utilizado para involucrar a los socios educativos y cómo se consideró este involucro antes de finalizar el LCAP.

LAS tiene una estructura de gobierno estratégicamente diseñada para mantener a sus socios educativos informados sobre el panorama siempre cambiante de los mandatos de salud y seguridad, las legislaciones, las demandas de infraestructura flexible y, por supuesto, la financiación. Como se practica a lo largo del año escolar, el liderazgo escolar se reúne semanalmente / mensualmente con socios educativos a través de la mesa, los comités de la mesa, la reunión del personal, las reuniones de los viernes de desarrollo profesional, las reuniones de estatutos / cumplimiento, el concilio de padres y las juntas de la asociación. En estos entornos, se presentan fondos federales únicos, se analizan los datos de rendimiento de los estudiantes, se comparten los planes estratégicos y, lo que es más importante, los socios educativos comparten sus entendimientos de Lo que se y Lo que quiero saber sobre el tema discutido a través de una encuesta en línea. El liderazgo escolar revisa todos los comentarios de la encuesta que proporcionan validación, corrección y / o respuestas a las preguntas. Los resultados y documentos de la encuesta Lo que se and Lo que quiero saber se publican en el sitio web de la escuela y también se incluyen en los paquetes de reuniones de la mesa.

**QUÉ – CUÁNDO – DÓNDE:**

**PUNTO 1: Distribución de la Encuesta Comunitaria de LAS**

Marzo 14 - Abril 1, 2022

LAS

**PUNTO 2: LCAP disponible en el sitio web de LAS para comentarios**

Hasta el 10 de junio de 2022

En línea en: [www.lasac.info](http://www.lasac.info)

Fechas de alcance y consulta de socios educativos de LCAP 2021-2022:

Grupo de socios educativos y fechas de reunión

Reunión y retiro de la Mesa Directiva

2021: 8/27, 9/24, 10/22, 11/19, 12/17

2022: 1/28, 2/25, 3/25, 4/22, 5/27, 6/24

Reunión del Concilio de Padres/ELAC/SSC

2021: 21/10, 15/12

2022: 1/27, 2/10, 3/2, 4/6, 5/4, 6/1

Reunión de la Asociación de Padres

2021: 21/10, 15/12

2022: 1/27, 2/10, 3/9, 4/20, 5/11

Reunión de personal y reuniones de PD

2021: 8/9, 8/19, 9/9, 9/16, 9/23, 10/7, 10/14, 10/22, 12/9, 12/16

2022: 1/13, 1/20, 2/11, 3/11, 4/8, 5/13, 5/31-6/13

Reunión del Comité del CDT

2021: 9/2, 11/4, 12/2

2022: 2/3, 3/3, 4/7, 5/5

**TEMA 3: Audiencia Pública de LAS**

Los comentarios públicos son bienvenidos mensualmente

## Reuniones de la Mesa Directiva

viernes, 27 de mayo de 2022 y 28 de junio de 2022 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

Para más información llame al: 916.277.7137 o

proporcione comentarios en línea a través de la Encuesta de Socios Educativos de LAS: Lo que se / Lo que quiero saber

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

Un resumen de los comentarios proporcionados por socios educativos específicos.

El trabajo de LCAP de la comunidad de LAS definitivamente se ha profundizado con cada año que pasa, tanto a nivel de participación como a nivel de conocimiento colectivo. LAS estableció su Concilio de Sitio Escolar (SSC) en el otoño de 2018 y realizó reuniones en preparación para el monitoreo de su programa federal en la primavera. LAS continuó su estructura de los años anteriores y creó un grupo asesor de LCAP en el otoño compuesto por miembros del Concilio de Padres y los grupos de la Asociación de Padres, así como representantes del Concilio Asesor de Aprendices de Inglés (ELAC). Este grupo tomó la iniciativa de reunir y aprender 5 puntos clave de aprendizaje para compartir, discutir y resolver problemas con varias partes interesadas durante las reuniones de las partes interesadas. Después de cada sesión, los participantes completaron el formulario "Lo que sé" y "Lo que quiero saber". Los datos de estos formularios se presentaron en las reuniones de la mesa y han proporcionado la discusión de la Mesa con respecto a las actualizaciones de LCAP, así como el trabajo de renovación de estatutos.

A continuación se enumeran los hitos del trabajo del LCAP de LAS para el año fiscal 2021 y 2022:

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's 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 2022, LAS has collected 547 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29, Yr7: 28, and Yr8: 119) "What I Know" and 503 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32, Yr7: 21, and Yr8: 115) "What I Want to Know" statements. Thus far, 1050 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.
- 4) Un tema emergente de los comentarios de las partes interesadas es el área de Rendimiento académico, particularmente en matemáticas y participación académico, específicamente, asistencia en relación con los mandatos de cuarentena por Covid-19. Además, las familias están comenzando a compartir destellos de preocupaciones socioemocionales y académicas, como la falta de práctica para el idioma de destino de una manera más auténtica y la disminución de la

participación oral general en las discusiones, así como una mayor vacilación para tomar riesgos en el uso del idioma de destino para los estudiantes de segundo idioma.

Una descripción de los aspectos del LCAP que fueron influenciados por aportes específicos de socios educativos.

El trabajo colectivo de LAS para cumplir con sus objetivos del Chárter de LAS y LCAP continúa con diligencia y enfoque en tres categorías principales: AP = Rendimiento académico, AE = Participación académico y CC = Condiciones y clima. Los aportes recientes de los socios educativos que informaron las prioridades para los planes de Oportunidades de Aprendizaje Ampliado (ELO) y el Alivio de Emergencia de Escuelas Primarias y Secundarias (ESSER) sirven como la columna vertebral de la planificación estratégica de LAS para abordar las brechas y oportunidades de aprendizaje que resultan en las interrupciones masivas de la escolarización debido a la pandemia de COVID-19. Los siguientes son ejemplos de éxitos a mitad de año y desafíos experimentados por la comunidad de aprendizaje de LAS hasta el momento:

Éxitos: Objetivos- AP, AE y CC	Desafíos: Objetivos: AP, AE y CC
<p>Objetivos de AP:</p> <p>Capacitación ampliada de nivel 1 y apoyo al grupo de matemáticas; liberar tiempo para la observación y el aprendizaje entre pares</p> <p>Liderazgo ampliado del programa de intervención de día central y después de la escuela y oportunidades para el enfoque de Nivel 2</p> <p>Materiales y suministros curriculares suplementarios ampliados para los programas básicos diurnos y extracurriculares</p> <p>Objetivos de AE:</p> <p>Establecimiento de Protocolos del Programa de Estudio Independiente específicos para el entorno COVID-19: Programa de Estudio Independiente Tradicional, Programa de Estudio Independiente a Largo Plazo y Programa de Estudio Independiente de Cuarentena (TISP, LISP y QISP).</p> <p>Proceso MTSS más cohesivo para identificar el apoyo de reincorporación para estudiantes en riesgo con baja asistencia</p> <p>Objetivos de CC:</p>	<p>Objetivos de AP, AE y CC:</p> <p>La escasez de personal ha tenido un gran impacto en la implementación del programa de apoyo: maestros sustitutos, personal de intervención, personal de supervisión de recreo</p> <p>La ansiedad inducida por la pandemia para todos los grupos de socios educativos ha hecho que sea más complejo reunirse y resolver problemas juntos.</p> <p>Las cuarentenas por COVID-19 han dificultado mantener un impulso en la enseñanza y el aprendizaje en el salón</p> <p>Los ingresos anticipados (debido a la caída de la ADA debido a las cuarentenas) y los gastos planificados se han visto obstaculizados por las constantes incertidumbres, particularmente al comienzo del año escolar (<i>esto es específico del Suplemento MOY LCAP. La disposición de exención de responsabilidad recientemente aprobada para la contabilidad de asistencia del año fiscal 22 niega esta preocupación fiscal</i>).</p>

<p>Se amplió el personal clasificado para apoyar el mantenimiento de los estándares y protocolos de salud y seguridad para un entorno de aprendizaje limpio.</p> <p>Mayor acceso a suministros y materiales de mitigación de COVID-19.</p> <p>Estableció exámenes regulares de COVID-19 en toda la escuela para todos, particularmente después de vacaciones y / o fines de semana largos.</p> <p>Se amplió en más actividades estructuradas de recreo y almuerzo para que los estudiantes participen y la implementación completa de PlayWorks.</p>	

De las tres categorías principales del LCAP de LAS LCAP y el tablero de CA, 1) Rendimiento académico y 2) Condiciones de participación académico preocupaciones relacionadas con el clima dominan los comentarios de los socios educativos del FY2 2. Existe un consenso de que, incluso antes de la pandemia, muchos necesitan apoyo para cerrar las brechas de rendimiento, particularmente en lectura y matemáticas, y esto es aún mucho más cierto después de las interrupciones de la escolarización de COVID-19. Desde la perspectiva de los maestros docentes, existe una enorme preocupación emergente en el tema de la escritura. El aprendizaje a distancia no solo ha creado un enorme desafío para enseñar a escribirlo sino también para proporcionar comentarios y realizar evaluaciones, particularmente con los estudiantes de primaria. Los temas que afectan directamente el rendimiento académico son la formación de los profesores y la preparación para adaptarse a los escenarios de enseñanza y aprendizaje en constante cambio, los últimos dos son los maestros, los maestros han sido "pilotos tratando de volar sus aviones mientras los construyen". Además, las ramificaciones socioemocionales de experimentar un trauma colectivo– pandemia global, han exacerbado las necesidades de recuperación de los estudiantes y sus familias.

## Objetivos y acciones

### Meta: Rendimiento Académico Meta 1 (AP. G1)

Objetivo 1	Descripción
AP.G1	Esta sección reflejará los objetivos de LAS cómo se establece en la Petición de chárter de LAS (2019-2024) aprobada el 21 de marzo de 2019. Objetivo 1: RENDIMIENTO ACADÉMICO (AP) - METAS LAS: G3. Alto rendimiento en Artes del Lenguaje: inglés (ELA) y español (SLA); G4. Alto Rendimiento en Matemáticas; y G5. Trayectoria ascendente del estado de progreso de EL hacia la reclasificación (RFEP) (Nota: Los dos subgrupos (EL y RFEP) deben analizarse en conjunto para una descripción precisa del progreso)

Una explicación de por qué la LEA ha desarrollado este objetivo.

Este objetivo es el núcleo de nuestro trabajo en LAS. Como comunidad, estamos ansiosos por conocer las ramificaciones del cierre de la escuela debido a la pandemia, así como las necesidades de recuperación del aprendizaje de nuestros estudiantes en relación con su rendimiento académico. Al hacerlo, podemos alinear nuestros recursos en consecuencia y garantizar la implementación experta de programas estratégicos para abordar estas necesidades identificadas.

Métrico	Punto de referencia (FY21)	Resultado del año 1 (FY22) * Ver datos de la columna anterior entre paréntes	Resultado del año 2 (FY23)	Resultado del año 3 (FY24)	Resultado deseado para 2023-24
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AP. G1.3  
 ELA: SBAC  
 estatal y  
 datos  
 verificables  
 de MAP  
 Growth

**Responsabilidad externa: (Datos del año fiscal 22 por determinarse – agosto 2022)**

**Al final de la Etapa 3 Gr8 objetivos de logro:**

(Datos del FY21) G3.0 SBAC 48% de los estudiantes que cumplieron / excedieron los estándares de ELA-

G3.0A Todos los estudiantes: Al final de la etapa 3 Gr8, la cohorte Gr8 mostrará una trayectoria ascendente desde \* línea de base \*Gr5 SBAC ELA

	FY22 Grupo Gr8: Datos de SBAC ELA Gr7 (Grado basal cambiado de Gr5 a Gr7 debido a Covid-19)	FY22 Grupo Gr8: Datos SBAC ELA (por determinarse)
<i>Todos los estudiantes del grupo FY21 Gr8</i>	38%	
<i>Latinx</i>	35%	
<i>Aprendiz de inglés (EL)</i>	10%	
<i>RFEP</i>	56%	
SPED	*	
SED	33%	

Subgrupos G3.0B: Al final de la etapa 3 Gr8, los subgrupos de grupo Gr8 mostrarán una trayectoria ascendente desde la línea de base Gr5 SBAC ELA

FY21 Grupo Gr8 Datos comparativos de ELA: Gr5 vs Gr8

	F21 Grupo Gr8: Gr5 Datos de SBAC ELA	FY21: Grupo Gr8: Datos de Gr8 SBAC ELA
-		

**Responsabilidad externa:**

**Al final de la Etapa 3 Gr8 objetivos de logro:**

G3.0 SBAC % de estudiantes que cumplieron / excedieron los estándares de ELA-

G3.0A Todos los estudiantes: Al final de la etapa 3 Gr8, la cohorte Gr8 mostrará una trayectoria ascendente desde la línea de base Gr5 SBAC ELA

Subgrupos G3.0B: Al final de la etapa 3 Gr8, los subgrupos del grupo Gr8 mostrarán una trayectoria ascendente desde la línea de base Gr5 SBAC ELA

G3.0C Todos los estudiantes y subgrupos: Al final de

Todos los estudiantes del grupo FY21 Gr8	24%	48%
Latinx	25%	46%
Aprendiz de inglés (EL)	0%	33%
RFEP	55%	55%
SPED	*	*
SED	21%	46%

G3.0C Todos los estudiantes y subgrupos: Al final de la etapa 3 Gr8, el grupo Gr8 todos los datos de estudiantes y subgrupos serán comparables / más altos que el estado, el distrito y las escuelas vecinas

	<u>LAS</u> <u>FY21: Gr8</u>	<u>Estado</u> <u>FY21: Gr8</u>	<u>Distrito</u> <u>FY21: Gr8</u>	<u>Escuelas Vecinas</u> <u>FY21: Gr8</u>
<i>Todos los estudiantes del grupo FY21 Gr8</i>	<b>48%</b>	47%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Latinx</i>	<b>46%</b>	36%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Aprendiz de inglés (EL)</i>	<b>33%</b>	7%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>RFEP</i>	<b>55%</b>	53%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>SPED</i>	<b>*</b>	*	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>SED</i>	<b>46%</b>	35%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>

la etapa 3 Gr8, el grupo Gr8 todos los datos de estudiantes y subgrupos serán comparables / más altos que el estado, el distrito y las escuelas vecinas

**Responsabilidad interna:**

**MAP Growth inglés Lectura basado en el informe de resumen de crecimiento estudiantil - Columna de proyección porcentual cumplida (PMP)**

*\*(PMP = El porcentaje de estudiantes cuyos puntajes RIT de fin de período cumplieron o excedieron sus proyecciones de crecimiento individuales)*

G3.21 LAS punto de referencia MAP Growth lectura en inglés- Línea base

	<p><b>Responsabilidad interna:</b></p> <p>MAP Growth Lectura en inglés basado en el informe de resumen de crecimiento estudiantil - <i>Columna de proyección porcentual cumplida (PMP)</i></p> <p><i>*(PMP = El porcentaje de estudiantes cuyos puntajes RIT de fin de período cumplieron o excedieron sus proyecciones de crecimiento individuales)</i></p> <p><u>G3.21 LAS punto de referencia MAP Growth lectura en ingles-</u> Punto de partida FY21: Fin de etapa 3 Gr8, PMP= 29% (FY22: PMP=35%)</p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su punto de partida Gr5 MAP FY21.</p> <p>FY21: Lectura en inglés PMP</p> <p>Gr5= Primer año de implementación; sin datos comparables (FY22: Gr6=63%)</p> <p>Gr6= 35% (FY22: Gr7=59%)</p> <p>Gr7= 43% (FY22: Gr8=35%)</p> <p><u>G3.21B Subgrupos: LAS punto de referencia MAP Growth Lectura en ingles-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40% (FY22: PMP=31%)</p> <p>Al final de los ELL Gr8 de la Etapa 3, el grupo mostrará una trayectoria ascendente desde su línea de base Gr5 MAP FY21.</p> <p>FY21: Lectura en inglés PMP para ELL</p> <p>Gr5= Primer año de implementación; sin datos comparables (FY22: Gr6=57%)</p> <p>Gr6= 31% (FY22: Gr7=52%)</p> <p>Gr7= 53% (FY22: Gr8=31%)</p>				<p>FY21: Fin de etapa 3 Gr8, PMP= 29%</p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su Gr5 MAP.</p> <p><u>G3.21B Subgrupos: LAS punto de referencia MAP Growth Lectura ingles-</u> Punto de partida FY21: Fin de etapa 3 Gr8 ELLs, PMP= 40%</p> <p>Al final de los ELL Gr8 de la Etapa 3, el grupo mostrará una trayectoria ascendente desde su punto de partida Gr5 MAP FY21.</p> <p><u>Por determinarse G3.31 SWD Subgrupo LAS IEP</u></p>
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Subgrupos:

- Latino
- SED
- SWD

	*FY22 Grupo Gr8: Datos de MAP inglés (*Grado punto de referencia cambiado de 5 a 7 debido a Covid- 19)	FY22 Grupo Gr8: Datos de MAP inglés Gr8
<i>Todos los estudiantes del grupo Gr8</i>	43%	<u>35%</u>
<i>Latinx</i>	44%	<u>32%</u>
<i>Aprendiz de inglés (EL)</i>	53%	<u>31%</u>
<i>RFEP</i>	47%	<u>33%</u>
SPED	69%	<u>14%</u>
SED	43%	<u>33%</u>

Por determinarse G3.31 SWD Subgrupo LAS IEP

<p>AP. G1.3 SLA: MAP Growth Lectura en español</p>	<p>FY22 Datos por determinarse: Nueva evaluación (Se necesita establecer un punto de referencia y la norma nacional NWEA para el año fiscal 22 aún no está disponible): <b>MAP Growth lectura en español based on Student Growth Summary Report – column Percent Met Projection (PMP)</b></p> <p><u>G3.21 LAS Punto de referencia MAP Growth Lectura en español</u>- Punto de partida FY21: Fin de etapa 3 Gr8, PMP= 24%</p> <p><u>G3.21A</u> Al fin de la etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su punto de referencia MAP Gr5 FY21.</p> <p><u>G3.21B</u> Subgrupos: <u>LAS Punto de referencia MAP Growth Lectura en espa</u>- Punto de partida FY22: Fin de etapa 3 Gr8 ELLs, PMP= Por determinarse</p> <p>Al final del Gr8 de la Etapa 3 los aprendices de inglés, el grupo mostrará una trayectoria ascendente desde su punto de partida Gr5 MAP FY22</p> <p><u>Por determinarse G3.31 SWD Subgrupo LAS IEP</u></p>			<p>Nueva evaluación: MAP Growth Lectura en español basada en el informe de resumen de crecimiento estudiantil - Columna de proyección porcentual cumplida (PMP)</p> <p><u>G3.21 LAS Benchmark MAP Growth Lectura en español</u>- Punto de partida FY21: Fin de la Etapa 3 Gr8, PMP= Por determinarse</p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su punto de partida Gr5 MAP FY22.</p> <p><u>G3.21B</u> Subgrupos: <u>LAS Punto de referencia MAP Growth Lectura en español</u>- Punto de referencia FY21: Fin de etapa 3 Gr8 ELLs, PMP= Por determinarse</p>
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				<p>Al final de la Etapa 3 Gr8 ELLs, el grupo mostrará una trayectoria ascendente desde su línea de base Gr5 MAP FY22.</p> <p>FY21: PMP Lectura en español para ELLs</p> <p>Gr5= Todavía no está disponible</p> <p>Gr6= 8 %.</p> <p>Gr7= 25%</p> <p>TBD para los subgrupos:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G3.31 Subgrupo SWD LAS IEP</u></p>
<p>AP.G1.4</p> <p>MATH:</p> <p>SBAC estatal y datos</p>	<p><b>Responsabilidad externa: (FY22 Datos por determinarse – agosto 2022)</b></p> <p><b>Al final de la 3ª etapa los objetivos de logro de Gr8:</b></p>			<p><b>Responsabilidad externa:</b></p>

verificables  
MAP Growth  
Math

G4.0 SBAC % de estudiantes que cumplieron/superaron los estándares de Matemáticas-

G4.0A Todos los estudiantes: Al final de la Etapa 3 Gr8, el grupo Gr8 mostrará una trayectoria ascendente desde \*Gr5 SBAC punto de partida matemáticas

	*FY22 Grupo Gr8: Datos de MAP matemáticas (*Grado punto de referencia cambiado de 5 a 7 debido a Covid-19)	FY22 Grupo Gr8: Datos de MAP matemáticas (por determinarse)
<i>Todos los estudiantes del grupo de 8º del FY21</i>	33%	
<i>Latinx</i>	31%	
<i>Aprendiz de inglés (EL)</i>	5%	
<i>RFEP</i>	44%	
<i>SPED</i>	*	
<i>SED</i>	33%	

G4.0B Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos del grupo Gr8 mostrarán una trayectoria ascendente desde el punto de partida de Matemáticas SBAC Gr5

Grupo FY21 Gr8 Datos comparativos de matemáticas: Gr5 vs Gr8

**Al final de la 3ª etapa los objetivos de logro de Gr8:**

G4.0 SBAC 48% de estudiantes que cumplieron/superaron los estándares de Matemáticas-

G4.0A Todos los estudiantes: Al final de la Etapa 3 Gr8, el grupo Gr8 mostrará una trayectoria ascendente desde el punto de partida de Matemáticas SBAC Gr5

G4.0B Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos del grupo Gr8 mostrarán una trayectoria ascendente desde el punto de partida de Matemáticas SBAC Gr5

G4.0C Todos los estudiantes y

	Año fiscal21 Gr8: Datos Gr5 SBAC Matemáticas	Año fiscal21 Gr8: Datos Gr8 SBAC Matemáticas
<i>Todos los estudiantes del grupo del 8º curso del FY21</i>	17%	48%
<i>Latinx</i>	13%	44%
<i>Aprendiz de ingles (EL)</i>	4%	33%
<i>RFEP</i>	18%	50%
SPED	*	*
SED	4%	40%

G4.0C Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos del Gr8 serán comparables/superiores a los del estado, el distrito y las escuelas vecinas

	LAS FY21: Gr8	Estado FY21: Gr8	Distrito FY21: Gr8	Escuelas de Vecinos FY21: Gr8
<i>Todos los estudiantes del grupo del 8º del FY21</i>	48%	31%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Latinx</i>	44%	18%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>

subgrupos: Al final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos del Gr8 serán comparables/superiores a los del estado, el distrito y las escuelas vecinas

**Responsabilidad interna:**

**Informe de resumen del crecimiento del MAP en matemáticas - Columna de proyección de porcentaje cumplido (PMP)**

G4.0 LAS Punto de referencia MAP Growth Matemáticas-

Punto de referencia FY22: Fin de etapa 3 Gr8, PMP= 43%

G4.1 Al final de la etapa 3 Gr8, el grupo mostrará una



<i>Aprendiz de ingles (EL)</i>	<b>33%</b>	4%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>RFEP</i>	<b>50%</b>	31%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>SPED</i>	*	*	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>SED</i>	<b>40%</b>	18%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>

**Responsabilidad interna:**

**Informe de resumen del crecimiento del MAP en matemáticas - Columna de *proyección de porcentaje cumplido* (PMP)**

G4.0 LAS Benchmark MAP Growth Mathematics- Baseline FY21: End of Stage 3 Gr8, PMP= 43% (FY22: PMP=55%)

G4.1 Al final de la etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su línea de base Gr5 MAP FY21.

Año 21: Matemáticas PMP

Gr5= 21% (FY22: Gr6=94%)

Gr6= 35%. (FY22: Gr7=76%)

Gr7= 44% (FY22: Gr8=55%)

G4.2 Subgrupos: LAS Punto de referencia MAP Growth Matematicas- Punto de partida FY21: Fin de etapa 3 Gr8 ELLs, PMP= 53% (FY22: PMP=50%)

trayectoria ascendente desde su línea de base Gr5 MAP FY21.

G4.2 Subgrupos: LAS Benchmark MAP

Growth Matematicas-

Punto de partida FY21:

Fin de etapa 3 Gr8

ELLs, PMP= 53%

Al final de la Etapa 3

Gr8 ELLs, el grupo

mostrará una

trayectoria ascendente

desde su línea de base

Gr5 MAP FY21.

FY21: PMP

Matemáticas para ELLs

TBD para los

subgrupos:

- Latino
- SED
- SWD

TBD G4.3 Subgrupo

SWD LAS IEP

Al final de la Etapa 3 Gr8 ELLs, el grupo mostrará una trayectoria ascendente desde su punto de partida Gr5 MAP FY21.

FY21: PMP Matemáticas para ELLs

Gr5= 24% (FY22: Gr6=81%)

Gr6= 8 %. (FY22: Gr7=80%)

Gr7= 33% (FY22: Gr8=50%)

Subgrupos:

- Latino
- SED
- SWD

	<b>*FY22 Grupo Gr8: Datos de MAP matemáticas Gr7 (*Grado punto de referencia cambiado de 5 a 7 debido a Covid- 19)</b>	<b>FY22 Grupo Gr8: Datos de MAP matemáticas Gr8</b>
<i>Todos los estudiantes del grupo del 8° del FY21</i>	44%	55%
<i>Latinx</i>	44%	53%

Métrico	Punto de referencia (FY21)			Resultado del año 1 (FY22) * Ver datos de la columna anterior entre paréntese	Resultado del año 2 (FY23)	Resultado del año 3 (FY24)	Resultado deseado para 2023-24											
	<table border="1"> <tr> <td data-bbox="239 509 493 586"><i>Aprendiz de inglés (EL)</i></td> <td data-bbox="499 509 753 586">33%</td> <td data-bbox="760 509 947 586">50%</td> </tr> <tr> <td data-bbox="239 591 493 638"><i>RFEP</i></td> <td data-bbox="499 591 753 638">56%</td> <td data-bbox="760 591 947 638">65%</td> </tr> <tr> <td data-bbox="239 643 493 690">SPED</td> <td data-bbox="499 643 753 690">23%</td> <td data-bbox="760 643 947 690">43%</td> </tr> <tr> <td data-bbox="239 695 493 742">SED</td> <td data-bbox="499 695 753 742">43%</td> <td data-bbox="760 695 947 742">54%</td> </tr> </table>	<i>Aprendiz de inglés (EL)</i>	33%	50%	<i>RFEP</i>	56%	65%	SPED	23%	43%	SED	43%	54%	<p><u>POR DETERMINARSE G4.3 SWD Subgroup LAS IEP</u></p>				
<i>Aprendiz de inglés (EL)</i>	33%	50%																
<i>RFEP</i>	56%	65%																
SPED	23%	43%																
SED	43%	54%																

AP.G1.5  
 ELL: Estado SBAC, ELPAC, y datos verificables MAP Growth Lectura y Matemáticas

**Responsabilidad externa:**

G5.0 Tasa de reclasificación del grupo del 70% o más al final de la etapa 3.  
 (Véanse los objetivos aplicables de EL y RFEP más arriba: 3.0B, 3.0C, 3.1B, 3.2B y 4.0B, 4.0C, 4.1B, 4.2B)

FY21: Gr8	FY22 MOY: Gr8
#por competencia EL (9EL+28RFEP= 37/63 Grupo EL Total) 28RFEP/37Grupo ELs= 76% RFEP Tasa de Grupo	#Porcentaje de competencia EL (17EL+20RFEP= 37/66 Total de EL del grupo) 20RFEP/37 EL del grupo= <b>54% de tasa de RFEP del grupo a partir de 020122</b> <b>Necesidad de +6EL para ser RFEP para el EOY del FY22</b>

**Responsabilidad interna:**

G5.1 LAS MAP Lectura en ingles punto de referencia- Vea arriba MAP Growth Lectura en ingles punto de partida y objetivo para ELLs

	<b>FY22 Grupo Gr8: Datos de MAP matemáticas (*Grado punto de referencia cambiado de 5 a 7 debido a Covid-19)</b>	<b>FY22 Grupo Gr8: Datos de MAP matemáticas Gr8</b>
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**Responsabilidad externa:**

TBD basado en FY21 Data G5.0 Tasa de reclasificación de grupo del 70% o más al final de la Etapa 3 Gr8.

(Consulte los objetivos aplicables de EL y RFEP anteriores: 3.0B, 3.0C, 3.1B, 3.2B y 4.0B, 4.0C, 4.1B, 4.2B)

**Responsabilidad Interna:**

G5.1 LAS MAP Punto de referencia de lectura en inglés: consulte más arriba MAP Growth Referencia de lectura en inglés y meta para ELL

G5.2 LAS Matemáticas MAP: consulte la línea de base y la meta de MAP Growth Matemáticas anteriores

<i>Todos los estudiantes del grupo del 8° del FY22</i>	43%	35%
<i>Aprendiz de ingles (EL)</i>	53%	31%
<i>RFEP</i>	47%	33%

G5.2 LAS MAP Matematicas- Vea arriba la línea de base y el objetivo de MAP Growth Matemáticas para ELLs

	<b>*FY22 Grupo Gr8: Datos de MAP matemáticas Gr7 (*Grado punto de referencia cambiado de 5 a 7 debido a Covid-19)</b>	<b>FY22 Grupo Gr8: Datos de MAP matemáticas Gr8</b>
<i>Todos los estudiantes del grupo del 8° curso del FY21</i>	44%	55%
<i>Aprendiz de ingles (EL)</i>	33%	50%
<i>RFEP</i>	56%	65%

para los estudiantes ELL

**Acciones**

Nota: *Resumen de la evaluación* MAP del año 21 (de Illuminate Data) vs FY22 Datos de *MAP Growth* del Informe NWEA *Student Growth Summary* (del NWEA Norms). Basado en datos actuales, hay claramente una pérdida de aprendizaje/recuperación en Lectura en inglés durante el año fiscal 22. Además, hay una discrepancia significativa entre el rendimiento general de los estudiantes ELL frente a los EO y los estudiantes SED frente a los no SED. Datos de crecimiento del FY22 MAP: POR DETERMINARSE.

Según el protocolo escolar, LAS dara prioridad a la identificación y selección de subgrupos significativos en la participación del programa de intervención.

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
AP.G1.3a	ELA	<p>Continuar supervisando la progresión de los estudiantes hacia la lectoescritura bilingüe, incluyendo el desarrollo de la competencia académica en inglés de los aprendices de inglés utilizando los indicadores SBAC y ELPAC</p> <p>Analizar los datos de rendimiento de ELA por escuela, nivel de grado y subgrupos</p> <p>Continuación del estudio sobre la investigación más reciente sobre la inmersión bilingüe y su eficacia para los estudiantes, en particular los subgrupos identificados</p> <p><i>Reuniones anuales del IEP, seguimiento del progreso de los objetivos del IEP, observación del profesor, evaluaciones formativas y sumativas</i></p>	OC 1000-3000, 5000 series) \$ 5,569,007; EPA, SPED, LCFF , Title 1	S
AP.G1.4a	SLA	<p>Continuar con la administración de la evaluación del idioma español en lectura (K-8) y en matemáticas (2-4)</p> <p>Analizar los datos de rendimiento de SLA por escuela, nivel de grado y subgrupos</p>	Vea arriba	N

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
AP G1.5a	MATEMÁTICAS	<p>Analizar los datos de rendimiento en matemáticas por escuela, nivel de grado y subgrupos</p> <p>Continuación del estudio sobre la investigación más reciente sobre la inmersión bilingüe y su eficacia para los estudiantes, en particular los subgrupos identificados</p> <p>Análisis de los datos de toda la escuela y de los subgrupos de MAP Punto de referencia de matemáticas</p> <p><i>Reuniones anuales del IEP, seguimiento del progreso de los objetivos del IEP, observación del maestro, evaluaciones formativas y sumativas</i></p>	Vea arriba	N
AP.G1.6a	Aprendices de inglés	<p>ELL</p> <p>Continuar con el seguimiento de la progresión de los estudiantes hacia la lectoescritura bilingüe, incluyendo el desarrollo de la competencia académica en inglés de los aprendices de inglés utilizando los indicadores SBAC y ELPAC</p>	Vea arriba	N

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
AP G1.7a	En toda la escuela	<p>Mantener actualizada la situación de las credenciales de los maestros para garantizar que todo el personal docente esté altamente cualificado y tenga las credenciales adecuadas</p> <p>Toda la enseñanza de las asignaturas básicas se basa en los Estándares Estatales Básicos Comunes</p> <p>Subgrupos: Proporcionar apoyo adicional a los subgrupos identificados por los datos de rendimiento, es decir, asistencia tecnológica, otros materiales de apoyo.</p> <p>El Liderazgo Escolar y el Equipo de Diseño Curricular continuarán con los entrenamientos de Desarrollo Profesional que profundizan la comprensión del personal de los estándares estatales y su eficacia para abordar el progreso de los estudiantes de inglés.</p> <p>Seguirá habiendo oportunidades de aprendizaje ampliadas o intervenciones disponibles para las necesidades identificadas de los subgrupos: Antes, después de la escuela, en invierno o en verano</p> <p>Investigar la viabilidad de establecer líderes de profesores de programas para ampliar las oportunidades de aprendizaje y el ajuste programático en toda la escuela utilizando la financiación única para la recuperación del aprendizaje debido al cierre de la escuela</p>	<p><i>Véa el presupuesto detallado a continuación para las partidas que aumentan y mejoran los servicios a los alumnos EL y SED</i></p>	S
		<i>Aumento de los servicios: Entrenador de lectoescritura e intervenciones</i>	<i>OC 1100, 3100-3600: \$121,539 LCFF, Title 1</i>	S
		<i>Aumento de los servicios: (Sólo un año) Maestro a tiempo parcial en asignación especial</i>	<i>OC 1100: \$146,077 LCFF, ELOG</i>	S
		<i>Aumento de los servicios: (Sólo un año) 3 ayudantes de instrucción PT</i>	<i>OC 2100: \$114,114 LCFF, ELOG</i>	S



Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
		<i>Aumento de los servicios: Tutores de intervención (año escolar)</i>	<i>OC 1102: \$188,500 LCFF, Title 4, ELOG</i>	<i>S</i>
		<i>Aumento de los servicios: Personal de la escuela de verano extensiva (FY22, FY23, FY24)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$267,634 LCFF, Title 1, ELOG, ESSER 2&amp;3</i>	<i>S</i>
		<i>Mejora de los servicios: Desarrollo profesional (es decir, ELD, GLAD, SEAL, Antirracismo, Responsive Classrooms, SEL)</i>	<i>OC 5210, 5215, 5220, 5305, 5863: \$91,133 LCFF, Title 1&amp;2</i>	<i>S</i>

**Análisis de objetivos [FY21 y FY22 ]**

Un análisis de cómo se llevó a cabo este objetivo en el año anterior.

Una descripción de cualquier diferencia sustancial en las acciones planificadas y la ejecución real de las mismas.

Antes de la interrupción de la escolarización de COVID-19, LAS siguió diligentemente el plan de acción en consecuencia. Sin embargo, el aprendizaje a distancia presentó desafíos que afectaron directamente las evaluaciones de aprendizaje, incluyendo la cancelación de las pruebas estatales SBAC y ELPAC en la primavera de 2020. En consecuencia, la meta de datos de rendimiento académico tiene una enorme brecha de datos para el propósito de análisis. No obstante, la LEA espera analizar los resultados del SBAC y del MAP Growth de la primavera del FY21 y FY22 y planificar las acciones consecuentes para abordar las necesidades emergentes. Un punto destacado durante el FY21 y FY22 , es el esfuerzo colectivo para movilizar el personal de apoyo en todos los aspectos de la enseñanza y el aprendizaje - es decir, el personal de apoyo de instrucción y tutoría adicional.

Una explicación de las diferencias materiales entre los gastos presupuestados y los gastos reales estimados.

Las principales diferencias entre los gastos presupuestados y los gastos reales estimados son evidentes en 1) el aumento de personal, especialmente en el apoyo a la enseñanza, es decir, los centros de aprendizaje, el apoyo a la intervención, 2) los estipendios de desarrollo profesional para la integración de la enseñanza a distancia y las carteras de evaluación y la administración a distancia y ahora, de nuevo la enseñanza en persona, 3) el aumento de las necesidades de la plataforma digital para la enseñanza y el aprendizaje, incluyendo la compra de MAP Growth y MAP Accelerator.

Una explicación de la eficacia de las acciones específicas para avanzar hacia el objetivo.

La implementación inicial de MAP Growth Matemáticas fue reveladora en cuanto a la eficacia de tener un entorno flexible (en persona o a distancia) para la administración y resultados rápidos para el análisis. En consecuencia, la LEA está ampliando el uso de este tipo de evaluación.

Una descripción de los cambios introducidos en el objetivo, los parámetros, los resultados deseados o las acciones planificadas para el año siguiente, como resultado de las reflexiones sobre la práctica anterior.

Un hito para la LEA es que nuestras evaluaciones deben tener la flexibilidad de ser administradas a distancia en caso de cierre de escuelas. Por lo tanto, LAS ha ampliado el crecimiento de MAP para incluir la lectura en inglés y español, además de las matemáticas. Esta decisión también se alinea con la disposición requerida por la escuela chárter bajo AB1505 de tener un dato adicional verificable y aprobado por el estado como el Crecimiento MAP para propósitos de renovación de la carta.

**Meta: Objetivo de participación académico 2 (AE.G2)**

Objetivo 2	Descripción
AE.G2	Esta sección reflejará los objetivos de la LAS tal y como se recoge en la Petición del Charter de la LAS (2019-2024) aprobada el 21 de marzo de 2019. Objetivo 2: COMPROMISO ACADÉMICO (AE) - LAS G1. Bajo absentismo crónico y alta tasa de asistencia

Una explicación de por qué la LEA ha desarrollado este objetivo.

Aunque LAS tiene unos datos históricos ejemplares con una media del 97% de asistencia y un absentismo crónico en torno al 3%, la escuela tuvo un ligero descenso de la asistencia en el FY19. Con el aprendizaje a distancia redefiniendo los protocolos de asistencia en el FY21 y en este FY22, la adhesión al estudio independiente para los

protocolos de cuarentena, LAS espera el análisis final de cómo la asistencia se ha visto afectada debido a las muchas iteraciones de la interrupción de la escolaridad por la pandemia.



Métrica	Punto de referencia (ejercicio 21)	Resultado del primer año (ejercicio 22) *Vea columna de datos previa en parentesis	Resultado del segundo año (FY23)	Resultado del tercer año (ejercicio 24)	Resultado deseado para 2023-24
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<p>AE.G2</p> <p>Datos de asistencia de Illuminate y CALPADS</p>	<p>Año fiscal 22 fin de año: 96% tasa de asistencia según reciente cambio en la ley</p> <p>Año fiscal 21: Datos preliminares Tasa de asistencia del 97% con un 3% de absentismo crónico</p> <p>Datos históricos de los ejercicios 17 y 18:</p> <p>Todos los estudiantes: Tasa de asistencia real: 97% y 97%.</p> <p>Subgrupos:</p> <ol style="list-style-type: none"> <li>1) (MOY FY22: 91%) Latino: 97,4% y 97,3%</li> <li>2) (FY22 MOY: 90%) EL: 97,2% y 97,2%</li> <li>3) (FY22 MOY: 90%) SED: 97,2% y 97,2%</li> <li>4) (MOY FY22: 89%) SWD: 97% y 97,1%</li> </ol> <p>Absentismo (crónico) con una tasa del 2,9% y del 3,2%, respectivamente</p> <p>AÑO 22: 7% Absentismo crónico</p> <p>Subgrupos (FY22 MOY) y FY2018:</p> <ol style="list-style-type: none"> <li>1) (MOY FY22: 7%) Latino: 3,3%</li> <li>2) (MOY DE FY22: 11%) EL: 3,4%</li> <li>3) (MOY DE FY22: 8%) SED: 3,6%</li> <li>4) (MOY DE FY22: 4%) SWD: 2.7%</li> </ol> <p>Tasa de abandono de la escuela secundaria a cero</p>			<p>G1.0 Tasa de asistencia del 95% o superior</p> <p>G1.1 La tasa de asistencia de los subgrupos de LAS estará dentro de un margen del 2% de la meta de asistencia de toda la escuela.</p> <p>Todos los estudiantes: Tasa de absentismo crónico inferior al 3%.</p> <p>Tasa de subgrupos identificados dentro del margen del 2% de la tasa de absentismo crónico en toda la escuela</p> <p>Tasa de abandono escolar inferior al 1% (<i>Tasa anual de abandono escolar</i>)</p>
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Acciones

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
AE.G2.1a	Apoyo a la asistencia y a la reincorporación	<p>Seguir vigilando de cerca las tendencias de asistencia de los estudiantes: en toda la escuela y para los subgrupos identificados (a través de Infinite Campus SIS)</p> <p>Continuar con el esfuerzo coordinado con el Concilio de Padres, la Asociación de Padres, los grupos del Concilio estudiantial para el énfasis colectivo en una fuerte tasa de asistencia</p> <p>Continuar con el seguimiento de los subgrupos y áreas de necesidad a través del proceso MTSS</p> <p>Apoyo sanitario y de salud mental a los subgrupos con necesidades identificadas</p> <p>Apoyo y formación continuos para la prevención del acoso y la resolución de conflictos y los matices del efecto subyacente de los privilegios, la opresión y las microagresiones</p> <p>Continuar con la revisión de los datos de la encuesta anual de los estudiantes para las áreas de mejora</p>	<p>OC 2000 and 5000 series</p> <p>\$375,129</p> <p>SPED, LCFF</p>	S
	<i>Programa ASES</i>	<i>Aumento de los servicios: Continuación del programa ASES</i>	<p><i>OC 2905, 3000 series, 4354</i></p> <p><i>\$155,641</i></p> <p><i>LCFF, ASES</i></p>	S

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
	<i>Programa de enriquecimiento</i>	<i>Aumento de los servicios: Continuación del programa de enriquecimiento</i>	OC 2905 \$864,901 LCFF	S
	<i>Apoyo SEL</i>	<i>Aumentar los servicios: (Sólo un año) Consejero adicional 0,8 PT</i>	OC 5880 \$30,625 LCFF, ESSER 2	S

**Análisis de objetivos [FY21 y FY22]**

Un análisis de cómo se llevó a cabo este objetivo en el año anterior.

Una descripción de cualquier diferencia sustancial en las acciones planificadas y la ejecución real de las mismas.

La diferencia sustancial entre las acciones planificadas y la aplicación real de estas acciones puede resumirse en una sola frase: La interrupción de la escolarización y el aprendizaje a distancia debido a la pandemia mundial han cambiado drásticamente la definición de asistencia y compromiso.

Una explicación de las diferencias materiales entre los gastos presupuestados y los gastos reales estimados.

La diferencia material entre los gastos presupuestados y los gastos reales estimados se refleja principalmente en el cambio de las asignaciones para la formación de desarrollo profesional en persona, los paseos, el enriquecimiento después de la escuela hacia una respuesta de emergencia a la necesidad de construir la infraestructura para una enseñanza y aprendizaje a distancia de primer nivel, tales como asegurar el personal centrado en la reincorporación de los estudiantes y las familias y la supervisión de la asistencia, así como el apoyo adicional de asesoramiento.

Una explicación de la eficacia de las acciones específicas para avanzar hacia el objetivo.



Sobre la base de los datos preliminares de asistencia y los datos de satisfacción de la encuesta de las partes interesadas, la comunidad de la LEA ha hecho un trabajo ejemplar respondiendo de manera eficiente y eficaz a los increíbles desafíos que se presentaron a todas las escuelas este año. Aunque la pérdida de aprendizaje, así como la disminución del compromiso de los estudiantes, son consecuencias inevitables de la interrupción de la escolaridad debido a una pandemia, la LAS ha creado una infraestructura que puede utilizarse para la recuperación del aprendizaje.

Una descripción de los cambios introducidos en el objetivo, los parámetros, los resultados deseados o las acciones planificadas para el año siguiente, como resultado de las reflexiones sobre la práctica anterior.

FY22: En adhesión a la ley para el FY22, LAS amplió su definición de programa de estudio independiente (ISP) a: 1) TISP: Tradicional, 2) LISP: A largo plazo, y 3) QISP: Cuarentena, a principios del año escolar. La LAS está a la espera de la dirección de la legislatura estatal sobre los requisitos de escolarización en cuanto a la asistencia en persona frente a la asistencia a distancia y la recopilación de datos de asistencia en general. Los años FY19-20 y FY20-21 han sido escenarios de recopilación de asistencia realmente únicos; ninguno de ellos puede ser utilizado para una comparación paralela ya que ambos años son escenarios muy diferentes. LAS todavía tiene que ver cuáles serán los requisitos del próximo año escolar para la escolarización en CA.

**Objetivo: Condiciones y clima Objetivo 3 (CC.G3)**

Objetivo 3	Descripción
CC.G3	Esta sección reflejará los objetivos de la LAS tal y como se recoge en la Petición del charter de la LAS (2019-2024) aprobada el 21 de marzo de 2019. Objetivo 3: CONDICIONES Y CLIMA - LAS: G2. Baja tasa de suspensiones; G6. Datos de alta satisfacción de la encuesta de clima

Una explicación de por qué la LEA ha desarrollado este objetivo.

La combinación de las interrupciones escolares debido a COVID-19 y el reciente crecimiento de la inscripción ha creado la necesidad de sistemas de apoyo más estructurados para garantizar un entorno de aprendizaje óptimo donde los estudiantes se sientan seguros, conectados y listos para aprender, sin importar el contexto en el que se encuentren: aprendizaje presencial, híbrido o a distancia. La combinación de las interrupciones de la escolaridad debidas al COVID-19 y el reciente crecimiento de la matrícula ha creado la necesidad de un sistema de apoyo más estructurado para garantizar un entorno de aprendizaje óptimo en el que los estudiantes se sientan seguros, conectados y preparados para aprender, independientemente del contexto en el que se encuentre: en persona, híbrido o a distancia.

Métrica	Punto de partida (ejercicio 21)	Resultado del primer año (ejercicio 22) *Vea columna de datos previa en parentesis	Resultado del segundo año (FY23)	Resultado del tercer año (ejercicio 24)	Resultado deseado para 2023-24															
CC.G3.2 Datos de Illuminate y CALPADS	<p>Año fiscal 22: 1,5% de suspensiones en los primeros 4 meses de clase (FY22 EOY: 3%: Objetivo no alcanzado)</p> <p>Datos del año fiscal 21: Tasa de suspensión del 0%. (Aprendizaje a distancia)</p> <p>G2.0 Índice de suspensión inferior al 2%.</p> <p>G2.1 La tasa de suspensión de los subgrupos de LAS estará dentro de un margen del 2% de la meta de suspensión baja en toda la escuela.</p> <p>FY22 EOY Tasa de suspensión para subgrupos:</p> <table border="1" data-bbox="342 959 1100 1359"> <tbody> <tr> <td>Latinx</td> <td>3%</td> <td>Alcanzado</td> </tr> <tr> <td><i>Aprendices de inglés</i> (EO: 1%)</td> <td>4%</td> <td>Alcanzado</td> </tr> <tr> <td>RFEP</td> <td>4%</td> <td>Alcanzado</td> </tr> <tr> <td>SPED</td> <td>6%</td> <td>Objetivo no alcanzado</td> </tr> <tr> <td>SED (Non-SED: 9%)</td> <td>1%</td> <td>Alcanzado</td> </tr> </tbody> </table>	Latinx	3%	Alcanzado	<i>Aprendices de inglés</i> (EO: 1%)	4%	Alcanzado	RFEP	4%	Alcanzado	SPED	6%	Objetivo no alcanzado	SED (Non-SED: 9%)	1%	Alcanzado				<p>G2.0 Índice de suspensión inferior al 2%.</p> <p>G2.1 La tasa de suspensión de los subgrupos de LAS estará dentro de un margen del 2% de la meta de suspensión baja en toda la escuela.</p>
Latinx	3%	Alcanzado																		
<i>Aprendices de inglés</i> (EO: 1%)	4%	Alcanzado																		
RFEP	4%	Alcanzado																		
SPED	6%	Objetivo no alcanzado																		
SED (Non-SED: 9%)	1%	Alcanzado																		

Métrica	Punto de partida (ejercicio 21)	Resultado del primer año (ejercicio 22) *Vea columna de datos previa en parentesis	Resultado del segundo año (FY23)	Resultado del tercer año (ejercicio 24)	Resultado deseado para 2023-24
<p>CC.G3.6</p> <p>LAS: Satisfacción de las partes interesadas</p> <p>(Datos de la encuesta anual a las partes interesadas)</p>	<p><i>Alto índice de participación: 90% o más</i></p> <p>Datos del año fiscal 21: 95% de participación de los alumnos de 3° a 8° grado (FY22: TK-Gr8 97% participación estudiantil)</p> <p>G6.0 Datos de la encuesta anual de estudiantes: El 90% o más de los estudiantes estarán de acuerdo con la afirmación "Me gusta mi escuela". Datos del FY21: 92% (FY22: 90%)</p> <p>G6.1 Datos de la Encuesta Anual de Familias: El 90% o más de las familias estarán de acuerdo con la afirmación: "Recomendaría el colegio a otras personas". Datos del año fiscal 21: 96% (FY22: 99%)</p> <p>G6.2 Datos de la encuesta anual del personal: El 90% o más del personal estará de acuerdo con la afirmación: "Recomendaría la escuela a otros". Datos del año fiscal 21: 100% (FY22: 98%)</p>	<p>Objetivos alcanzados</p>			<p><i>Alto índice de participación: 90% o más</i></p> <p>G6.0 Datos de la encuesta anual de estudiantes: El 90% o más de los estudiantes estarán de acuerdo con la afirmación "Me gusta mi escuela".</p> <p>G6.1 Datos de la Encuesta Anual de Familias: El 90% o más de las familias estarán de acuerdo con la afirmación: "Recomendaría el colegio a otras personas".</p> <p>G6.2 Datos de la encuesta anual del personal: El 90% o más del personal estará de acuerdo con la afirmación: "Recomendaría la escuela a otros".</p>

Métrica	Punto de partida (ejercicio 21)	Resultado del primer año (ejercicio 22) *Vea columna de datos previa en parentesis	Resultado del segundo año (FY23)	Resultado del tercer año (ejercicio 24)	Resultado deseado para 2023-24
<p>CC.G3.7</p> <p><i>LAS: Voluntariado</i></p> <p><i>LAS: Participación de los votantes</i></p>	<p>Mantener o aumentar los datos actuales del número total anual de horas de voluntariado</p> <p>Datos del año fiscal 21: No disponibles debido a los mandatos de COVID-19</p> <p>Mantener o aumentar el porcentaje actual de participación de los votantes en las elecciones de gobernanza</p> <p>Datos del ejercicio 21: Elección de la Junta 10/2020, 29% de participación electoral</p> <p><i>(Elementos del LCAP reportados: Porcentaje anual de participación en las elecciones de gobierno)</i></p> <p>Listas de miembros de la gobernanza y representaciones</p>	<p>Elecciones a la Mesa Directiva del año 22 (11/2021): 80% de participación de los votantes</p> <p>Objetivo alcanzado</p>			<p>Mantener o aumentar los datos actuales del número total anual de horas de voluntariado</p> <p>Datos del año fiscal 21: No disponibles debido a los mandatos de COVID-19</p> <p>Mantener o aumentar el porcentaje actual de participación de los votantes en las elecciones de gobernanza</p> <p><i>(Elementos del LCAP reportados: Porcentaje anual de participación en las elecciones de gobierno)</i></p> <p>Listas de miembros de la gobernanza y representaciones</p>

Métrica	Punto de partida (ejercicio 21)	Resultado del primer año (ejercicio 22) *Vea columna de datos previa en parentesis	Resultado del segundo año (FY23)	Resultado del tercer año (ejercicio 24)	Resultado deseado para 2023-24
<i>CC.G3.8a</i> <i>Indicador local</i>	FY21: Objetivo cumplido Mantener la expectativa estatal sobre la calidad del profesorado	Objetivo cumplido			Mantener la expectativa estatal sobre la calidad del profesorado
<i>CC.G3.8b</i> <i>Indicador local</i>	Ejercicio 21: Objetivo cumplido Mantener la expectativa estatal sobre los materiales de instrucción y los planes de estudio				Mantener la expectativa estatal sobre los materiales de instrucción y los planes de estudio
<i>CC.G3.8c</i> <i>Indicador local</i>	Ejercicio 21: Objetivo cumplido Mantener la expectativa estatal sobre la calidad de las instalaciones según las nuevas normas de mitigación COVID-19 de salud y seguridad	Objetivo cumplido			Mantener la expectativa estatal sobre la calidad de las instalaciones según las nuevas normas de mitigación COVID-19 de salud y seguridad

**Acciones**

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
CC.G3.2a	AE: Suspensión baja	Mantener un alto nivel de compromiso de los estudiantes en lo académico y en lo socio-emocional  Seguir vigilando de cerca las tendencias de suspensión de los alumnos: en toda la escuela y en los subgrupos identificados  Continuar con el seguimiento de los subgrupos y áreas de necesidad a través del proceso MTSS  Seguir vigilando de cerca las tendencias de expulsión de los estudiantes: en toda la escuela y en los subgrupos identificados	<i>SPED, LCFF (duplicado del Objetivo2-AE.G2.1a)</i>	S
CC.G3.6a	AE: Participación en la encuesta	Seguir administrando anualmente los datos de la encuesta a las partes interesadas y supervisar las áreas de mejora		N
CC.G3.7	<i>LAS: Voluntariado</i> <i>LAS: Participación de los votantes</i>	Mejora de los servicios: Cuidado de niños para las reuniones de padres: ELAC, SSC, Junta Directiva, Concilio de Padres, Asociación de Padres, Juntas para Padres	OC 2925 \$2,560 LCFF, Title 1	S
		Mejora de los servicios: Formaciones para padres (Temas: Carta, LCAP, participación de los padres, antirracismo, aprendizaje socioemocional: SEL )	OC 5804 \$1,400 LCFF, Title 1	S

Acción #	Título	Descripción	Total de fondos (FY23 TBD)	Contribuyendo a
CC.G3.8b <i>Indicador local</i>	Material didáctico/curricular	Mejora de los servicios: Ampliación de libros, materiales de referencia, recursos de la biblioteca, software educativo, sustitución de ordenadores  <i>*FY21 El aprendizaje a distancia ha iluminado las realidades del nivel desproporcionado de desventaja que tienen los estudiantes EL y SED y sus familias para tener acceso a los materiales de aprendizaje.</i>	OC 4200, 4201, 4320, 4325, 4420  \$687,739  LCFF, ELOG	S
CC.G3.8c <i>Indicador local</i>	Calidad de las instalaciones según las nuevas normas de mitigación COVID-19 de salud y seguridad	Mejora de los servicios: Mantener la expectativa estatal sobre la calidad de las instalaciones según las nuevas normas de mitigación COVID-19 en materia de salud y seguridad (suministro de equipos EPI y materiales de limpieza adecuados, impresión y reproducción de protocolos de salud y seguridad en inglés y español).	OC 4315  \$793,464  LCFF, ASES	S

#### Análisis de objetivos [FY21 y FY22 ]

Un análisis de cómo se llevó a cabo este objetivo en el año anterior.

Una descripción de cualquier diferencia sustancial en las acciones planificadas y la ejecución real de ellas.

La diferencia sustancial entre las acciones planificadas y la aplicación real de estas acciones puede resumirse en una sola frase: La interrupción de la escolarización y el aprendizaje a distancia debido a la pandemia mundial han cambiado drásticamente la definición de la suspensión, el compromiso de los padres, las condiciones de aprendizaje y la infraestructura básica de las instalaciones en los entornos de aprendizaje a distancia e híbridos.

Una explicación de las diferencias materiales entre los gastos presupuestados y los gastos reales estimados.

FY22 No hay una diferencia material notable entre los gastos presupuestados y los gastos reales estimados en este objetivo particular, ya que el personal se mantuvo en el mismo número; sin embargo, sus puestos de trabajo han cambiado claramente para adaptarse al contexto de aprendizaje a distancia que se produjo en el FY21 y FY22.

Una explicación de la eficacia de las acciones específicas para avanzar hacia el objetivo.

Sobre la base de la participación de los padres durante las reuniones de ZOOM y los talleres de orientación, así como de los datos de satisfacción de la encuesta de las partes interesadas, la comunidad de la LEA sigue haciendo un trabajo ejemplar al responder de manera eficiente y eficaz a los increíbles desafíos que se presentan a todas las escuelas este año. Aunque la pérdida de aprendizaje, así como la disminución del compromiso de los estudiantes, son consecuencias inevitables de la interrupción de la escolaridad debido a una pandemia, LAS ha creado una infraestructura que puede utilizarse para construir la recuperación del aprendizaje y ampliar las conexiones y relaciones de la comunidad.

Una descripción de los cambios introducidos en el objetivo, los parámetros, los resultados deseados o las acciones planificadas para el año siguiente, como resultado de las reflexiones sobre la práctica anterior.

En este momento, LAS está posicionada para un proceso de comunicación más expansiva y para establecer reuniones que garanticen una alta y continua participación de las familias. Además, LAS continuará con sus altos estándares establecidos en cuanto al mantenimiento y cuidado de las instalaciones, tal como se inspira en las mitigaciones de salud y seguridad del estado para los mandatos de regreso a la escuela de COVID-19.



**Aumento o mejora de los servicios para los jóvenes en hogar temporal, los aprendices de inglés y los estudiantes de bajos ingresos para el [año LCAP]**

Proyección de subvenciones suplementarias y/o de concentración de la LCFF	Subvención adicional de concentración LCFF proyectada (15 por ciento)
\$1,426,892	\$137,552

**Porcentaje requerido para aumentar o mejorar los servicios para el año LCAP**

Porcentaje proyectado para aumentar o mejorar los servicios para el próximo año escolar	LCFF Carryover - Porcentaje	LCFF Carryover - Dólar	Porcentaje total para aumentar o mejorar los servicios para el próximo año escolar
27%	0%	0%	27%

Los gastos presupuestados para las acciones identificadas como contribuyentes pueden encontrarse en el cuadro de acciones contribuyentes.

**Descripciones requeridas**

Para cada acción que se proporciona a toda una escuela, o a través de todo el distrito escolar o la oficina de educación del condado (COE), una explicación de (1) cómo las necesidades de los jóvenes de crianza, los estudiantes de inglés y los estudiantes de bajos ingresos se consideraron en primer lugar, y (2) cómo estas acciones son eficaces en el cumplimiento de las metas para estos estudiantes.

Después de evaluar las necesidades y circunstancias de nuestros estudiantes EL y de desventaja socioeconómica, fue evidente que la brecha de rendimiento ha aumentado para estos grupos durante la pandemia en materias básicas. Por ejemplo, según el resumen de evaluación NWEA de MAP Growth FY22, existe claramente una oportunidad de pérdida/recuperación del aprendizaje en la lectura en inglés. Existe una discrepancia significativa entre el rendimiento general de los ELL (Gr8=31 %) frente a los EO (Gr8=42 %) y SED (Gr8=33 %) frente a los estudiantes que no son SED (Gr8=45 %). Como protocolo, LAS ha continuado priorizando la identificación y selección de subgrupos significativos en la participación del programa de intervención. Más de la mitad de nuestros estudiantes identificados como que necesitan recuperación del aprendizaje estaban en los subgrupos EL y/o SED. Para abordar este asunto, hemos implementado estructuras y acciones de apoyo como se describe en las Metas 1, 2 y 3, como contratar personal adicional de recuperación del aprendizaje y proporcionar intervencionistas en todos los niveles de grado.

Programas de intervención básicos y extracurriculares del año fiscal 22: Proporción de personal a estudiantes que recibieron servicios de intervención directa

TK-Gr3: 13 Personal: 107 Estudiantes (EL: 62% y SED: 83%)

Gr4-Gr8: 11 Personal: 56 Estudiantes (EL: 80% y SED: 91%)

Resultados: 93% de crecimiento promedio de logros (rango: 73 %-100 % con 10/20 ciclos de programas con un 100 % de crecimiento)

Estas acciones se brindan en toda la LEA con la esperanza de que se beneficien otros estudiantes identificados con necesidades de recuperación del aprendizaje. Sin embargo, debido a que los estudiantes EL y SED tendrán prioridad para estos programas de apoyo, esperamos que el rendimiento de nuestros aprendices de inglés y SED aumente significativamente más que otros estudiantes.

LAS continúa aumentando el conocimiento del personal en el uso de Infinite Campus, el nuevo sistema de información estudiantil de la escuela, para mejorar su recopilación de datos y procedimientos de identificación de estudiantes para estudiantes de bajos ingresos, aprendices de inglés y estudiantes de crianza y sin hogar para garantizar que los estudiantes puedan ser identificados y servido con eficacia.

Además, el Sistema de múltiples niveles de apoyo (MTSS, por sus siglas en inglés) en LAS incluye apoyo académico y socioemocional. Los apoyos académicos informados por evaluaciones de crecimiento como MAP Growth y *Developmental Reading Assessment* (DRA -Inglés) y la Evaluación de lectura (EDL - Español) se administran varias veces al año para garantizar que las necesidades de los estudiantes sean monitoreadas y los estudiantes estén conectados con apoyos académicos escalonados propios. Además, también se brindan apoyos socioemocionales escalonados con un consejero y un psicólogo en el lugar a los estudiantes identificados que lo necesitan. A través del proceso MTSS, el 16% del alumnado recibió un análisis de enfoque de equipo del rendimiento de los alumnos individuales considerados en riesgo en el FY22. De los estudiantes atendidos a través de MTSS, el 64% son EL y el 84% tienen desventajas socioeconómicas. En el año escolar 2021-2022, el consejero escolar atendió a unos 62 estudiantes. (21) El 34% de los estudiantes atendidos regularmente por el consejero escolar tienen IEP. De los estudiantes atendidos 8 fueron referidos a través del proceso del MTSS. El consejero escolar realizó una evaluación del riesgo de suicidio. Además de evaluar a 23 estudiantes para educación especial en el año fiscal 22, el psicólogo escolar completó cuatro evaluaciones de riesgo de suicidio mientras trabajaba regularmente con estudiantes necesitados. En general, el psicólogo escolar atendió a unos 53 estudiantes remitidos por padres/maestros debido a inquietudes académicas/de comportamiento/socioemocionales en el año fiscal 22. Además, el psicólogo escolar junto con dos especialistas en educación y el entrenador de lectoescritura escolar se reunieron como grupo de enfoque LASER (Language Academy of Sacramento Essentials of Reading) para continuar las discusiones sobre las mejores prácticas para enseñar lectura en un nivel de nivel 1, así como mejorar el apoyo de intervención para estudiantes que luchan por aprender a leer en el nivel 2/3. Las intervenciones de lectoescritura se proporcionan a los estudiantes identificados a través del proceso MTSS y del Equipo de Progreso de Intervención (IPT).

En resumen, el enfoque del año fiscal 22 es la recuperación del aprendizaje a través de: amplias intervenciones académicas, acceso ampliado a materiales/dispositivos de aprendizaje, apoyo en el bienestar socioemocional, en particular, cerrar la brecha de pérdida de aprendizaje desproporcionada de los jóvenes de crianza, EL y estudiantes de bajos ingresos como preliminarmente indicado en los resultados de fin de año de MAP Growth. Cuando se necesita orientación y apoyo adicional, el maestro consulta con el Equipo de Progreso de Intervención (IPT), 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, por sus siglas en inglés), que por lo general consta de padres, maestros, personal de apoyo escolar y un administrador para examinar más a fondo las

inquietudes académicas, socioemocionales y de comportamiento del estudiante. LAS implementa este modelo MTSS en un esfuerzo por satisfacer todas las necesidades de los estudiantes dentro del entorno educativo regular, con un enfoque deliberado en dar prioridad a los jóvenes de crianza temporal, los aprendices de inglés y los estudiantes de bajos ingresos/estudiantes con desventajas socioeconómicas.

Una descripción de cómo se están aumentando o mejorando los servicios para los jóvenes en hogar temporal, los aprendices de inglés y los estudiantes de bajos ingresos en el porcentaje requerido.

LAS espera un porcentaje proyectado del 27% para aumentar o mejorar los servicios para los EL, los estudiantes de bajos ingresos y los jóvenes en hogar temporal para el FY23. Según la calculadora de fórmulas de SBE, se prevé que la subvención suplementaria y de concentración LCFF de LAS sea de 1.426.892.

*Contexto:* El aumento de los fondos suplementarios y de concentración se seguirá utilizando de la siguiente manera, organizado dentro del PROGRAMA EDUCATIVO LAS: SEIS COMPONENTES DE DISEÑO (C:1-6) y nuevo para el año fiscal 20, bajo las categorías del Tablero de CA de: 1) Rendimiento académico (AP), 2) Compromiso Académico (AE), y 3) Condiciones y Clima (CC).

*Investigación (C.1) y desarrollo profesional (C.2)* 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 bilingüe y su aplicación clínica, así como eficacia del programa en la educación de estudiantes del idioma inglés, RFEP, latinos, con desventajas socioeconómicas (SED) y estudiantes con discapacidades (SWD). Al mismo tiempo, el personal de LAS también debe tener un conocimiento continuo sobre los mandatos en evolución para la escuela chárter independiente.

*Diseño curricular (C.3) y Evaluaciones y responsabilidad (C.4)* La implementación estatal de los Estándares estatales básicos comunes (CCSS) y las Evaluaciones Smarter Balanced (SBAC) han sido fundamentales en las decisiones actuales de LAS con respecto al diseño curricular y evaluaciones, ambas ahora requieren funciones de tecnología altamente integradas. CCSS ha definido las habilidades del siglo XXI como pensamiento crítico, colaboración, comunicación y creatividad. El personal de LAS está perfeccionando el diseño y las evaluaciones de su plan de estudios para preparar mejor académicamente a todos los estudiantes, en particular 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. Hace dos años, LAS implementó una evaluación comparativa de matemáticas en línea para monitorear el progreso del dominio del contenido de los estudiantes a mitad de año y proporcionar intervenciones oportunas, particularmente aquellas de grupos de estudiantes no duplicados: EL, SED y jóvenes de crianza. FY22, LAS amplió la implementación de MAP Growth para lectura en inglés y español.

*Instrucción (C.5) y estructura de apoyo (C.6)* En el centro del diseño del programa LAS se encuentran la calidad del equipo de instrucción y la estructura de apoyo para garantizar el éxito de los estudiantes - Personal: personal clasificado y certificado, especialistas en educación, maestros de intervención, Coordinador, Líderes de maestros, Líderes de programas, Consejería, Servicios de traducción, Tecnología (dispositivos, equipos, infraestructura), Capacitaciones de ELD, Recursos de ELD, Programa previo al verano, Aprendizaje extendido o tutoría, tiempo libre para PD del personal.

FY23; Este mayor porcentaje se cubre con acciones y servicios incluidos en la actualización anual del LCAP. Las siguientes acciones ilustran: 1A) Desempeño académico (AP): proporcionar un aumento en el número (cantidad) de servicios (personal para la escuela de verano e intervencionistas) para apoyar las necesidades de recuperación del aprendizaje de los estudiantes EL y SED; 1B) (AP): Aumento en la cantidad de servicios para estudiantes EL y SED al proporcionar un equipo de educadores clasificados y certificados para aumentar el rendimiento en lectura y escritura; y, 2A) Compromiso académico (AE): Proporcionar comunicación clara y enfocada a estas familias en múltiples formatos, traducción y persona de apoyo designada para problemas de asistencia y disciplina que estos estudiantes puedan experimentar; 2B) Brindar acceso a educación para padres enfocada en problemas que afectan a estos grupos de estudiantes, brindar acceso a experiencias de aprendizaje fuera del salón de clases y brindar capacitación para todo el personal enfocada en crear empatía y comprensión para los estudiantes en estos grupos de estudiantes.

Una descripción del plan sobre cómo se utilizará la financiación adicional de la subvención de concentración identificada anteriormente para aumentar el número de personal que proporciona servicios directos a los estudiantes en las escuelas que tienen una alta concentración (más del 55%) de jóvenes en hogar temporal, aprendices de inglés y estudiantes de bajos ingresos, según corresponda.

El financiamiento adicional de la subvención de concentración de \$137,552 se dirigirá a asegurar que se proporcionen intervenciones en grupos pequeños a los estudiantes identificados como de riesgo académico en base a los datos del estado y de *MAP Growth*, dando prioridad a los que son socioeconómicamente desfavorecidos/de bajos ingresos y a los EL. Los servicios directos a los estudiantes en cuestión incluirán: personal certificado adicional que apoye la lectoescritura y las matemáticas, ayudantes de instrucción en los grados primarios, así como personal certificado y clasificado del programa de la escuela de verano, después de la escuela y del inicio de la escuela de verano.

Contexto de la aplicación del año 1: Año Fiscal22 Programas centrales y de intervención después de escuela: Proporción entre el personal y los estudiantes que recibieron el servicio de intervención directa

TK-Gr3: 13 Personal: 107 Estudiantes (EL: 62% y SED: 83%)

Gr4-Gr8: 11 Personal: 56 Estudiantes (EL: 80% y SED: 91%)

Resultados: 93% promedio de crecimiento del rendimiento (Rango: 73%-100% con 10/20 ciclos de programa a crecimiento de 100%)

<b>Proporción de personal por alumno según el tipo de escuela y la concentración de alumnos no duplicados</b>	Escuelas con una concentración de estudiantes del 55% o menos	Escuelas con una concentración de estudiantes superior al 55%.
Proporción de personal clasificado que presta servicios directos a los estudiantes	Aprendices de inglés (45%): 1:6 Jóvenes en hogar temporal (0.2%):	Desventaja socioeconomica/bajos ingresos (72%): 1:8
Proporción de personal certificado que presta servicios directos a los estudiantes	Aprendices de inglés (45%): 1:5 Jóvenes en hogar temporal (0.2%)	Desventaja socioeconomica/bajos ingresos (72%): 1:11



## LCAP Actions (Total: 41) Implementation Update v062722

AP= Academic Performance Goal 1 Actions (23)						
Action #	Title	Description	Implementation 3=Yes, 2=InProgress 1=No	Feb, 2022: Notes for Levels 2 and 1: Status @ Level 3: 26/41= 63%	Implementation 3=Yes, 2=InProgress 1=No	June, 2022: Status @ Level 3: 35/40 = 88% (Improved: 9 items NA: 1item)
AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	3		3	
		Analyze ELA achievement data by schoolwide, grade level and subgroups	3		3	
		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	2	CDT is just starting with this	2	
		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	3		3	
AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	3		3	
		Analyze SLA achievement data by schoolwide, grade level and subgroups	3	(*1 for FY21 SBAC Spanish)	3	
AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	3		3	
		Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	2		2	
		Analysis of schoolwide and subgroup data from MAP Math Benchmark	3		3	
		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	3		3	
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	3		3	
AP.G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	3		3	
		All core subjects instruction are based on Common Core State Standards	2	Due to C19 disruption, FY21 and FY22 is continued focus on Priority Standards only	2	
		Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	3		3	
		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.	2	To be scheduled; C19 related matters have been added to PD dates	3	Improved
		Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	2	Staff shortage, morale, C19 situation postponed start up; Just started December	3	Improved
		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	3		3	
		<i>Increased services: Literacy Coach and intervention</i>	3		3	
		<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	3		3	
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	3		3	
		<i>Increased services: Intervention Tutors (School year)</i>	2	Staff shortage, morale, C19 situation postponed start up; Just started December	3	Improved
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	2	TBD for Summer FY22	3	Improved
		<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	2	EL RISE and SEL implemented	2	

## AE: Academic Engagement Goal 2 Actions (9)

Action #	Title	Description	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1	Implementation 3=Yes, 2=InProgress 1=No	
AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)	3		3	
		Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	2	BOY parent trainings have been focused on C-19 protocols	2	
		Continue close monitoring of subgroups and areas of need via MTSS process	3		3	
		Wrap around health and mental health supports provided to subgroups with identified need	2	staff shortage; could be improved	3	Improved
		Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	3		3	
		Continue review of annual student survey data for improvement areas	2	EOY activity	3	Improved
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	3		3	
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	3		3	
	<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	1	Staff shortage	3	Improved



## CC= Conditions and Climate Goal 3 Actions (9)

Action #	Title	Description	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1	Implementation 3=Yes, 2=InProgress 1=No	
CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	3		3	
		Continue to closely monitor student suspension trends: schoolwide and for identified subgroups	3		3	
		Continue close monitoring of subgroups and areas of need via MTSS process	3		3	
		Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	3		3	
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement	2	EOY activity	3	Improved
CC.G3.7	LAS: <i>Volunteerism</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	1	NA; mtgs have been via ZOOM	NA	NA; mtgs have been via ZOOM
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	2	BOY parent trainings have been focused on C-19 protocols	3	Improved
CC.G3.8b <i>Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 <i>Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	3		3	
CC.G3.8c <i>Local Indicator</i>	Facility Quality per new health and safety COVID-19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish)	3		3	

FY22 Annual Update Table (1of4)

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,886,823	\$8,157,653

Last Year's Goal #	Last Year's Action #	Title	Description: FY22 Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input total Funds)
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Yes	\$5,036,019	\$5,395,707
			Analyze ELA 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			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups			
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above	
			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>			
G1	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		See above	
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED	
			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			
			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			
			<i>Increased services: Literacy Coach and intervention</i>	Yes	\$119,761	\$121,539
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	\$41,000	\$146,077
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	\$40,000	\$114,114
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$48,716	188,500
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	103,669	\$267,634
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	Yes	\$89,694	\$91,133
			<b>AE: Academic Engagement Goal 2 Actions</b>			
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)		\$401,751 plus duplicate from AP.G1.3a	\$300,129
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate			
			Continue close monitoring of subgroups and areas of need via MTSS process			
			Wrap around health and mental health supports provided to subgroups with identified need			
			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression			
			Continue review of annual student survey data for improvement areas			
		<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	Yes	\$182,670	\$151,108
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Yes	\$11,450	
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Yes	\$34,328	\$1,525
			<b>CC= Conditions and Climate Goal 3 Actions</b>			
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally		\$646,593 plus duplicate from AP.G1.3a	\$646,000
			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			
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement			
G3	CC.G3.7	LAS: Volunteerism	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Yes	\$2,307	\$2,560

			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	Yes	\$1,020	\$1,400
G3	<i>CC.G3.8b Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	Yes	\$382,800	\$513,964
G3	<i>CC.G3.8c Local Indicator</i>	Facility Quality per new health and safety COVID-19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish) *Note: Object Code 6900: Capital Outlay Depreciation = \$555,000	Yes	\$585,000	\$697,589

FY22 Contributing Actions Annual Update Table (2of4)

6) Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4) Total Planned Contributing Expenditures (LCFF Funds)	7) Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract column 7 from 4)	5) Total Planned Percentage of Improved Services (%)	8) Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract column 5 from 8)
\$1,328,259	\$1,328,259	\$1,328,259	\$0	27%	27%	0%

Last Year's Goal #	Last Year's Action #	Title	Description: FY22 Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Yes	\$1,182,181	\$1,182,181		
			Analyze ELA 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					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>					
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above			
			Analyze SLA achievement data by schoolwide, grade level and subgroups					
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above			
			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>					
G1	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		See above			
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED			

			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					
			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					
			<i>Increased services: Literacy Coach and intervention</i>	Yes				
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes				
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes				
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$48,716	\$48,716		
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	\$97,362	\$97,362		
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	Yes				

FY23 Total Expenditures Table (3of4)

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$6,758,067	\$1,731,132	\$83,300	\$954,488	\$9,526,987	\$5,906,506	\$3,620,481

Goal	Action #	Title	Description: FY23 Action/Service Title	Student Group(s)	LCFF Funds	Other State Funds (New FY23 ELOP = \$865K)	Local Funds	Federal Funds (ESSER= \$663,412)	Total Funds
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	All	\$4,426,983	\$600,704		\$341,320	\$5,369,007
			Analyze ELA achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	All					
			Analyze SLA achievement data by schoolwide, grade level and subgroups	All					
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			Analysis of schoolwide and subgroup data from MAP Math Benchmark	All					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	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	EL, SED, Foster Youth					
G1	AP.G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	All					
			All core subjects instruction are based on Common Core State Standards	All					

			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	EL, SED, Foster Youth					
			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.	EL, SED, Foster Youth					
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	EL, SED, Foster Youth					
			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	All					
			<i>Increased services: Literacy Coach and intervention</i>	EL, SED, Foster Youth	\$121,539				\$121,539
			<i>Increased services: (One Year Only) Teacher on special assignment: release time for additional literacy coaching in middle school</i>	EL, SED, Foster Youth	\$146,077				\$146,077
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	EL, SED, Foster Youth	\$114,114				\$114,114
			<i>Increased services: Intervention Tutors (School year)</i>	EL, SED, Foster Youth	188,500				\$188,500
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	EL, SED, Foster Youth	\$267,634				\$267,634
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	EL, SED, Foster Youth	\$39,633			\$51,500	\$91,133
<b>AE: Academic Engagement Goal 2 Actions</b>									
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)	All	\$286,129	\$14,000	\$75,000		\$375,129
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	All					
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth					
			Wrap around health and mental health supports provided to subgroups with identified need	EL, SED, Foster Youth					



			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	EL, SED, Foster Youth						
			Continue review of annual student survey data for improvement areas	All						
		ASES Program	Increased services: Continuation of ASES program	All		\$155,641			\$155,641	
		Enrichment Program	Increased services: Continuation of Enrichment program (FY23 New: ELOP = \$865K)	All		\$864,901			\$864,901	
		SEL Support	Increase services: (One Year Only) Additional 0.8 PT Counselor	All			\$30,625		\$30,625	
<b>CC= Conditions and Climate Goal 3 Actions</b>										
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	All						
			Continue to closely monitor student suspension trends: schoolwide and for identified subgroups	All						
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth						
			Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	EL, SED, Foster Youth						
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement	All						
G3	CC.G3.7	LAS: Volunteerism	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	EL, SED, Foster Youth			\$2,560		\$2,560	
			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)	All			\$1,400		\$1,400	
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	All	\$494,656			\$193,083	\$687,739	
G3	CC.G3.8c Local Indicator	Facility Quality per new health and safety COVID 19 mitigation standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish) *Note: Object Code (OC) 6900: Capital Outlay Depreciation = \$555,000 and OC 7438: Other Outflow Debt Interest = \$112,578	All	\$697,578	\$95,886			\$793,464	

FY23 Contributing Expenditures Table (4of4)

1) Projected LCFF Base	2) Projected LCFF Supplemental and/or Concentration Grants	3) Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover-Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (Column 3 + Carryover %)	4) Total Planned Contributing Expenditures (LCFF Funds) <i>Note: Projected S&amp;C Plus: Additional 15% Concentration Grant = 137,552</i>	5) Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (Column 4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,372,030	\$1,426,892	27%	0%	27%	\$1,564,444	0%	27%	Total:	\$6,758,067
								LEA-wide Total:	\$6,758,067
								Limited Total:	\$1,564,444
								Schoolwide Total:	\$5,193,623

Goal #	Action #	Title	Description: FY23 Action/Service Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Yes	LEA wide	All	\$1,418,366	
			Analyze ELA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		LEA wide	All	See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		LEA wide	All	See above	

			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Analysis of schoolwide and subgroup data from MAP Math Benchmark		LEA wide	All		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	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		Limited to Unduplicated Groups	EL, SED, Foster Youth	See above	
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		LEA wide	All	See detailed budget below for items that increase and improve services to ELs and SED	
			All core subjects instruction are based on Common Core State Standards		LEA wide	All		
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			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.		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			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		LEA wide	All		
			<i>Increased services: Literacy Coach and intervention</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		

			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth	\$48,716	\$48,716
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth	\$97,362	\$97,362
			<i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (v022222)

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

<p><b><u>WHAT – WHEN - WHERE:</u></b></p> <p><b>ITEM 1: LAS Community Survey Distribution</b> March 14 - April 1, 2022 LAS</p> <p><b>ITEM 2: LCAP available on LAS Website for Feedback</b> By June 10, 2022 Online at: <a href="http://www.lasac.info">www.lasac.info</a></p>
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LCAP Educational Partner Outreach and Consultation Dates 2021-2022:

Educational Partner Group and Meeting Dates

Governing Board Meeting and Retreat

2021: 8/27, 9/24, 10/22, 11/19, 12/17

2022: 1/28, 2/25, 3/25, 4/22, 5/27, 6/24

Parent Council Meeting/ELAC/SSC

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/2, 4/6, 5/4, 6/1

Parent Association Meeting

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/9, 4/20, 5/11

Staff Meeting and PD Meetings

2021: 8/9, 8/19, 9/9, 9/16, 9/23, 10/7, 10/14, 10/22, 12/9, 12/16

2022: 1/13, 1/20, 2/11, 3/11, 4/8, 5/13, 5/31-6/13

CDT Committee Meeting

2021: 9/2, 11/4, 12/2

2022: 2/3, 3/3, 4/7, 5/5

**ITEM 3: LAS Public Hearing**

Public comments are welcome at all monthly  
Governing Board Meetings

Friday, May 27, 2022 and June 24, 2022 @ 5:30PM  
LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or  
provide feedback online via the LAS Educational Partners Survey: Know/Want to Know  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LAS is facing the pandemic-driven enormous changes that have occurred and continue to destabilize the foundations of teaching and learning with courage, creativity and strategic collaboration. Knowing that at the core, Tier 1 level must remain solid, LAS expanded its teacher support web this fiscal year by hiring two additional certificated staff; hence, enabling more release time for literacy coaching and mathematics cohort lead support. Moreover, LAS has added three Intervention Program Leads for specific cohort: Primary, Gr2-3, and Gr4-Gr8 to address the Tier 2 level needs of students, particularly those who are low-income, English learners, and/or foster youth. All of the above teacher leadership positions strategically collaborate- identifying needs based on the most recent achievement data, researching effective program materials and eventually, with collaboration with roster teachers, establishing intervention groups with well-trained classified and certificated additional staff. Lastly, LAS has embedded a universal expectation for all student support work to be analyzed for efficacy with pre and post evaluation at each cycle period.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

LAS has a governance structure strategically designed to keep its educational partners informed about the ever-changing landscape of health and safety mandates, legislations, flexible infrastructure demands and of course, funding. As practiced throughout the school year, school leadership meets weekly/monthly with educational partners via board, board committees, staff meeting, professional

development Friday meetings, charter/compliance meetings, parent council and association meetings. In these settings, one-time federal funds are presented, student achievement data are analyzed, strategic plans are shared and more importantly, educational partners share their Know and Want to Know understandings of the topic discussed via online survey. School leadership reviews all survey feedback providing statement validation, correction, and/or answers to inquiries. The Know and Want to Know survey results and documents are posted on the school's website and also included in board meeting packets.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LAS's collective work towards meeting its LAS Charter and LCAP goals continues with diligence and focus on three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate. Recent educational partners input that informed priorities for the Expanded Learning Opportunities (ELO) and the Elementary and Secondary School Emergency Relief (ESSER) plans serves as the backbone of LAS's strategic planning in to address the learning gaps and opportunities resulting in the massive schooling interruptions due to the COVID-19 pandemic. The following are examples of mid-year successes and challenges experience by the LAS learning community thus far:

<b>Successes: Goals- AP, AE and CC</b>	<b>Challenges: Goals- AP, AE, and CC</b>
<p>AP Goals:</p> <p>Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning</p> <p>Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus</p> <p>Expanded supplemental curricular materials and supplies for both core day and after-school programs</p> <p>AE Goals:</p> <p>Establishment of Independent Study Program Protocols specific to COVID-19 setting: Traditional Independent Study Program, Long-term Independent Study Program, and Quarantine Independent Study Program (TISP, LISP and QISP).</p>	<p>AP, AE, and CC Goals:</p> <p>Staffing shortages has greatly impacted support program implementation: substitute teachers, intervention staff, ground supervision staff</p> <p>Pandemic induced anxiety for all educational partner groups have made it more complex to meet and problem solve together</p> <p>COVID-19 quarantines have made it difficult to maintain a momentum in classroom teaching and learning</p> <p>Anticipated revenue (due to ADA drop because of quarantines) and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year</p>



More cohesive MTSS process to identify reengagement support for at-risk students with low attendance

CC Goals:

Expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.

Expanded access to COVID-19 mitigation supplies and materials.

Established schoolwide COVID-19 regular screening for all, particularly after vacations and/or long weekends.

Expanded on more recess and lunchtime structured activities for students to participate in.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

LAS is laser focus on strategically addressing the teaching and learning gaps exacerbated by the global pandemic. LAS’s three-year LCAP design is rooted in the LAS Charter and is also purposefully aligned with the ELO and ESSER 3 expenditure plans. All plans utilize the three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate, as the backbone in organizing the collective galvanized effort to meet the gargantuan task of educating school children in the midst of unprecedented health crisis. With diligence and accountability, LAS plans to continue its momentum of expanded teaching and learning support in the upcoming two school years- as it will take at least that much to see implemented program fruition.

# Suplemento de la actualización anual del Plan de Control y Responsabilidad Local 2021-22 (v022222)

Nombre de la Agencia Educativa Local (LEA)	Nombre y título del contacto	Correo electrónico y teléfono
La Academia de Idiomas de Sacramento	Teejay Bersola Directora, Responsabilidad Académica	<a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a> 916-277-7137

La Ley de Presupuesto 2021-22 de California, la Ley Federal del Plan de Rescate Estadounidense de 2021 y otras leyes de ayuda estatales y federales han proporcionado a las agencias educativas locales (LEA) un aumento significativo en los fondos para apoyar a los estudiantes, maestros, personal y sus comunidades en la recuperación de la pandemia de COVID-19 y para abordar los impactos del aprendizaje a distancia en los estudiantes. El siguiente es un informe único a mitad de año a la Mesa Directiva y a los socios educativos relacionados con la participación y la implementación de estas Leyes.

Una descripción de cómo y cuándo la LEA involucró, o planea involucrar, a sus socios educativos en el uso de los fondos proporcionados a través de la Ley de Presupuesto de 2021 que no se incluyeron en el Plan de Control y Responsabilidad Local 2021-22 (LCAP).

**QUÉ – CUÁNDO – DÓNDE:**

**PUNTO 1: Distribución de la Encuesta Comunitaria de LAS**

Marzo 14 - Abril 1, 2022

LAS

**PUNTO 2: LCAP disponible en el sitio web de LAS para comentarios**

Hasta el 10 de junio de 2022

En línea en: [www.lasac.info](http://www.lasac.info)

Fechas de alcance y consulta de socios educativos de LCAP 2021-2022:

Grupo de socios educativos y fechas de reunión

Reunión y retiro de la Mesa Directiva

2021: 8/27, 9/24, 10/22, 11/19, 12/17

2022: 1/28, 2/25, 3/25, 4/22, 5/27, 6/24

Reunión del Concilio de Padres/ELAC/SSC

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/2, 4/6, 5/4, 6/1

Reunión de la Asociación de Padres

2021: 10/21, 12/15

2022: 1/27, 2/10, 3/9, 4/20, 5/11

Reunión del personal y reuniones de Desarrollo profesional (PD, por sus siglas en ingles)

2021: 8/9, 8/19, 9/9, 9/16, 9/23, 10/7, 10/14, 10/22, 12/9, 12/16

2022: 1/13, 1/20, 2/11, 3/11, 4/8, 5/13, 5/31-6/13

Reunión del Comité del Equipo de diseño curricular (CDT, por sus siglas en ingles)

2021: 9/2, 11/4, 12/2

2022: 2/3, 3/3, 4/7, 5/5

**TEMA 3: Audiencia Pública de LAS**

Los comentarios públicos son bienvenidos mensualmente  
Reuniones de la Mesa Directiva

viernes, 27 de mayo de 2022 y 24 de junio de 2022 @ 5:30PM  
LAS - 2850 49th Street, Sacramento, CA 95817

Para más información llame al: 916.277.7137 o  
proporcionar comentarios en línea a través de la Encuesta de Socios Educativos de LAS: Lo que se / Quiero saber  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

Una descripción de cómo la LEA usó, o planea usar, el financiamiento adicional de la subvención de concentración adicional que recibió para aumentar el número de personal que brinda servicios directos a los estudiantes en los campus escolares con una inscripción de estudiantes de bajos ingresos, aprendices de inglés y / o jóvenes en hogar temporal que es superior al 55 por ciento.

LAS se enfrenta a los enormes cambios impulsados por la pandemia que se han producido y continúan desestabilizando los cimientos de la enseñanza y el aprendizaje con valentía, creatividad y colaboración estratégica. Pensando que en el núcleo, el nivel de Nivel 1 debe permanecer sólido, LAS amplió su red de apoyo a maestros este año fiscal mediante la contratación de dos empleados certificados adicionales; por lo tanto, permite un mayor tiempo de liberación para el entrenamiento de alfabetización y el apoyo al grupo de matemáticas. Además, LAS ha agregado tres Líderes del Programa de Intervención para un grupo específico: Primaria, Gr2-3 y Gr4-Gr8 para abordar las necesidades de nivel 2 de los estudiantes, particularmente aquellos que son de bajos ingresos, aprendices de inglés y / o jóvenes en hogar temporal. Todas las posiciones de liderazgo docente anteriores colaboran estratégicamente, identificando necesidades basadas en los datos de logros más recientes, investigando materiales efectivos del programa y, finalmente, con la colaboración con los maestros de la lista, estableciendo grupos de intervención con personal adicional clasificado y certificado bien capacitado. Por último, LAS ha incorporado una expectativa universal para que todo el trabajo de apoyo estudiantil se analice para determinar su eficacia con la evaluación previa y posterior en cada período del ciclo.

Una descripción de cómo y cuándo la LEA involucró a sus socios educativos en el uso de fondos federales únicos recibidos que están destinados a apoyar la recuperación de la pandemia de COVID-19 y los impactos del aprendizaje a distancia en los alumnos.

LAS tiene una estructura de gobierno estratégicamente diseñada para mantener informados a sus socios educativos sobre el panorama siempre cambiante de mandatos de salud y seguridad, legislaciones, demandas de infraestructura flexible y, por

supuesto, financiamiento. Como se practica a lo largo del año escolar, el liderazgo escolar se reúne semanalmente / mensualmente con socios educativos a través de la Mesa, los comités de la Mesa, la reuniones del personal, las reuniones de los viernes de desarrollo profesional, las reuniones de estatutos / cumplimiento, el concilio de padres y las reuniones de la asociación. En estos entornos, se presentan fondos federales únicos, se analizan los datos de rendimiento de los estudiantes, se comparten los planes estratégicos y, lo que es más importante, los socios educativos comparten sus entendimientos de lo que saben y quieren saber sobre el tema discutido a través de una encuesta en línea. El liderazgo escolar revisa todos los comentarios de la encuesta que proporcionan validación, corrección y / o respuestas a las preguntas. Los resultados y documentos de la encuesta Lo que se / Quiero saber se publican en el sitio web de la escuela y también se incluyen en los paquetes de reuniones de la Mesa.

Una descripción de cómo la LEA está implementando la Ley Federal del Plan de Rescate Americano y el plan federal de gastos de Ayuda de Emergencia para Escuelas Primarias y Secundarias, y los éxitos y desafíos experimentados durante la implementación.

El trabajo colectivo de LAS para cumplir con sus objetivos del chárter de LAS y LCAP continúa con diligencia y enfoque en tres categorías principales: AP = Rendimiento académico, AE = Participación académico y CC = Condiciones y ambiente. Los aportes recientes de los socios educativos que informaron las prioridades para los planes de Oportunidades de Aprendizaje Ampliado (ELO) y el Alivio de Emergencia de Escuelas Primarias y Secundarias (ESSER) sirven como la columna vertebral de la planificación estratégica de LAS para abordar las brechas y oportunidades de aprendizaje que resultan en las interrupciones masivas de la escolarización debido a la pandemia de COVID-19. Los siguientes son ejemplos de éxitos a mitad de año y desafíos experimentados por la comunidad de aprendizaje de LAS hasta el momento:

<b>Éxitos: Objetivos- AP, AE y CC</b>	<b>Desafíos: Objetivos: AP, AE y CC</b>
<p>Objetivos de AP:</p> <p>Capacitación ampliada de nivel 1 y apoyo al equipo de matemáticas; liberar tiempo para la observación y el aprendizaje entre pares</p> <p>Liderazgo ampliado del programa de intervención de día central y después de la escuela y oportunidades para el enfoque de Nivel 2</p> <p>Materiales y suministros curriculares suplementarios ampliados para los programas básicos diurnos y extracurriculares</p> <p>Objetivos de AE:</p>	<p>Objetivos de AP, AE y CC :</p> <p>La escasez de personal ha tenido un gran impacto en la implementación del programa de apoyo: maestros suplentes, personal de intervención, personal de supervisión</p> <p>La ansiedad inducida por la pandemia para todos los grupos de socios educativos ha hecho que sea más complejo reunirse y resolver problemas juntos.</p> <p>Las cuarentenas por COVID-19 han dificultado mantener un impulso en la enseñanza y el aprendizaje en el salón</p> <p>Los ingresos anticipados (debido a la caída del ADA debido a las cuarentenas) y los gastos planificados se han visto</p>

Establecimiento de Protocolos del Programa de Estudio Independiente específicos para el entorno COVID-19: Programa de Estudio Independiente Tradicional, Programa de Estudio Independiente a Largo Plazo y Programa de Estudio Independiente de Cuarentena (TISP, LISP y QISP).

Proceso MTSS más cohesivo para identificar el apoyo de reenganche para estudiantes en riesgo con baja asistencia /

Objetivos de CC:

Se amplió el personal clasificado para apoyar el mantenimiento de los estándares y protocolos de salud y seguridad para un entorno de aprendizaje limpio.

Mayor acceso a suministros y materiales de mitigación de COVID-19.

Estableció exámenes regulares de COVID-19 en toda la escuela para todos, particularmente después de vacaciones y / o fines de semana largos.

Se amplió en más actividades estructuradas de recreo y almuerzo para que los estudiantes participen.

obstaculizados por las constantes incertidumbres, particularmente al comienzo del año escolar.

Una descripción de cómo la LEA está utilizando sus recursos fiscales recibidos para el año escolar 2021-22 de una manera que sea consistente con los planes aplicables y esté alineada con la LCAP 2021-22 de la LEA y la Actualización Anual.

LAS se centra en abordar estratégicamente las brechas de enseñanza y aprendizaje exacerbadas por la pandemia mundial. El diseño LCAP de tres años de LAS tiene sus raíces en el chárter de LAS y también está alineado a propósito con los planes de gastos ELO y ESSER 3. Todos los planes utilizan las tres categorías principales: AP = Rendimiento académico, AE = Participación académica y CC = Condiciones y ambiente, como la columna vertebral en la organización del esfuerzo colectivo galvanizado para cumplir con la gigantesca tarea de educar a los niños en edad escolar en medio de una crisis de salud sin precedentes. Con diligencia y responsabilidad, LAS planea continuar su impulso de apoyo ampliado a la enseñanza y el aprendizaje en los próximos dos años escolares, ya que tomará al menos mucho ver fructificar el programa implementado.

## The Language Academy of Sacramento (LAS)

### LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062221 4PM

#### OVERVIEW: Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***(Not Applicable to LAS) Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***(Not Applicable to LAS) Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



## The Language Academy of Sacramento (LAS)

### LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062222 4PM

#### Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

#### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

#### **LAS Priority 1 Data:**

<b>Indicator</b>	<b>Response</b>
<ul style="list-style-type: none"><li>• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions</li></ul>	0
<ul style="list-style-type: none"><li>• Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home</li></ul>	0
<ul style="list-style-type: none"><li>• Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)</li></ul>	0

Additional Comment:

To date, the access to technology for students' school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. As of 2021, 100% of LAS teachers have two years or more classroom teaching experience and 87% have five or more years of teaching experience.

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**Implementation of State Academic Standards (LCFF Priority 2)**

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

**LAS Priority 2 Data and Summary:**

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

#### Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					5

#### Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

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### **Parent and Family Engagement (LCFF Priority 3)**

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### **LAS Priority 3 Data and Summary:**

#### ***Building Relationships***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

During the mandated school closures and implementation of full distance learning and into FY22 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum. Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context. Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

***Building Partnerships for Student Outcomes***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				4	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning.. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.



### Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

#### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION*  
*Survey Data 1 (May, 2022): 95% of families completed the annual school survey. Survey Data 2: 99%*  
*of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS*  
*(Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING*  
*BOARD ELECTIONS VOTER PARTICIPATION: 2014-2015: 8/2015: 69% 10/2015: 47% 2015-2016:*  
*Improved 5/2016: 70% 6/2016=74% 2016-2017: 6/2017 = 62% 2017-2018: 5/2018 = 57%, 2020-21:*  
*10.2020 = \*29% (Lowest Record due to COVID-19 Closure) and 11.2021 = 80% (\*Highest record).*

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### **School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### **LAS Priority 6 Data Summary:**

*Excerpt from LAS LCAP Annual Update (Board, June 2022) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% or above (LAS QISP Actual: 93%) DATA 2 - 97% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 90% stated, "I like my school." Q2: 98% stated in agreement that yes, "It's important for me to read and write in Spanish. Q3: 94% stated yes to the statement, "It's important for me to read and write in English." Q4: 84% stated yes to, "I feel safe at school."*

### **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

### **LAS Priority 7 Summary:**

LAS uses Infinite Campus for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. In a given typical school year, (with some variation during the FY21 due to school closures), all LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle school students have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle school students.

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## The Language Academy of Sacramento (LAS)

### LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062222

#### OVERVIEW: Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)*

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### *Implementation of State Academic Standards (LCFF Priority 2)*

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### *Parent and Family Engagement (LCFF Priority 3)*

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### *School Climate (LCFF Priority 6)*

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### *Access to a Broad Course of Study (LCFF Priority 7)*

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### *(Not Applicable to LAS) Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)*

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### *(Not Applicable to LAS) Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)*

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



## The Language Academy of Sacramento (LAS)

### LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062222

#### Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

*Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)*

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

#### Datos de Prioridad 1 de LAS:

<i>Indicador</i>	<i>Respuesta</i>
<ul style="list-style-type: none"><li>• <i>Número/ porcentaje de asignaciones incorrectas de maestros de aprendices de inglés, total de asignaciones incorrectas de maestros y puestos de maestros vacantes</i></li></ul>	<i>0</i>
<ul style="list-style-type: none"><li>• <i>Número / porcentaje de estudiantes sin acceso a sus propias copias de materiales instructivos alineados con los estándares para usar en la escuela y en el hogar</i></li></ul>	<i>0</i>
<ul style="list-style-type: none"><li>• <i>Número de casos identificados en los que las instalaciones no cumplen con el estándar de "buen estado" (incluidas deficiencias y deficiencias extremas)</i></li></ul>	<i>0</i>

*Comentario adicional:*

*Hasta la fecha, el acceso a la tecnología para los estudiantes en toda la escuela es una proporción de 1:1. Todos los estudiantes tienen acceso a sus propias copias de materiales de instrucción, así como a una instrucción ejemplar con maestros calificados. A partir de 2015, LAS completó un gimnasio de última generación y una estructura de dos pisos para la escuela secundaria. A partir de 2021, el 100% de los maestros de LAS tiene dos años o más de experiencia en la enseñanza en el salón y el 87% tiene cinco o más años de experiencia en la enseñanza.*

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*Implementation of State Academic Standards (LCFF Priority 2)*

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

**LAS Prioridad 2 Datos y resumen:**

**OPCIÓN 2: Herramienta de reflexión**

**Estándares académicos y / o marcos curriculares recientemente adoptados**

*Califique el progreso de la LEA en la provisión de aprendizaje profesional para la enseñanza según los estándares académicos recientemente adoptados y / o los marcos curriculares identificados a continuación. Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

Estándares académicos	1	2	3	4	5
<i>ELA - Estándares estatales básicos comunes para ELA</i>					5
<i>ELD (alineado con los estándares de ELA)</i>			3		
<i>Matemáticas - Estándares estatales básicos comunes para matemáticas</i>					5
<i>Estándares de ciencia de Next Generation</i>			3		
<i>Historia-Ciencias Sociales</i>			3		

- 1. Califique el progreso de la LEA en la elaboración de materiales instructivos que estén alineados con los estándares académicos recientemente adoptados y / o los marcos curriculares identificados a continuación disponibles en todas las aulas donde se enseña la materia. Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

Estándares académicos	1	2	3	4	5
<i>ELA - Estándares estatales básicos comunes para ELA</i>					5
<i>ELD (alineado con los estándares de ELA)</i>		2			
<i>Matemáticas - Estándares estatales básicos comunes para matemáticas</i>					5
<i>Estándares de ciencia de Next Generation</i>		2			

Estándares académicos	1	2	3	4	5
<i>Historia-Ciencias Sociales</i>		2			

2. Califique el progreso de la LEA en la implementación de pólizas o programas para apoyar al personal en la identificación de áreas en las que pueden mejorar en la entrega de instrucción alineada con los estándares académicos recientemente adoptados y / o los marcos curriculares identificados a continuación (por ejemplo, tiempo de colaboración, tutoriales enfocados en el salón, emparejamiento de maestros).

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

Estándares académicos	1	2	3	4	5
<i>ELA - Estándares estatales básicos comunes para ELA</i>					5
<i>ELD (alineado con los estándares de ELA)</i>				4	
<i>Matemáticas - Estándares estatales básicos comunes para matemáticas</i>					5
<i>Estándares de ciencia de Next Generation</i>		2			
<i>Historia-Ciencias Sociales</i>		2			

#### Otros estándares académicos adoptados

3. Califique el progreso de la LEA en la implementación de cada uno de los siguientes estándares académicos adoptados por la junta estatal para todos los estudiantes.

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

Estándares académicos	1	2	3	4	5
<i>Educación de carrera técnica</i>	1				
<i>Estándares de contenido de educación para la salud</i>			3		
<i>Estándares de contenido del modelo de educación física</i>					5
<i>Artes visuales y escénicas</i>			3		
<i>Lenguaje mundial</i>					5

#### Apoyo para maestros y administradores

4. Califique el éxito de la LEA al participar en las siguientes actividades con maestros y administradores escolares durante el año escolar anterior (incluido el verano anterior al año escolar anterior). Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad

Actividades	1	2	3	4	5
Identificar las necesidades de aprendizaje profesional de grupos de maestros o del personal en su conjunto.					5
Identificar las necesidades de aprendizaje profesional de los profesores individuales					5
Brindar apoyo a los maestros en los estándares que aún no dominan.				4	

### *Parent and Family Engagement (LCFF Priority 3)*

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### *Datos y resumen de Prioridad 3 de LAS:*

#### *Construyendo relaciones*

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

<i>Construyendo relaciones</i>	1	2	3	4	5
1. <i>Califique el progreso de la LEA en el desarrollo de la capacidad del personal (es decir, administradores, maestros y personal clasificado) para construir relaciones de confianza y respeto con las familias.</i>					5
2. <i>Califique el progreso de la LEA en la creación de entornos acogedores para todas las familias de la comunidad.</i>				4	
3. <i>Califique el progreso de la LEA en el apoyo al personal para aprender sobre las fortalezas, culturas, idiomas y metas de cada familia para sus hijos.</i>					5
4. <i>Califique el progreso de la LEA en el desarrollo de múltiples oportunidades para que la LEA y las escuelas participen en una comunicación bidireccional entre familias y educadores utilizando un lenguaje que sea comprensible y accesible para las familias.</i>				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*Durante los cierres obligatorios de escuelas y la implementación del aprendizaje a distancia completo y entrando al regreso en persona en el año fiscal 22, LAS dependió de su relación sólida y bien establecida existente con los estudiantes y sus familias para mantener el impulso de la enseñanza y el aprendizaje. Comunicación bilingüe constante a través de: encuestas continuas, aplicación REMIND, boletines de LAS, alcance familiar diario de 360 grados para garantizar la asistencia, fechas de distribución de material regular y reuniones / orientación ZOOM para padres, las familias se sintieron bienvenidas y conectadas durante el año a pesar del contexto de aprendizaje a distancia. Las familias que necesitaban un acercamiento adicional lo recibieron junto con el MTSS / IPT y el personal administrativo y de apoyo de la oficina. Por último, continua a desarrollar su desarrollo profesional antirracista donde el personal y las familias recibieron un taller interactivo continuo sobre el tema incluyendo dentro del contexto de aprendizaje socioemocional.*

## Construyendo asociaciones para los resultados de los estudiantes

Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad

Construyendo relaciones	1	2	3	4	5
5. Califique el progreso de la LEA en la provisión de apoyo y aprendizaje profesional a los maestros y directores para mejorar la capacidad de la escuela para asociarse con las familias.				4	
6. Califique el progreso de la LEA al proporcionar a las familias información y recursos para apoyar el aprendizaje y el desarrollo de los estudiantes en el hogar.				4	
7. Califique el progreso de la LEA en la implementación de pólizas o programas para que los maestros se reúnan con las familias y los estudiantes para discutir el progreso de los estudiantes y las formas de trabajar juntos para apoyar los mejores resultados de los estudiantes.				4	
8. Califique el progreso de la LEA en el apoyo a las familias para que comprendan y ejerzan sus derechos legales y defiendan a sus propios estudiantes y a todos los estudiantes.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*LAS se aseguró de tener un Concilio de Padres en pleno funcionamiento que revisó la Poliza de Participación de Padres durante el año y que estaba plenamente consciente de los rápidos cambios. Además, LAS utilizó fondos de LLMF en el otoño del año fiscal 21 y fondos adicionales de ARPA en el año fiscal 22 para desarrollar talleres concurrentes de desarrollo profesional para maestros y padres a través del Programa Padres como Socios sobre las expectativas de los estándares de*



prioridad de aprendizaje a través de varias plataformas digitales: ZOOM, SeeSaw, Google Classroom, etc., así como la importancia del aprendizaje socioemocional y la crianza de los hijos en medio de una pandemia. Se dio prioridad a la participación de las familias, en particular aquellas en riesgo de desvinculación.

*Buscando información para la toma de decisiones*

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

<i>Buscando información</i>	1	2	3	4	5
9. <i>Califique el progreso de la LEA en el desarrollo de la capacidad y el apoyo de los directores y el personal para involucrar a las familias de manera efectiva en los grupos asesores y en la toma de decisiones.</i>					5
10. <i>Califique el progreso de la LEA en el desarrollo de la capacidad y el apoyo de los miembros de la familia para participar de manera efectiva en grupos de asesoría y toma de decisiones.</i>				4	
11. <i>Calificar el progreso de la LEA en brindar a todas las familias oportunidades para brindar información sobre pólizas y programas, e implementar estrategias para alcanzar y buscar información de cualquier grupo menos representado en la comunidad escolar.</i>				4	

Buscando información	1	2	3	4	5
12. Califique el progreso de la LEA en brindar oportunidades para que las familias, los maestros, los directores y los administradores del distrito trabajen juntos para planificar, diseñar, implementar y evaluar las actividades de participación familiar a nivel de la escuela y el distrito.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*PARTICIPACIÓN DE LOS PADRES Y SU PAPEL EN APOYAR EL CUMPLIMIENTO DE LA MISIÓN DE LAS* Datos de la encuesta 1 (mayo de 2022): 95% de las familias completaron la encuesta escolar anual. Datos de la encuesta 2: el 99% de las familias afirmaron que recomendarían la escuela a otras personas. HORARIO DE PADRES VOLUNTARIOS (cierres Pre-COVID, junio de 2018): 4930.50 horas / año con el 62% de las familias participando. ELECCIONES DE LA MESA DIRECTIVA PARTICIPACIÓN DE VOTANTES: 2014-2015: 8/2015: 69% 10/2015: 47% 2015-2016: Mejorado 5/2016: 70% 6/2016 = \*74% 2016-2017: 6 / 2017 = 62% 2017-2018: 5/2018 = 57%, 2020-21: 10.2020 = \* 29% (Registro más bajo debido al cierre de COVID-19) y 11.2021=80% (\*registro mas alto)

### *School Climate (LCFF Priority 6)*

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### *Resumen de datos de Prioridad 6 de LAS:*

*Extracto de la actualización anual del LCAP de LAS (Junta, junio de 2022) COMPROMISO DE LOS ESTUDIANTES Y CONSTRUCCIÓN DE CONFIANZA Y HABILIDADES PARA LA VIDA: DATOS 1 - Meta de la tasa de asistencia del 95% o más (LAS QISP actual: 93%) DATOS 2 - El 97% de los estudiantes de TK-Gr8 participaron en la realización de la encuesta de los estudiantes DATOS 3 - Q1: El 90% declaró, "Me gusta mi escuela". P2: El 98% declaró estar de acuerdo en que sí, "Es importante para mí leer y escribir en español.P3: El 94% declaró estar de acuerdo con la afirmación, "Es importante para mí leer y escribir en inglés". P4: El 84% declaró que sí a la afirmación: "Me siento seguro en la escuela".*

### *Access to a Broad Course of Study (LCFF Priority 7)*

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

#### **Resumen de la Prioridad 7 de LAS:**

*LAS utiliza Infinite Campus para su sistema de información estudiantil (SIS). A través de este sistema, todos los estudiantes, incluidos los de grupos de estudiantes no duplicados y las personas con necesidades excepcionales, el acceso y la inscripción en un curso de estudio amplio según lo requerido por EdCode son rastreados y monitoreados dentro del año escolar dado.*

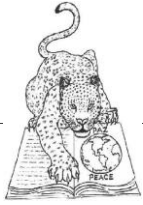
*LAS es una escuela K-8 de un solo sitio que simplifica la capacidad de la escuela para garantizar que todos los estudiantes estén en el camino correcto para tener acceso a un curso de estudio amplio según lo definido por EdCode. Con algunas variaciones durante el año fiscal 21 debido al cierre de escuelas, en un año escolar típico dado, todos los estudiantes de LAS reciben materias básicas en Artes del Lenguaje, Matemáticas, Ciencias, Ciencias Sociales, Salud y Educación Física. LAS es un programa de inmersión en dos idiomas; todos los grados 1-8 aprenden un idioma extranjero, español. Además, los estudiantes de secundaria tienen acceso a través de cursos electivos en bloque en Artes Visuales, Ciencias Ambientales, Estudios Étnicos, Codificación, Liderazgo, Destrezas de Estudio y Tutoría (MCAT).*

*No existen barreras evidentes que impidan que LAS proporcione acceso a un amplio curso de estudio para todos los estudiantes. Idealmente, LAS quisiera ofrecer más variedad, lo cual, por supuesto, depende en gran medida de encontrar instrucciones calificadas para enseñar cursos de nivel de secundaria CTE.*

*N/A. LAS continuará asegurándose de que todos los estudiantes reciban un curso de estudio amplio de calidad para todos los estudiantes, incluida la investigación continua de cursos ideales para estudiantes de secundaria.*

DRAFT





A California Public School

Agenda Item #IVB

**Board Meeting Date:** June 28, 2022

**Subject:** Finance Committee: 2022-2023 Budget and Monthly Financials

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

**Committee:** Sylvians, Garcia, de González, Castañeda, Hubbell, Macías, Morales, (non-voting), de León (non-voting)

**Recommendation:**

School Leadership and EdTec will present the final version of the 2022-2023 Budget for Governing Board approval and adoption.

**Documents Attached:**

1. June 2022 EdTec Presentation
2. Proposed Budget 2022-2023
3. May 2022 Monthly Financials

<b>May2022</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
De González, Julissa				
Sylvains, Nina				
Corona Sabeniano, Mariana				
Aceves, Fernando				
García, Crisitian				
Kokayi, Nailah				
Graham, Clark				
Lomelí, Laura				
Luna, Brenda				
Totals:				

**Estimated Time of Presentation:** 20 min  
**Submitted By:** School Leadership  
**Date:** 06.24.2022

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



A California Public School

Agenda Artículo #IVB

**Fecha de la Reunión:** 28 de junio del 2022

**Tema:** Comité de Finanzas: Presupuesto 2022-2023 y finanzas mensuales

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

**Comité:** Sylvians, Garcia, de González, Castañeda, Hubbell, Macías, Morales, (non-voting), de León (non-voting)

**Recomendación:**

El liderazgo escolar y EdTec presentarán la versión final del presupuesto 2022-2023 para la aprobación y adopción de la mesad directiva.

**Documento adjunto:**

1. Presentación de EdTec, June 2022
2. Presupuesto 2022-2023
3. Presupuesto Mensuales de Mayo 2022

**Tiempo estimado para la presentación:** 20 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 06.24.2022

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



# LAS

## Board Financial Update

BRIAN HOLMES & NICK MAWAD

JUNE 28, 2022



- 1. 2021-22 Financial Update**
  - A. 21-22 Forecast Update
  - B. May Forecast vs. April Forecast Comparison
  
- 2. 2022-23 State Budget Update**
  - A. Governor vs. Legislature Budget Proposals
  
- 3. 2022-23 LAS Budgeting**
  - A. Budget Development Process
  - B. 22-23 Budget
  - C. Multi-year Projection
  - D. One-time Funding Overview
  - E. Multi-Year Cash Flow Projection
  - F. Budget Monitoring

# 2021-22 Financial Update



# 21-22 Forecast Update

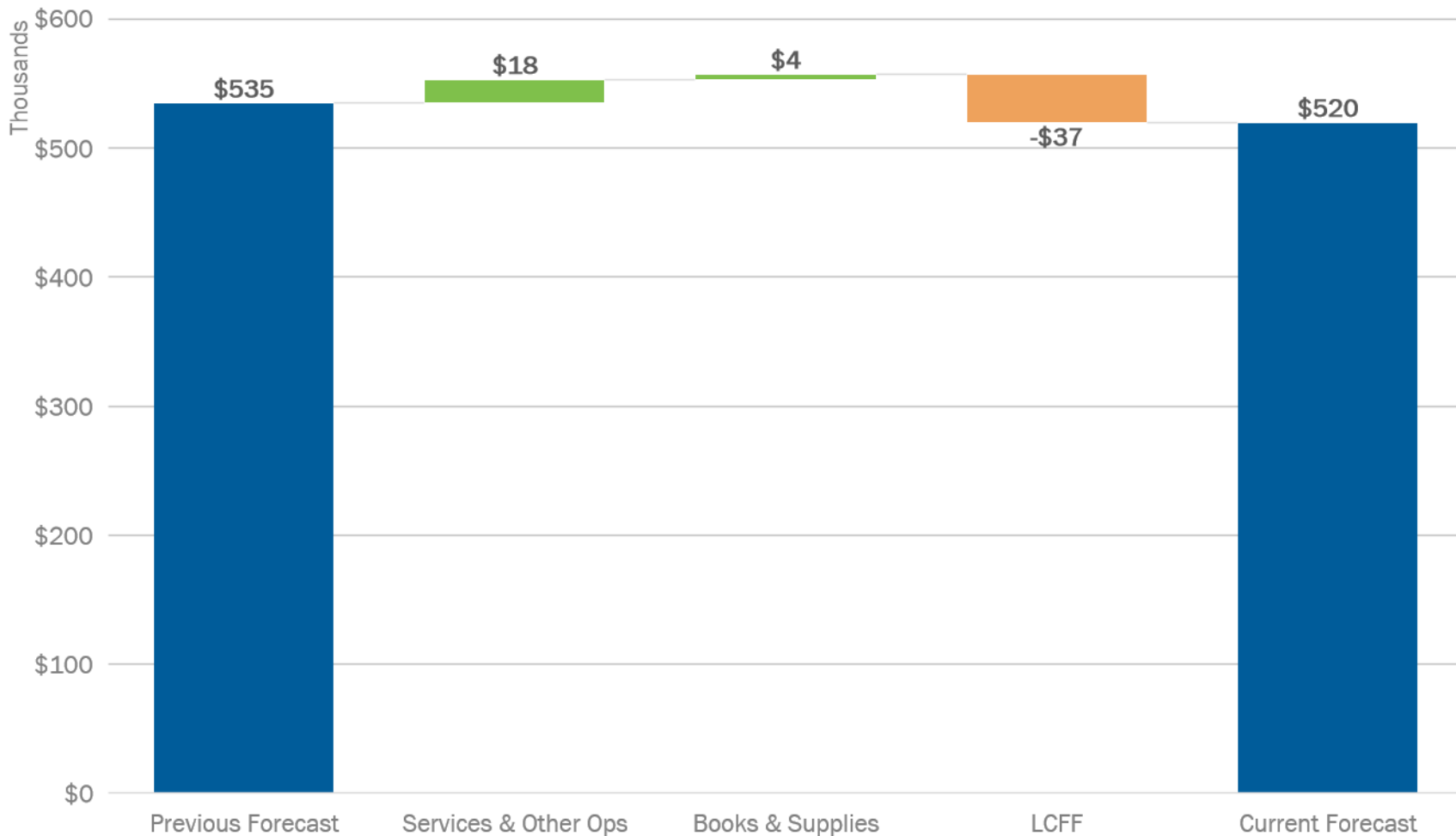


		2021-22	2021-22	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	6,206,415	6,169,122	(37,293)
	Federal Revenue	890,718	890,718	-
	Other State Revenues	1,522,170	1,522,170	-
	Local Revenues	48,300	48,300	-
	Fundraising and Grants	25,000	25,000	-
	<b>Total Revenue</b>	<b>8,692,603</b>	<b>8,655,310</b>	<b>(37,293)</b>
Expenses	Compensation and Benefits	5,589,815	5,589,815	-
	Books and Supplies	752,268	748,081	4,187
	Services and Other Operating	1,147,992	1,129,954	18,039
	Depreciation	555,000	555,000	-
	Other Outflows	112,578	112,578	-
	<b>Total Expenses</b>	<b>8,157,653</b>	<b>8,135,428</b>	<b>22,225</b>
	<b>Operating Income</b>	<b>534,950</b>	<b>519,882</b>	<b>(15,068)</b>
	Beginning Balance (Unaudited)	10,479,415	10,479,415	-
	Operating Income	534,950	519,882	(15,068)
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>11,014,365</b>	<b>10,999,297</b>	<b>(15,068)</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>135.0%</b>	<b>135.2%</b>	<b>0.2%</b>

# May Forecast vs. April Forecast



## Operating Income projection decrease by \$15K from April forecast



# May Forecast vs. April Forecast



CATEGORY	BOTTOM LINE IMPACT	NOTES
<b>Previous Forecast</b>	<b>534,950</b>	
Services & Other Ops	18,039	Various changes to 5000's (Janitorial, Repairs, Printing, etc.)
Books & Supplies	4,187	Decrease in Office Supplies forecast
LCFF	(37,293)	Decrease in District Unduplicated Pupil Percentage
<b>Current Forecast</b>	<b>519,882</b>	

# 2022-23 State Budget Update



# Budget Proposal – Governor vs. Legislature



## LCFF

9.85%: 6.56% COLA + \$2.1B base increase

16.20% total LCFF Increase



## One-Time Grant

\$8B → ~\$1,375 per ADA, minimal restrictions

\$8.5B → ~\$1,450 per ADA, restricted to staffing



## FY22 Flexibility in LCFF Driver - ADA

CY P2, PY P2, or CY Enrollment-Based ADA

CY P2 or PY P2



## Expanded Learning Opportunities Program

\$2,500 per unduplicated pupil

\$1,500 or \$3K per UP based on demographics

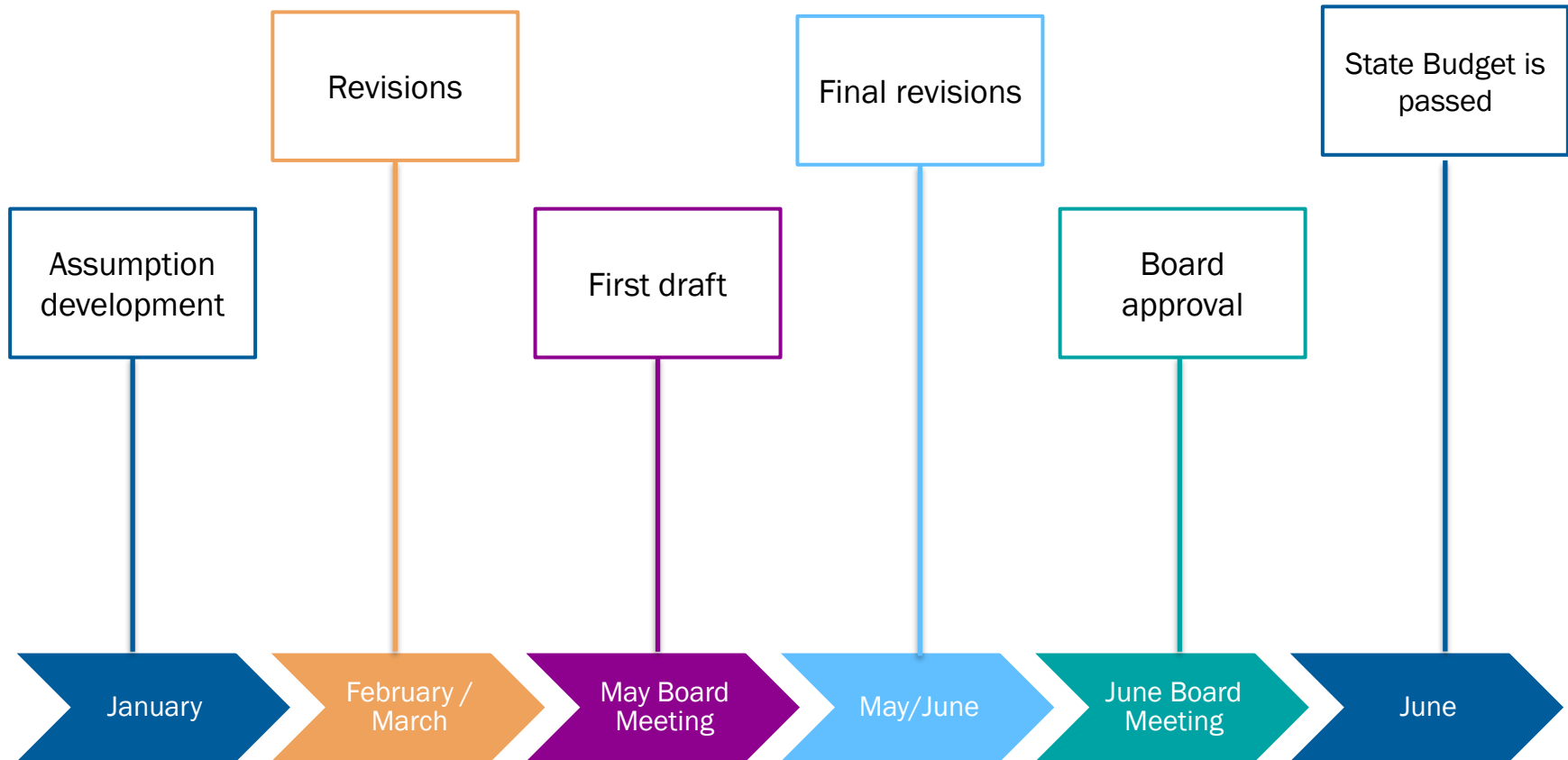


# 2022-23 LAS Budgeting



# Budget Development

Process begins in late winter/early spring with budget approval by June 30



# 2022-23 Budget

		2021-22	2022-23	Variance
		<b>Current Forecast</b>	<b>Projected Budget</b>	
Revenue	LCFF Entitlement	6,169,122	6,758,067	588,945
	Federal Revenue	890,718	954,488	63,770
	Other State Revenues	1,522,170	1,731,132	208,962
	Local Revenues	48,300	48,300	-
	Fundraising and Grants	25,000	35,000	10,000
	<b>Total Revenue</b>	<b>8,655,310</b>	<b>9,526,987</b>	<b>871,677</b>
Expenses	Compensation and Benefits	5,589,815	5,906,506	(316,691)
	Books and Supplies	748,081	479,445	268,636
	Services and Other Operating	1,129,954	2,119,834	(989,880)
	Depreciation	555,000	555,000	-
	Other Outflows	112,578	112,578	-
	<b>Total Expenses</b>	<b>8,135,428</b>	<b>9,173,363</b>	<b>(1,037,935)</b>
	<b>Operating Income</b>	<b>519,882</b>	<b>353,624</b>	<b>(166,258)</b>
	Beginning Balance	10,479,415	10,999,297	519,882
	Operating Income	519,882	353,624	(166,258)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>10,999,297</b>	<b>11,352,921</b>	<b>353,624</b>
<b>Ending Fund Balance as % of Expenses</b>		<sup>195</sup> <b>135.2%</b>	<b>123.8%</b>	<b>-11.4%</b>

# Multi-Year Projection

## Drop in Net Income in FY25 due to one-time funding; EFB continues to rise

		2021-22	2022-23	2023-24	2024-25
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	6,169,122	6,758,067	7,001,506	7,256,324
	Federal Revenue	890,718	954,488	954,988	291,576
	Other State Revenues	1,522,170	1,731,132	1,732,117	1,736,793
	Local Revenues	48,300	48,300	48,300	48,300
	Fundraising and Grants	25,000	35,000	35,000	35,000
	<b>Total Revenue</b>	<b>8,655,310</b>	<b>9,526,987</b>	<b>9,771,911</b>	<b>9,367,993</b>
Expenses	Compensation and Benefits	5,589,815	5,906,506	5,921,325	6,042,916
	Books and Supplies	748,081	479,445	468,634	406,442
	Services and Other Operating	1,129,954	2,119,834	2,073,812	2,103,689
	Depreciation	555,000	555,000	555,000	555,000
	Other Outflows	112,578	112,578	114,830	117,126
	<b>Total Expenses</b>	<b>8,135,428</b>	<b>9,173,363</b>	<b>9,133,601</b>	<b>9,225,173</b>
	<b>Operating Income</b>	<b>519,882</b>	<b>353,624</b>	<b>638,310</b>	<b>142,819</b>
	Beginning Balance (Audited)	10,479,415	10,999,297	11,352,921	11,991,231
	Operating Income	519,882	353,624	638,310	142,819
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>10,999,297</b>	<b>11,352,921</b>	<b>11,991,231</b>	<b>12,134,050</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>135.2%</b>	<b>123.8%</b>	<b>131.3%</b>	<b>131.5%</b>

# One-time Funding Overview

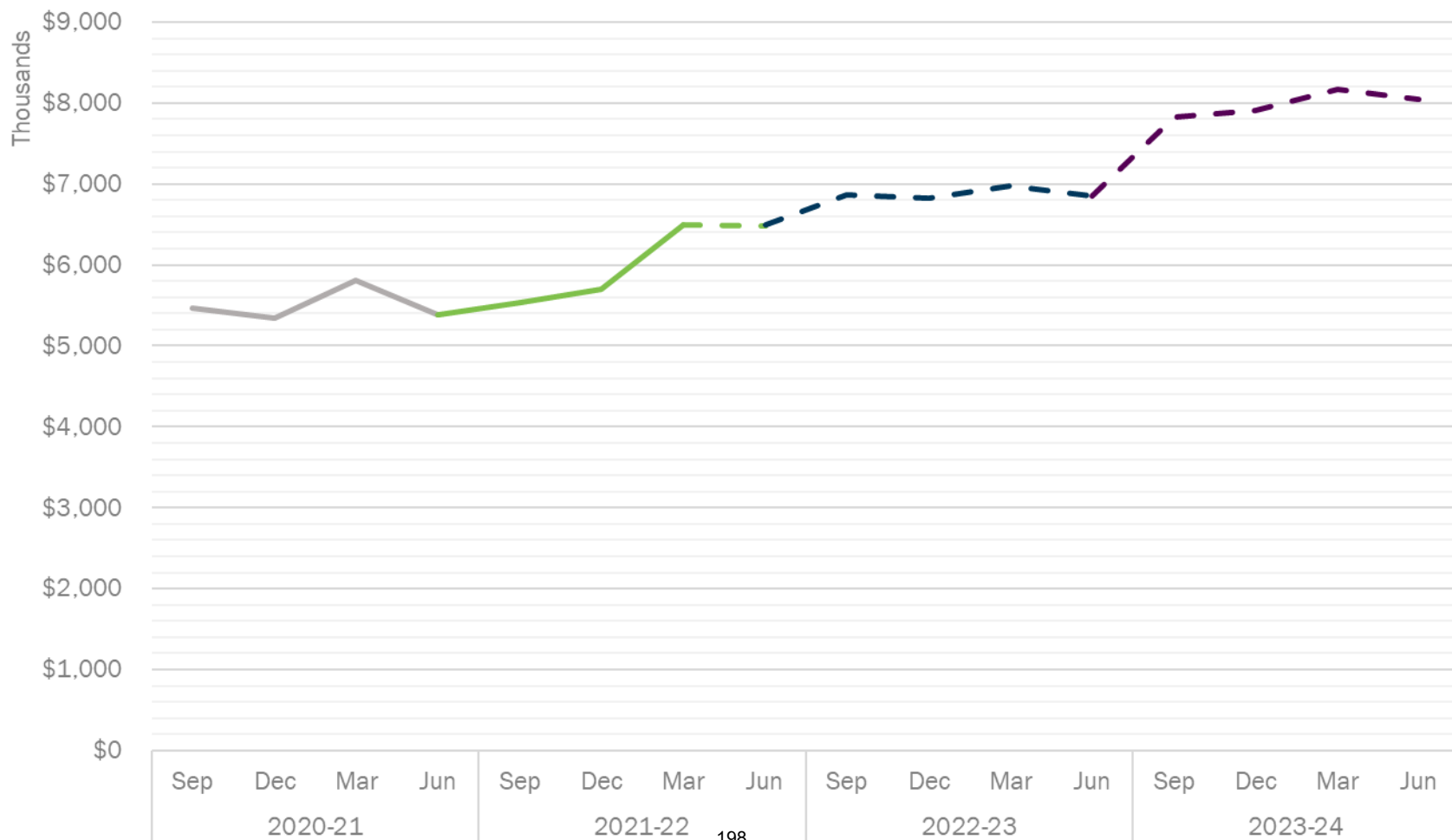
**One-time funds spread out; need to be considerate of deadlines**  
**As shown, one-time funds are highly correlated with Net Income**

	2021-22	2022-23	2023-24	2024-25
ESSER II	\$590,546	-	-	-
ESSER III	-	\$663,412	\$663,412	-
ELOG & IPI	\$606,978	-	-	-
Educator Effectiveness	\$20,002	\$36,495	\$36,495	\$36,495
<b>Total</b>	<b>\$1,217,526</b>	<b>\$699,907</b>	<b>\$699,907</b>	<b>\$36,495</b>
Net Income	\$519,882	\$353,624	\$638,310	\$142,819

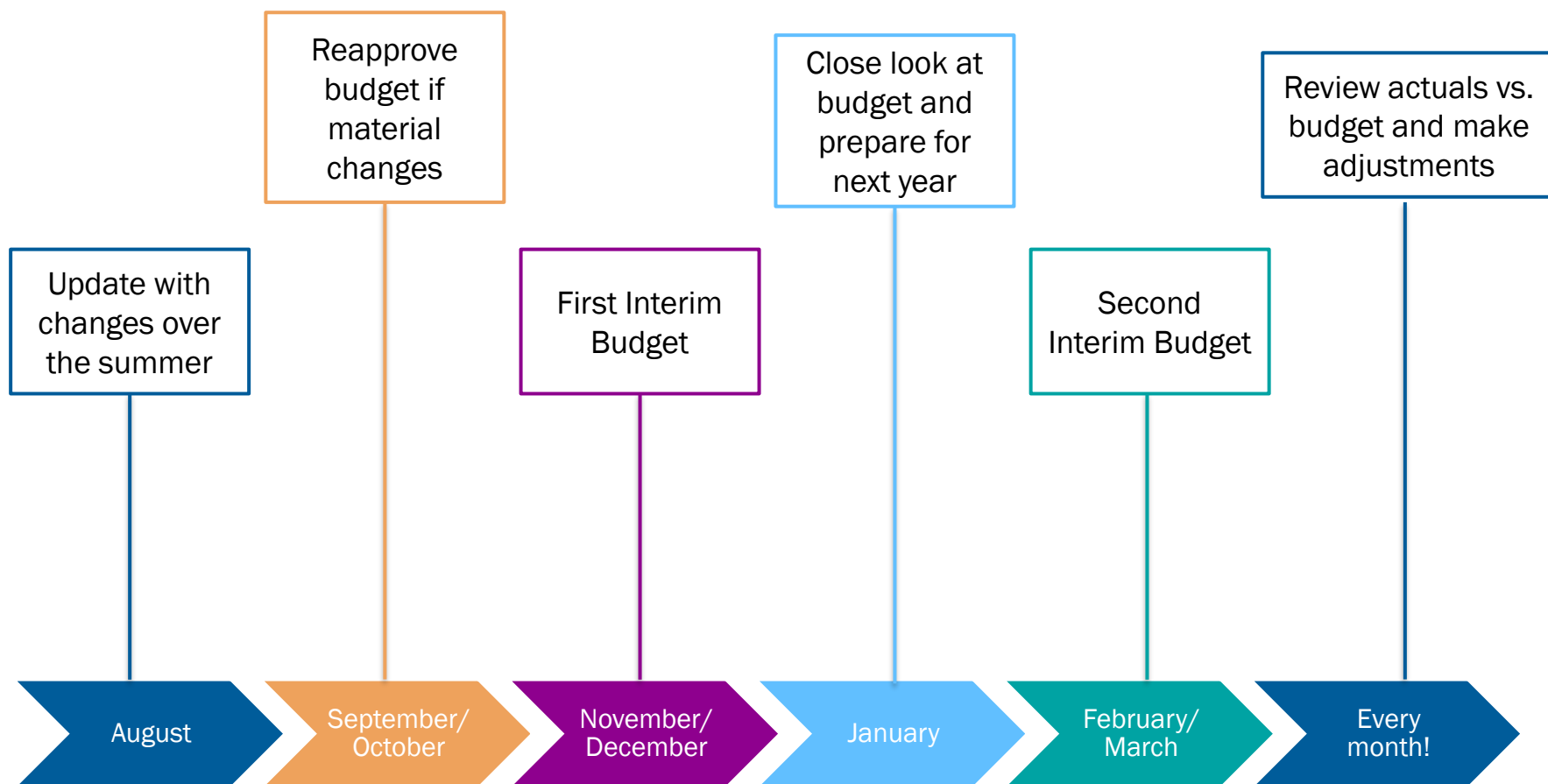
**Note: FY23 proposed discretionary one-time funds not included**

# Multi-Year Cash Flow Projection

**Cash balance stays extremely strong; continues to grow to \$7-8 million**



## Budget will be reviewed in the late summer and fall to reflect reality



# Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

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**Language Academy**  
**Multi-year Projection**  
**As of May FY2023**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Assumptions</b>
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	
<b>SUMMARY</b>						
<b>Revenue</b>						
LCFF Entitlement	6,758,067	7,001,506	7,256,324	7,526,230	7,752,084	
Federal Revenue	954,488	954,988	291,576	291,576	291,576	
Other State Revenues	1,731,132	1,732,117	1,736,793	1,700,655	1,700,655	
Local Revenues	48,300	48,300	48,300	48,300	48,300	
Fundraising and Grants	35,000	35,000	35,000	35,000	35,000	
<b>Total Revenue</b>	<b>9,526,987</b>	<b>9,771,911</b>	<b>9,367,993</b>	<b>9,601,761</b>	<b>9,827,615</b>	
<b>Expenses</b>						
Compensation and Benefits	5,906,506	5,921,325	6,042,916	6,231,250	6,425,533	
Books and Supplies	479,445	468,634	406,442	414,571	422,863	
Services and Other Operating Expenditures	2,119,834	2,073,812	2,103,689	2,134,541	2,165,668	
Depreciation	555,000	555,000	555,000	555,000	555,000	
Other Outflows	112,578	114,830	117,126	119,469	121,858	
<b>Total Expenses</b>	<b>9,173,363</b>	<b>9,133,601</b>	<b>9,225,173</b>	<b>9,454,831</b>	<b>9,690,921</b>	
<b>Operating Income</b>	<b>353,624</b>	<b>638,310</b>	<b>142,819</b>	<b>146,931</b>	<b>136,694</b>	
<b>Fund Balance</b>						
Beginning Balance (Unaudited)	10,977,491	11,331,115	11,969,424	12,112,244	12,259,175	
Audit Adjustment						
Beginning Balance (Audited)	10,977,491	11,331,115	11,969,424	12,112,244	12,259,175	
Operating Income	353,624	638,310	142,819	146,931	136,694	
<b>Ending Fund Balance</b>	<b>11,331,115</b>	<b>11,969,424</b>	<b>12,112,244</b>	<b>12,259,175</b>	<b>12,395,869</b>	
<b>Total Revenue Per ADA</b>	16,253	16,671	15,982	16,381	16,766	
<b>Total Expenses Per ADA</b>	15,650	15,582	15,739	16,130	16,533	
<b>Operating Income Per ADA</b>	603	1,089	244	251	233	
<b>Fund Balance as a % of Expenses</b>	124%	131%	131%	130%	128%	

**Language Academy  
Multi-year Projection  
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Assumptions
<b>Key Assumptions</b>						
<b>Enrollment Breakdown</b>						
K	88	88	88	88	88	
1	66	66	66	66	66	
2	66	66	66	66	66	
3	66	66	66	66	66	
4	66	66	66	66	66	
5	66	66	66	66	66	
6	67	67	67	67	67	
7	66	66	66	66	66	
8	66	66	66	66	66	
<b>Total Enrolled</b>	<b>617</b>	<b>617</b>	<b>617</b>	<b>617</b>	<b>617</b>	
<b>ADA %</b>						
K-3	95.0%	95.0%	95.0%	95.0%	95.0%	
4-6	95.0%	95.0%	95.0%	95.0%	95.0%	
7-8	95.0%	95.0%	95.0%	95.0%	95.0%	
<b>Average ADA %</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	272	272	272	272	
4-6	189	189	189	189	189	
7-8	125	125	125	125	125	
<b>Total ADA</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	<b>586</b>	
<b>Demographic Information</b>						
CALPADS Enrollment (for unduplicated % calc)	617	617	617	617	617	
# Unduplicated (CALPADS)	477	477	477	477	477	
# Free & Reduced Lunch (CALPADS)	462	462	462	462	462	
# ELL (CALPADS)	255	255	255	255	255	
New Students	4	-	-	-	-	
<b>School Information</b>						
FTE's	104.8	101.8	99.4	99.4	99.4	
Teachers	37	34	34	34	34	
Certificated Pay Increases	3%	3%	3%	3%	3%	
Classified Pay Increases	3%	3%	3%	3%	3%	
# of school days	-	-	-	-	-	
Default Expense Inflation Rate		2%	2%	2%	2%	

**Language Academy  
Multi-year Projection  
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Assumptions
<b>REVENUE</b>						
<b>LCFF Entitlement</b>						
8011 Charter Schools General Purpose Entitlement - State Aid	4,342,606	4,586,045	4,840,863	6,128,356	6,354,210	
8012 Education Protection Account Entitlement	1,134,817	1,134,817	1,134,817	117,230	117,230	
8096 Charter Schools in Lieu of Property Taxes	1,280,644	1,280,644	1,280,644	1,280,644	1,280,644	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>6,758,067</b>	<b>7,001,506</b>	<b>7,256,324</b>	<b>7,526,230</b>	<b>7,752,084</b>	
<b>Federal Revenue</b>						
8181 Special Education - Entitlement	76,625	77,125	77,125	77,125	77,125	
8291 Title I	176,501	176,501	176,501	176,501	176,501	
8292 Title II	24,917	24,917	24,917	24,917	24,917	
8294 Title IV	13,033	13,033	13,033	13,033	13,033	
8299 All Other Federal Revenue	663,412	663,412	-	-	-	
<b>SUBTOTAL - Federal Revenue</b>	<b>954,488</b>	<b>954,988</b>	<b>291,576</b>	<b>291,576</b>	<b>291,576</b>	
<b>Other State Revenue</b>						
8381 Special Education - Entitlement (State)	476,210	476,324	480,643	480,643	480,643	
8550 Mandated Cost Reimbursements	10,460	11,330	11,688	12,045	12,045	
8560 State Lottery Revenue	139,584	139,584	139,584	139,584	139,584	
8590 All Other State Revenue	36,495	36,495	36,495	-	-	
8593 Expanded Learning Opportunities Program	864,901	864,901	864,901	864,901	864,901	
8596 Other State Revenue 6	203,482	203,482	203,482	203,482	203,482	
<b>SUBTOTAL - Other State Revenue</b>	<b>1,731,132</b>	<b>1,732,117</b>	<b>1,736,793</b>	<b>1,700,655</b>	<b>1,700,655</b>	
<b>Local Revenue</b>						
8636 Uniforms	12,000	12,000	12,000	12,000	12,000	
8638 Merchandise Sales	1,300	1,300	1,300	1,300	1,300	
8660 Interest	9,000	9,000	9,000	9,000	9,000	
8670 Fees and Contracts	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	
<b>SUBTOTAL - Local Revenue</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	5,000	5,000	5,000	5,000	5,000	
8802 Donations - Private	5,000	5,000	5,000	5,000	5,000	
8803 Fundraising	25,000	25,000	25,000	25,000	25,000	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>	
<b>TOTAL REVENUE</b>	<b>9,526,987</b>	<b>9,771,911</b>	<b>9,367,993</b>	<b>9,601,761</b>	<b>9,827,615</b>	

**Language Academy**  
**Multi-year Projection**  
**As of May FY2023**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>Assumptions</b>
<b>EXPENSES</b>						
<b>Compensation &amp; Benefits</b>						
<b>Certificated Salaries</b>						
1100	Teachers Salaries	2,156,606	2,115,698	2,179,168	2,244,544	2,311,880
1101	Teacher - Stipends	56,788	58,492	60,246	62,054	63,915
1102	Title I / SES Tutoring	22,500	23,175	23,870	24,586	25,324
1103	Teacher - Substitute Pay	89,593	92,280	95,049	97,900	100,837
1111	Salary Schedule Adjustment	293,827	302,642	311,721	321,073	330,705
1300	Certificated Supervisor & Administrator Salaries	145,428	149,790	154,284	158,913	163,680
1311	SPED Certificated	378,236	389,584	401,271	413,309	425,708
1920	Other Cert - Summer	42,100	43,363	44,664	46,004	47,384
1940	Other Certificated Supervisor & Admin Salaries	116,206	119,692	123,283	126,981	130,791
	<b>SUBTOTAL - Certificated Salaries</b>	<b>3,301,284</b>	<b>3,294,715</b>	<b>3,393,557</b>	<b>3,495,363</b>	<b>3,600,224</b>
<b>Classified Salaries</b>						
2100	Classified Instructional Aide Salaries	119,671	123,261	126,959	130,768	134,691
2103	SPED Classified	136,461	140,555	144,772	149,115	153,588
2200	Classified Support Salaries	72,748	74,930	77,178	79,493	81,878
2202	Intervention Tutoring	50,000	51,500	-	-	-
2300	Classified Supervisor & Administrator Salaries	102,207	105,274	108,432	111,685	115,035
2400	Classified Clerical & Office Salaries	223,266	229,964	236,863	243,969	251,288
2905	Other Classified - After School	155,641	160,310	165,120	170,073	175,176
2925	Other Classified - Childcare	2,400	2,472	2,546	2,623	2,701
2930	Other Classified - Maintenance/grounds	163,448	168,352	173,402	178,604	183,962
	<b>SUBTOTAL - Classified Salaries</b>	<b>1,025,842</b>	<b>1,056,618</b>	<b>1,035,272</b>	<b>1,066,330</b>	<b>1,098,320</b>
<b>Employee Benefits</b>						
3100	STRS	630,545	629,291	648,169	667,614	687,643
3300	OASDI-Medicare-Alternative	126,346	128,605	128,405	132,257	136,225
3400	Health & Welfare Benefits	727,662	716,939	745,616	775,441	806,458
3500	Unemployment Insurance	20,398	19,764	14,877	14,914	14,952
3600	Workers Comp Insurance	51,926	52,216	53,146	54,740	56,383
3900	Other Employee Benefits	22,503	23,179	23,874	24,590	25,328
	<b>SUBTOTAL - Employee Benefits</b>	<b>1,579,380</b>	<b>1,569,992</b>	<b>1,614,088</b>	<b>1,669,557</b>	<b>1,726,989</b>
<b>Books &amp; Supplies</b>						
4100	Approved Textbooks & Core Curricula Materials	56,120	57,242	58,387	59,555	60,746
4101	SPED Textbooks	7,700	7,854	8,011	8,171	8,335
4200	Books & Other Reference Materials	93,500	95,370	61,000	62,220	63,464
4201	Library Resources	15,000	15,300	15,606	15,918	16,236
4315	Custodial Supplies	30,000	30,600	31,212	31,836	32,473
4320	Educational Software	70,000	51,000	52,020	53,060	54,122
4325	Instructional Materials & Supplies	49,475	50,465	35,000	35,700	36,414
4330	Office Supplies	32,500	33,150	15,000	15,300	15,606
4335	PE Supplies	9,000	9,180	9,364	9,551	9,742
4340	Professional Development Supplies	3,000	3,060	3,121	3,184	3,247
4352	Garden	2,000	2,040	2,081	2,122	2,165
4354	ASES Materials	6,000	6,120	6,242	6,367	6,495

**Language Academy  
Multi-year Projection  
As of May FY2023**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>Assumptions</b>
4355 Summer Preschool	9,400	9,588	9,780	9,975	10,175	
4356 SPED Consumables	10,000	10,200	10,404	10,612	10,824	
4410 Classroom Furniture, Equipment & Supplies	15,750	16,065	16,386	16,714	17,048	
4420 Computers: individual items less than \$5k	50,000	51,000	52,020	53,060	54,122	
4423 Classroom Noncapitalized items 1	10,000	10,200	10,404	10,612	10,824	
4430 Non Classroom Related Furniture, Equipment & Supplies	10,000	10,200	10,404	10,612	10,824	
<b>SUBTOTAL - Books and Supplies</b>	<b>479,445</b>	<b>468,634</b>	<b>406,442</b>	<b>414,571</b>	<b>422,863</b>	
<b>Services &amp; Other Operating Expenses</b>						
5210 Conference Fees	25,000	25,500	26,010	26,530	27,061	
5215 Travel - Mileage, Parking, Tolls	5,000	5,100	5,202	5,306	5,412	
5220 Travel and Lodging	25,000	25,500	26,010	26,530	27,061	
5305 Dues & Membership - Professional	15,000	15,300	15,606	15,918	16,236	
5450 Insurance - Other	51,000	52,020	53,060	54,122	55,204	
5515 Janitorial, Gardening Services & Supplies	120,000	122,400	124,848	127,345	129,892	
5535 Utilities - All Utilities	100,000	102,000	104,040	106,121	108,243	
5605 Equipment Leases	34,640	35,333	36,039	36,760	37,495	
5610 Rent	102,000	104,040	106,121	108,243	110,408	
5615 Repairs and Maintenance - Building	75,000	-	-	-	-	
5616 Repairs and Maintenance - Computers	20,000	20,400	20,808	21,224	21,649	
5617 Repairs and Maintenance - Other Equipment	2,550	2,601	2,653	2,706	2,760	
5803 Accounting Fees	26,000	26,520	27,050	27,591	28,143	
5804 Parent Trainings	1,020	1,040	1,061	1,082	1,104	
5805 Administrative Fees	10,000	10,200	10,404	10,612	10,824	
5806 Assemblies	3,000	3,060	3,121	3,184	3,247	
5809 Banking Fees	500	510	520	531	541	
5812 Business Services	84,420	88,641	93,073	97,727	102,613	
5813 Board Development	5,600	5,712	5,826	5,943	6,062	
5818 SPED Legal Fees	5,600	5,712	5,826	5,943	6,062	
5824 District Oversight Fees	77,480	81,876	86,553	91,568	96,202	
5827 ELOP Expenses	864,901	864,901	864,901	864,901	864,901	
5830 Field Trips Expenses	56,000	57,120	58,262	59,428	60,616	
5836 Fingerprinting	3,000	3,060	3,121	3,184	3,247	
5839 Fundraising Expenses	36,700	37,434	38,183	38,946	39,725	
5845 Legal Fees	10,200	10,404	10,612	10,824	11,041	
5851 Marketing and Student Recruiting	1,224	1,248	1,273	1,299	1,325	
5857 Payroll Fees	15,300	15,606	15,918	16,236	16,561	
5860 Printing and Reproduction	25,000	25,500	26,010	26,530	27,061	
5863 Professional Development	50,000	51,000	52,020	53,060	54,122	
5869 Special Education Contract Instructors	163,914	167,192	170,536	173,947	177,426	
5874 Sports	16,000	16,320	16,646	16,979	17,319	
5875 Staff Recruiting	1,300	1,326	1,353	1,380	1,407	
5878 Student Assessment	12,485	12,735	12,989	13,249	13,514	
5881 Student Information System	11,000	11,220	11,444	11,673	11,907	
5887 Technology Services	35,000	35,700	36,414	37,142	37,885	
5910 Communications - Internet / Website Fees	7,000	7,140	7,283	7,428	7,577	
5915 Postage and Delivery	4,000	4,080	4,162	4,245	4,330	
5920 Communications - Telephone & Fax	18,000	18,360	18,727	19,102	19,484	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,119,834</b>	<b>2,073,812</b>	<b>2,103,689</b>	<b>2,134,541</b>	<b>2,165,668</b>	

**Depreciation Expense**

**Language Academy**  
**Multi-year Projection**  
**As of May FY2023**

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
	2022-23	2023-24	2024-25	2025-26	2026-27	
6900 Depreciation	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>Other Outflows</b>						
7438 Long term debt - Interest	112,578	114,830	117,126	119,469	121,858	
<b>SUBTOTAL - Other Outflows</b>	<b>112,578</b>	<b>114,830</b>	<b>117,126</b>	<b>119,469</b>	<b>121,858</b>	
<b>TOTAL EXPENSES</b>	<b>9,173,363</b>	<b>9,133,601</b>	<b>9,225,173</b>	<b>9,454,831</b>	<b>9,690,921</b>	

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	Actual			YTD	Budget						
	Mar	Apr	May	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	305,554	909,905	-	4,274,121	6,336,920	6,206,415	6,169,122	(37,293)	(167,798)	1,895,001	69%
Federal Revenue	47,940	614	-	261,135	880,434	890,718	890,718	-	10,284	629,583	29%
Other State Revenues	70,951	261,323	33,598	1,188,508	1,283,244	1,522,170	1,522,170	-	238,926	333,662	78%
Local Revenues	1,386	9,974	1,598	28,526	48,300	48,300	48,300	-	-	19,774	59%
Fundraising and Grants	1,595	2,373	66	14,406	25,000	25,000	25,000	-	-	10,594	58%
<b>Total Revenue</b>	<b>427,426</b>	<b>1,184,189</b>	<b>35,262</b>	<b>5,766,695</b>	<b>8,573,898</b>	<b>8,692,603</b>	<b>8,655,310</b>	<b>(37,293)</b>	<b>81,412</b>	<b>2,888,614</b>	<b>67%</b>
<b>Expenses</b>											
Compensation and Benefits	499,117	481,811	701,266	4,834,117	5,318,748	5,589,815	5,589,815	-	(271,067)	755,698	86%
Books and Supplies	50,461	28,013	23,552	547,339	648,748	752,268	748,081	4,187	(99,333)	200,742	73%
Services and Other Operating Expenditures	84,752	52,779	72,925	871,030	1,364,327	1,147,992	1,129,954	18,039	234,373	258,923	77%
Depreciation	42,348	42,869	42,348	509,392	555,000	555,000	555,000	-	-	45,608	92%
Other Outflows	(626)	13,293	(16,650)	55,904	-	112,578	112,578	-	(112,578)	56,674	50%
<b>Total Expenses</b>	<b>676,052</b>	<b>618,766</b>	<b>823,441</b>	<b>6,817,783</b>	<b>7,886,823</b>	<b>8,157,653</b>	<b>8,135,428</b>	<b>22,225</b>	<b>(248,605)</b>	<b>1,317,645</b>	<b>84%</b>
<b>Operating Income</b>	<b>(248,625)</b>	<b>565,423</b>	<b>(788,179)</b>	<b>(1,051,087)</b>	<b>687,075</b>	<b>534,950</b>	<b>519,882</b>	<b>(15,068)</b>	<b>(167,193)</b>	<b>1,570,969</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					10,141,839	10,479,415	10,479,415				
Operating Income					687,075	534,950	519,882				
<b>Ending Fund Balance</b>					<b>10,828,914</b>	<b>11,014,365</b>	<b>10,999,297</b>				
Fund Balance as a % of Expenses						137%	135%			135%	

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	Actual			YTD	Budget							
	Mar	Apr	May	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					282	282	282	-	-			
4-6					199	199	199	-	-			
7-8					132	132	132	-	-			
<b>Total Enrolled</b>					<b>613</b>	<b>613</b>	<b>613</b>	-	-			
<b>ADA %</b>												
K-3					95.0%	92.8%	92.8%	0.0%	-2.2%			
4-6					95.0%	93.3%	93.3%	0.0%	-1.7%			
7-8					95.0%	93.1%	93.1%	0.0%	-1.9%			
<b>Average ADA %</b>					<b>95.0%</b>	<b>93.0%</b>	<b>93.0%</b>	<b>0.0%</b>	<b>-2.0%</b>			
<b>ADA</b>												
K-3					267.90	261.81	261.81	-	(6.09)			
4-6					189.05	185.63	185.63	-	(3.42)			
7-8					125.40	122.91	122.91	-	(2.49)			
<b>Total ADA</b>					<b>582.35</b>	<b>570.35</b>	<b>570.35</b>	-	<b>(12.00)</b>			



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		Actual			YTD	Budget						
		Mar	Apr	May	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	305,554	524,094	-	2,391,368	3,923,961	3,825,475	3,788,182	(37,293)	(135,779)	1,396,814	63%
8012	Education Protection Account Entitlement	-	385,811	-	1,092,330	1,134,817	1,134,817	1,134,817	-	(0)	42,487	96%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	790,423	1,278,142	1,246,123	1,246,123	-	(32,019)	455,700	63%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>305,554</b>	<b>909,905</b>	<b>-</b>	<b>4,274,121</b>	<b>6,336,920</b>	<b>6,206,415</b>	<b>6,169,122</b>	<b>(37,293)</b>	<b>(167,798)</b>	<b>1,895,001</b>	<b>69%</b>
<b>Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	76,750	85,721	85,721	-	8,971	85,721	0%
8291	Title I	47,850	-	-	92,192	175,690	176,501	176,501	-	811	84,309	52%
8292	Title II	90	-	-	90	23,982	24,917	24,917	-	935	24,827	0%
8294	Title IV	-	-	-	-	13,466	13,033	13,033	-	(433)	13,033	0%
8297	PY Federal - Not Accrued	-	-	-	34,623	-	-	-	-	-	(34,623)	-
8299	All Other Federal Revenue	-	614	-	134,230	590,546	590,546	590,546	-	-	456,316	23%
<b>SUBTOTAL - Federal Revenue</b>		<b>47,940</b>	<b>614</b>	<b>-</b>	<b>261,135</b>	<b>880,434</b>	<b>890,718</b>	<b>890,718</b>	<b>-</b>	<b>10,284</b>	<b>629,583</b>	<b>29%</b>
<b>Other State Revenue</b>												
8381	Special Education - Entitlement (State	67,196	33,598	33,598	356,561	380,173	415,131	415,131	-	34,958	58,570	86%
8382	Special Education Reimbursement (State	3,755	13,596	-	17,351	-	62,675	62,675	-	62,675	45,324	28%
8550	Mandated Cost Reimbursements	-	-	-	10,080	10,080	10,080	10,080	-	-	0	100%
8560	State Lottery Revenue	-	38,139	-	81,431	121,040	135,821	135,821	-	14,781	54,390	60%
8590	All Other State Revenue	-	-	-	547,095	606,950	626,980	626,980	-	20,030	79,885	87%
8593	Expanded Learning Opportunities Program	-	43,726	-	43,726	-	68,000	68,000	-	68,000	24,274	64%
8596	Other State Revenue 6	-	132,264	-	132,264	165,000	203,482	203,482	-	38,482	71,218	65%
<b>SUBTOTAL - Other State Revenue</b>		<b>70,951</b>	<b>261,323</b>	<b>33,598</b>	<b>1,188,508</b>	<b>1,283,244</b>	<b>1,522,170</b>	<b>1,522,170</b>	<b>-</b>	<b>238,926</b>	<b>333,662</b>	<b>78%</b>
<b>Local Revenue</b>												
8636	Uniforms	-	-	-	2,235	12,000	12,000	12,000	-	-	9,765	19%
8638	Merchandise Sales	-	-	-	-	1,300	1,300	1,300	-	-	1,300	0%
8660	Interest	430	400	428	4,366	9,000	9,000	9,000	-	-	4,634	49%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	-	6,000	0%
8693	Field Trips	-	-	-	-	15,000	15,000	15,000	-	-	15,000	0%
8699	All Other Local Revenue	27	8,034	-	11,050	5,000	5,000	5,000	-	-	(6,050)	221%
8999	Uncategorized Revenue	930	1,540	1,170	10,874	-	-	-	-	-	(10,874)	-
<b>SUBTOTAL - Local Revenue</b>		<b>1,386</b>	<b>9,974</b>	<b>1,598</b>	<b>28,526</b>	<b>48,300</b>	<b>48,300</b>	<b>48,300</b>	<b>-</b>	<b>-</b>	<b>19,774</b>	<b>59%</b>
<b>Fundraising and Grants</b>												
8801	Donations - Parents	-	2,373	-	7,489	5,000	5,000	5,000	-	-	(2,489)	150%
8802	Donations - Private	-	-	-	206	5,000	5,000	5,000	-	-	4,794	4%
8803	Fundraising	1,595	-	66	6,710	15,000	15,000	15,000	-	-	8,290	45%
<b>SUBTOTAL - Fundraising and Grants</b>		<b>1,595</b>	<b>2,373</b>	<b>66</b>	<b>14,406</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>-</b>	<b>-</b>	<b>10,594</b>	<b>58%</b>
<b>TOTAL REVENUE</b>		<b>427,426</b>	<b>1,184,189</b>	<b>35,262</b>	<b>5,766,695</b>	<b>8,573,898</b>	<b>8,692,603</b>	<b>8,655,310</b>	<b>(37,293)</b>	<b>81,412</b>	<b>2,888,614</b>	<b>67%</b>

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	Actual			YTD	Budget							
	Mar	Apr	May	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	203,211	190,436	213,048	1,819,055	2,024,999	2,061,641	2,061,641	-	(36,642)	242,586	88%	
1101	4,251	7,273	101,243	241,043	218,237	226,338	226,338	-	(8,101)	(14,705)	106%	
1102	-	-	-	-	35,516	22,500	22,500	-	13,016	22,500	0%	
1103	6,542	6,743	8,495	66,199	62,000	87,000	87,000	-	(25,000)	20,801	76%	
1300	9,980	29,590	11,941	130,826	117,659	141,192	141,192	-	(23,533)	10,366	93%	
1311	35,548	35,548	35,548	335,382	360,193	370,193	370,193	-	(10,000)	34,811	91%	
1920	-	-	-	8,756	82,154	57,300	57,300	-	24,854	48,544	15%	
1940	11,721	11,721	11,721	105,485	112,821	112,821	112,821	-	-	7,336	93%	
<b>SUBTOTAL - Certificated Salaries</b>	<b>271,253</b>	<b>281,311</b>	<b>381,995</b>	<b>2,706,746</b>	<b>3,013,579</b>	<b>3,078,985</b>	<b>3,078,985</b>	-	<b>(65,406)</b>	<b>372,239</b>	<b>88%</b>	
<b>Classified Salaries</b>												
2100	7,722	6,375	14,966	78,847	141,576	114,114	114,114	-	27,462	35,268	69%	
2103	12,118	9,540	18,871	113,919	137,679	130,615	130,615	-	7,064	16,696	87%	
2200	7,622	6,494	12,472	82,445	135,184	70,840	70,840	-	64,345	(11,606)	116%	
2202	-	-	-	-	-	166,000	166,000	-	(166,000)	166,000	0%	
2300	9,881	7,733	9,022	97,090	118,346	99,230	99,230	-	19,116	2,140	98%	
2400	12,973	11,527	14,890	135,423	164,991	168,763	168,763	-	(3,772)	33,341	80%	
2601	28,299	24,855	63,397	142,828	-	30,000	30,000	-	(30,000)	(112,828)	476%	
2900	-	2,000	5,175	9,004	-	-	-	-	-	(9,004)	-	
2905	14,373	10,275	22,405	148,723	182,670	151,108	151,108	-	31,562	2,385	98%	
2925	-	-	-	-	2,207	2,560	2,560	-	(353)	2,560	0%	
2930	13,767	10,329	20,664	136,715	103,946	159,321	159,321	-	(55,375)	22,606	86%	
<b>SUBTOTAL - Classified Salaries</b>	<b>106,755</b>	<b>89,127</b>	<b>181,862</b>	<b>944,992</b>	<b>986,599</b>	<b>1,092,551</b>	<b>1,092,551</b>	-	<b>(105,952)</b>	<b>147,559</b>	<b>86%</b>	
<b>Employee Benefits</b>												
3100	45,702	45,935	46,878	406,130	486,292	520,964	520,964	-	(34,673)	114,834	78%	
3300	12,567	11,215	20,106	116,766	125,771	128,225	128,225	-	(2,454)	11,459	91%	
3400	60,098	51,924	54,701	603,702	621,600	675,125	675,125	-	(53,525)	71,423	89%	
3500	256	255	12,332	14,442	19,682	22,151	22,151	-	(2,470)	7,709	65%	
3600	-	-	-	16,860	48,002	50,058	50,058	-	(2,056)	33,198	34%	
3700	2,485	2,045	3,392	10,392	-	-	-	-	-	(10,392)	-	
3900	-	-	-	14,086	17,223	21,754	21,754	-	(4,531)	7,668	65%	
<b>SUBTOTAL - Employee Benefits</b>	<b>121,109</b>	<b>111,373</b>	<b>137,409</b>	<b>1,182,379</b>	<b>1,318,570</b>	<b>1,418,279</b>	<b>1,418,279</b>	-	<b>(99,709)</b>	<b>235,900</b>	<b>83%</b>	
<b>Books &amp; Supplies</b>												
4100	30,255	-	-	45,300	56,212	56,212	56,212	-	-	10,912	81%	
4101	-	416	376	792	7,700	7,700	7,700	-	-	6,908	10%	
4200	3,604	6,180	12,640	99,624	153,135	173,002	173,002	-	(19,867)	73,378	58%	
4201	2,158	1,398	-	6,677	15,025	15,025	15,025	-	-	8,348	44%	
4315	3,038	2,470	2,811	23,896	30,000	30,000	30,000	-	-	6,104	80%	
4320	3,850	7,408	220	80,747	17,000	64,987	80,747	(15,760)	(63,747)	-	100%	
4325	3,249	3,822	5,614	56,020	97,950	97,950	97,950	-	-	41,930	57%	
4330	958	708	416	9,293	37,500	37,500	37,500	20,000	20,000	8,206	53%	
4335	328	1,881	200	6,562	9,000	9,000	9,000	-	-	2,438	73%	
4340	-	49	-	1,260	4,794	4,794	4,794	-	-	3,534	26%	
4352	-	-	-	916	2,000	2,000	2,000	-	-	1,084	46%	
4354	48	985	116	8,604	6,000	8,550	8,604	(54)	(2,604)	-	100%	
4355	-	-	-	1,655	9,900	9,900	9,900	-	-	8,245	17%	
4356	1,347	242	272	5,938	9,782	9,782	9,782	-	-	3,844	61%	

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		Mar	Apr	May	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
4410	Classroom Furniture, Equipment & Supplies	1,626	2,413	-	26,734	20,750	26,734	26,734	-	(5,984)	-	100%
4420	Computers: individual items less than \$5k	-	42	803	137,107	150,000	163,000	163,000	-	(13,000)	25,893	84%
4423	Classroom Noncapitalized items 1	-	-	-	-	15,000	-	-	-	15,000	-	-
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	83	36,215	7,000	36,132	36,132	-	(29,132)	(83)	100%
<b>SUBTOTAL - Books and Supplies</b>		<b>50,461</b>	<b>28,013</b>	<b>23,552</b>	<b>547,339</b>	<b>648,748</b>	<b>752,268</b>	<b>748,081</b>	<b>4,187</b>	<b>(99,333)</b>	<b>200,742</b>	<b>73%</b>
<b>Services &amp; Other Operating Expenses</b>												
5210	Conference Fees	-	-	-	682	17,605	5,605	5,605	-	12,000	4,923	12%
5215	Travel - Mileage, Parking, Tolls	-	-	3,086	4,623	5,000	5,000	5,000	-	-	377	92%
5220	Travel and Lodging	5,282	184	469	10,130	17,589	17,589	17,589	-	-	7,459	58%
5305	Dues & Membership - Professional	-	-	-	8,173	15,000	8,173	8,173	-	6,827	-	100%
5450	Insurance - Other	-	-	-	89,836	69,360	89,836	89,836	-	(20,476)	-	100%
5515	Janitorial, Gardening Services & Supplies	-	-	345	7,340	108,000	30,000	18,498	11,502	89,502	11,157	40%
5535	Utilities - All Utilities	36,913	11,048	10,838	112,471	99,878	102,000	112,471	(10,471)	(12,592)	-	100%
5605	Equipment Leases	-	2,752	5,931	29,842	35,332	34,800	34,800	-	532	4,958	86%
5610	Rent	9,320	4,660	4,660	85,545	101,195	102,000	102,000	-	(805)	16,455	84%
5615	Repairs and Maintenance - Building	105	105	105	2,808	10,200	10,200	10,200	-	-	7,392	28%
5616	Repairs and Maintenance - Computers	-	120	189	4,067	20,000	20,000	10,000	10,000	10,000	5,933	41%
5617	Repairs and Maintenance - Other Equipment	-	-	-	-	2,550	2,550	2,550	-	-	2,550	0%
5803	Accounting Fees	-	-	-	-	11,220	11,220	-	11,220	11,220	-	-
5804	Parent Trainings	1,400	-	-	1,400	1,020	1,400	1,400	-	(380)	-	100%
5805	Administrative Fees	-	1,215	3,435	32,622	19,000	29,162	32,622	(3,460)	(13,622)	-	100%
5806	Assemblies	-	-	1,120	1,776	3,060	1,660	1,660	-	1,400	(116)	107%
5809	Banking Fees	-	-	-	15	437	428	428	-	9	413	4%
5812	Business Services	13,600	6,700	6,700	80,600	80,400	80,400	80,400	-	-	(200)	100%
5813	Board Development	-	-	-	1,437	5,600	1,437	1,437	-	4,163	-	100%
5818	SPED Legal Fees	-	-	-	-	5,500	5,600	5,600	-	(100)	5,600	0%
5824	District Oversight Fees	-	-	-	-	65,929	69,760	69,341	419	(3,412)	69,341	0%
5826	Directors Contingency	543	-	(3,900)	5,833	-	9,733	9,733	-	(9,733)	3,900	60%
5830	Field Trips Expenses	100	4,125	13,489	24,561	56,092	56,092	56,092	-	-	31,531	44%
5833	Fines and Penalties	-	-	13	13	-	-	-	-	-	(13)	-
5836	Fingerprinting	209	278	32	2,250	1,000	2,218	2,250	(32)	(1,250)	-	100%
5839	Fundraising Expenses	899	2,791	6,862	35,729	36,700	36,700	36,700	-	-	971	97%
5843	Interest - Loans Less than 1 Year	-	-	-	-	112,578	-	-	-	112,578	-	-
5845	Legal Fees	-	154	986	5,408	10,200	10,200	10,200	-	-	4,792	53%
5851	Marketing and Student Recruiting	-	-	-	1,200	1,224	1,224	1,224	-	-	24	98%
5857	Payroll Fees	1,670	1,646	2,610	17,160	15,606	15,300	17,160	(1,860)	(1,554)	-	100%
5860	Printing and Reproduction	1,825	1,188	2,713	19,897	35,000	35,000	25,000	10,000	10,000	5,103	80%
5861	Prior Yr Exp (not accrued)	-	-	-	2,822	-	11,000	11,000	-	(11,000)	8,178	26%
5863	Professional Development	3,250	200	35	46,501	34,500	54,766	54,766	-	(20,266)	8,265	85%
5869	Special Education Contract Instructors	11,510	9,063	8,008	120,625	163,914	163,914	163,914	-	-	43,289	74%
5874	Sports	-	-	-	-	15,529	-	-	-	15,529	-	-
5875	Staff Recruiting	-	-	-	-	1,020	1,020	1,020	-	-	1,020	0%
5878	Student Assessment	31	1,240	-	1,271	12,505	12,505	12,505	-	-	11,234	10%
5880	Student Health Services	-	-	-	1,525	34,328	1,525	1,525	-	32,803	-	100%
5881	Student Information System	(7,957)	-	-	37,529	16,257	31,876	37,529	(5,653)	(21,272)	-	100%
5884	Substitutes	-	-	-	-	56,000	-	-	-	56,000	-	-
5887	Technology Services	2,892	3,930	3,627	51,725	35,000	48,098	51,725	(3,627)	(16,725)	-	100%
5910	Communications - Internet / Website Fees	8	-	158	6,539	7,000	7,000	7,000	-	-	461	93%
5915	Postage and Delivery	348	-	17	1,696	8,000	3,000	3,000	-	5,000	1,304	57%
5920	Communications - Telephone & Fax	2,804	1,380	1,398	15,378	18,000	18,000	18,000	-	-	2,622	85%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>84,752</b>	<b>52,779</b>	<b>72,925</b>	<b>871,030</b>	<b>1,364,327</b>	<b>1,147,992</b>	<b>1,129,954</b>	<b>18,039</b>	<b>234,373</b>	<b>258,923</b>	<b>77%</b>
<b>Capital Outlay &amp; Depreciation</b>												

**Language Academy**  
**Income Statement**  
**As of May FY2022**

		Actual			YTD	Budget						
		Mar	Apr	May	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
6500	Equipment Replacement	-	522	-	522	-	-	-	-	-	(522)	
6900	Depreciation	42,348	42,348	42,348	508,870	555,000	555,000	555,000	-	-	46,130	92%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>42,348</b>	<b>42,869</b>	<b>42,348</b>	<b>509,392</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	-	-	<b>45,608</b>	<b>92%</b>
<b>Other Outflows</b>												
7438	Long term debt - Interest	-	-	-	37,633	-	112,578	112,578	-	(112,578)	74,945	33%
7998	Temporary JE Clearing	(626)	12,909	(16,650)	520	-	-	-	-	-	(520)	
7999	Uncategorized Expense	-	385	-	17,751	-	-	-	-	-	(17,751)	
<b>SUBTOTAL - Other Outflows</b>		<b>(626)</b>	<b>13,293</b>	<b>(16,650)</b>	<b>55,904</b>	<b>-</b>	<b>112,578</b>	<b>112,578</b>	<b>-</b>	<b>(112,578)</b>	<b>56,674</b>	<b>50%</b>
<b>TOTAL EXPENSES</b>		<b>676,052</b>	<b>618,766</b>	<b>823,441</b>	<b>6,817,783</b>	<b>7,886,823</b>	<b>8,157,653</b>	<b>8,135,428</b>	<b>22,225</b>	<b>(248,605)</b>	<b>1,317,645</b>	<b>84%</b>

**Language Academy**  
**Monthly Cash Forecast**  
**As of May FY2022**

	2021-22													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast			
<b>Beginning Cash</b>	<b>5,387,393</b>	<b>5,893,724</b>	<b>5,486,020</b>	<b>5,538,306</b>	<b>6,201,654</b>	<b>6,203,861</b>	<b>5,701,961</b>	<b>6,880,814</b>	<b>6,236,455</b>	<b>6,498,094</b>	<b>7,041,575</b>	<b>6,312,162</b>			
<b>REVENUE</b>															
LCFF Entitlement	-	-	339,504	1,013,141	414,578	-	1,291,439	-	305,554	909,905	-	1,014,849	6,169,122	880,152	
Federal Revenue	-	-	-	-	44,342	-	168,239	-	47,940	614	-	450,066	890,718	179,517	
Other State Revenue	20,197	20,197	36,355	339,830	36,355	36,355	333,347	-	70,951	261,323	33,598	148,081	1,522,170	185,581	
Other Local Revenue	1,057	2,497	4,035	2,545	1,489	2,247	761	938	1,386	9,974	1,598	19,774	48,300	-	
Fundraising & Grants	-	-	-	3,078	4,973	-	2,321	-	1,595	2,373	66	10,594	25,000	-	
<b>TOTAL REVENUE</b>	<b>21,254</b>	<b>22,694</b>	<b>379,894</b>	<b>1,358,594</b>	<b>501,737</b>	<b>38,602</b>	<b>1,796,106</b>	<b>938</b>	<b>427,426</b>	<b>1,184,189</b>	<b>35,262</b>	<b>1,643,364</b>	<b>8,655,310</b>	<b>1,245,250</b>	
<b>EXPENSES</b>															
Certificated Salaries	26,459	40,372	262,985	262,179	265,644	260,856	381,690	272,003	271,253	281,311	381,995	372,239	3,078,985	-	
Classified Salaries	34,448	53,657	102,260	86,212	65,215	67,121	69,505	88,831	106,755	89,127	181,862	147,559	1,092,551	-	
Employee Benefits	48,283	70,101	129,175	95,837	131,999	111,705	108,339	117,050	121,109	111,373	137,409	235,900	1,418,279	-	
Books & Supplies	72,865	156,813	54,124	42,910	47,682	15,763	2,556	52,602	50,461	28,013	23,552	200,742	748,081	-	
Services & Other Operating Expenses	83,566	74,127	84,586	65,399	147,157	57,714	7,300	140,725	84,752	52,779	72,925	177,982	1,129,954	80,942	
Capital Outlay & Depreciation	-	-	-	-	-	254,784	42,348	84,695	42,348	42,869	42,348	46,130	555,000	(522)	
Other Outflows	-	10,478	6,257	1	65	631	42,454	-	(626)	13,293	(16,650)	(55,904)	112,578	112,578	
<b>TOTAL EXPENSES</b>	<b>265,621</b>	<b>405,548</b>	<b>639,386</b>	<b>552,537</b>	<b>657,763</b>	<b>768,574</b>	<b>654,191</b>	<b>755,905</b>	<b>676,052</b>	<b>618,766</b>	<b>823,441</b>	<b>1,124,647</b>	<b>8,135,428</b>	<b>192,998</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(244,367)</b>	<b>(382,854)</b>	<b>(259,492)</b>	<b>806,057</b>	<b>(156,026)</b>	<b>(729,972)</b>	<b>1,141,915</b>	<b>(754,968)</b>	<b>(248,625)</b>	<b>565,423</b>	<b>(788,179)</b>	<b>518,717</b>	<b>519,882</b>	<b>1,052,252</b>	
Revenues - Prior Year Accruals	942,033	106,207	421,087	145,420	12,714	-	31,387	-	380,416	(5,988)	-	(15,293)			
Other Assets	28,194	-	-	-	-	-	-	-	-	-	-	-			
Fixed Assets	(47,234)	-	-	-	23,709	254,784	42,348	84,695	42,348	42,348	42,348	69,655			
Due To (From)	-	-	-	-	-	-	-	-	8,532	(8,532)	-	-			
Expenses - Prior Year Accruals	(48,971)	(13,465)	(238,456)	(100)	48,514	-	-	-	52,721	(91,499)	-	(228,124)			
Accounts Payable - Current Year	(7,480)	(1,155)	5,574	(10,203)	47,647	(52,405)	2,218	(118)	(478)	16,505	(11,307)	(93)			
Summerholdback for Teachers	(119,155)	(116,436)	25,606	25,649	25,650	25,692	25,817	26,032	26,725	25,224	27,726	-			
Loans Payable (Long Term)	-	-	-	-	-	-	(64,833)	-	-	-	-	-			
Other Liabilities	3,311	-	97,967	(303,475)	-	-	-	-	-	-	-	(160,329)			
<b>Ending Cash</b>	<b>5,893,724</b>	<b>5,486,020</b>	<b>5,538,306</b>	<b>6,201,654</b>	<b>6,203,861</b>	<b>5,701,961</b>	<b>6,880,814</b>	<b>6,236,455</b>	<b>6,498,094</b>	<b>7,041,575</b>	<b>6,312,162</b>	<b>6,496,695</b>			

**Language Academy**  
**Balance Sheet**  
**As of May FY2022**

	<b>Jun FY2021</b>	<b>May FY2022</b>
<b>ASSETS</b>		
Cash Balance	5,387,393	6,312,163
Accounts Receivable	2,351,983	318,707
Prepays	28,194	-
Fixed Assets, Net	7,597,497	7,112,152
<b>TOTAL ASSETS</b>	<b>15,365,068</b>	<b>13,743,023</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	528,806	227,527
Deferred Revenue	362,526	160,329
Current Loans and Other Payables	231,057	228,408
Long-Term Loans and Other Liabilities	3,763,265	3,698,433
Beginning Net Assets	9,705,239	10,479,415
Net Income (Loss) to Date	774,174	(1,051,087)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>15,365,068</b>	<b>13,743,023</b>



A California Public School

Agenda Item#IVC

**Board Meeting Date:** June 28, 2022

**Subject:** May 2022 Check Register

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the May 2022 check register.

**Documents Attached:**

1. May 2022 Check Register

May 2022				
Members	Aye	Nay	Abstain	Absent
De González, Julissa				
Sylvains, Nina				
Corona Sabeniano, Mariana				
Aceves, Fernando				
García, Crisitian				
Kokayi, Nailah				
Graham, Clark				
Lomelí, Laura				
Luna, Brenda				
Totals:				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 6.23.22

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



A California Public School

Agenda Artículo#IVC

**Fecha de la Reunión:** 28 de junio del 2022

**Tema:** Registro de la cuenta bancaria mayo 2022

- 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 mayo de 2022.

**Documento adjunto:**

1. Registro de la cuenta bancaria del mes de mayo 2022

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 6.23.22

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



**Language Academy of Sacramento  
Check Register  
May 2022**

Check Date	Check Number	Billing Addressee	Inv Description (Bill)	Amount
5/5/2022	9671	Bishop's Pumpkin Farm Inc	Field trip fees: 3rd Grade	1,299.00
5/5/2022	9672	Funderland	Field trip admission fees: 1st Grade	1,000.00
5/12/2022	9673	Francisca Garcia	Instructional Materials	439.26
5/12/2022	9674	Rosa Lomeli	Instructional Materials	236.00
5/12/2022	9675	Pedro Aguilera	ASES Instructional Materials	26.43
5/12/2022	9676	Ascensus	Employee 403(b) Administrative fees	1,840.00
5/12/2022	9677	Booksource	Classroom libraries: Suarez	1,815.16
5/12/2022	9678	Briana Zamora Hanes	Reimb: PC Event	150.00
5/12/2022	9679	Department of Justice	Fingerprinting fees	32.00
5/12/2022	9680	Elevator Industries	Elevator maintenance (May 2022)	105.00
5/12/2022	9681	Fagen Friedman & Fulfrost LLP	SPED Legal Fees	390.00
5/12/2022	9682	Adriana Gutierrez	Instructional Supplies: Kinder Summer Camp	650.08
5/12/2022	9683	Rebecca Heredia	Reimb: Classroom libraries	1,130.46
5/12/2022	9684	K12 Health	SPED Health Services	1,264.00
5/12/2022	9685 (VOID)	Kaiser Foundation Health Plan, Inc.	Health Benefits	54,807.78
5/12/2022	9686	LA Libreria	Classroom libraries: M.S.	170.79
5/12/2022	9687	Law Office of Jennifer McQuarrie	Legal services	176.00
5/12/2022	9688	Learning Solutions Kids, Inc	SPED Services	363.36
5/12/2022	9689	Laura Lomeli	Reimb: Teacher appreciation event	108.46
5/12/2022	9690	Xana C Macias	Reimb: Instructional materials	139.75
5/12/2022	9691	Isela Mendez	Postage	17.40
5/12/2022	9692	Michael's Transportation Service	Bus transportation: 1st grade field trip	778.75
5/12/2022	9693	Occupational Therapy for Children	SPED Services	993.75
5/12/2022	9694	Claudia Ochoa	Reimb: Instructional supplies	113.80
5/12/2022	9695	Office Depot	P.E. Instructional materials	2,749.98
5/12/2022	9696	Perez, Miguel (ee)	Reimb: Class libraries/ Instructional materials	390.48
5/12/2022	9697	Rosio Perez	Reimb: Instructional materials/ Student testing appreciation	583.28
5/12/2022	9698	Playtime Pony Rides/ Funny Farm Petting Zoo	PC Event Fees	785.00
5/12/2022	9699	Irene Rodriguez	Reimb: Classroom libraries	306.61
5/12/2022	9700	Sacramento City Unified School District	Facility Utility Fees (February/June 2022)	15,497.78
5/12/2022	9701	Golie Sahba	Reimb: Gardening supplies	345.29
5/12/2022	9702	Cynthia Suarez	Reimb: Supplemental materials	33.99
5/12/2022	9703	Sutter Health Plus	Employee health and benefits (June 2022)	16,107.66
5/12/2022	9704	SYNCB/AMAZON	Class books (Luna)	8,870.80
5/12/2022	9705	The Home Depot Pro	Custodial supplies	1,524.00
5/12/2022	9706	WPS Unlocking Potential	SPED Instructional Materials	97.88
5/12/2022	9707	Rosario Adriana Yanez-Gutierrez	Reimb: Teacher Appreciation	35.90
5/12/2022	9708	A&E Jumpers	Fieldtrip admission fees: 1st Grade	290.00
5/18/2022	9709	Kaiser Foundation Health Plan, Inc.	Employee Health and Benefits (June 2022)	30,596.15
5/18/2022	9710	Wendy Aguilar	8th Grade Graduation Student Appreciation	450.00
5/27/2022	9711	AP fbo Edlogical Group Corp	SPED Services	144.38
5/27/2022	9712	Baker Tilly, US, LLP	Administrative services	1,495.00
5/27/2022	9713	Benchmark Education Company LLC	Classroom libraries (1st Grade)	1,719.48
5/27/2022	9714	Perla Campos	Reimb: Classroom libraries	58.69
5/27/2022	9715	Cruz-Llamas, Luis	Reimb: Instructional materials	326.25
5/27/2022	9716	De Lage Landen Financial Services	Copier lease (May-June)	5,931.31
5/27/2022	9717	EdTec Inc.	Back office services	6,700.00
5/27/2022	9718	Fagen Friedman & Fulfrost LLP	SPED Legal Services	420.00
5/27/2022	9719	Ana Luna Franco	Classroom libraries/ instructional materials/ 8th Grade Promo Supplies	714.45
5/27/2022	9720 (VOID)	Adriana Gutierrez	Instructional Materials/Field Trip	909.56
5/27/2022	9721	Rebecca Heredia	Reimb: Classroom libraries	1,387.45
5/27/2022	9722	JCL Electronics, LLC	Tech support/ Tech repairs	3,816.23
5/27/2022	9723	LA Libreria	Classroom libraries (M.S.)	201.64
5/27/2022	9724	Lizbeth Hernandez Murillo	Reimb: Instructional Materials (5th Grade)	68.01
5/27/2022	9725	Lizette Acosta-Caro	Reimb: Instructional Materials)	223.21
5/27/2022	9726	Mad Science of Sacramento Valley	Field trip fees: 5th Grade	557.00
5/27/2022	9727	Mercado, Susana	Reimb: Conference travel fees	468.66
5/27/2022	9728	Cristina Meza	Reimb: Instructional supplies/ Classroom libraries	454.53
5/27/2022	9729	Michael's Transportation Service	Field trip bus service (M.S.)	5,942.00
5/27/2022	9730	NCS Pearson Inc	SPED Instructional Materials	376.23
5/27/2022	9731	Ana Novoa	Reimb: Instructional materials	177.07
5/27/2022	9732	Office Depot	Copy paper	1,420.16
5/27/2022	9733	Irene Rodriguez	Reimb: Instructional materials	105.15
5/27/2022	9734	Evelyn Sandoval	Reimb: Fieldtrip fees	205.25
5/27/2022	9735	SYNCB/AMAZON	Classroom libraries: Lomeli	6,854.54
5/27/2022	9736	The Home Depot Pro	Custodial supplies	1,266.46
5/27/2022	9737	Total Education Solutions	SPED Services	4,686.50
5/27/2022	9738	Valley Speech Language and Learning Center	SPED Instructional Materials	555.78
5/27/2022	9739	Karina Vargas	Fieldtrip expenses: TK	157.00
5/27/2022	9740	Vision Service Plan - CA	Employee Health Benefits	1,121.76
5/27/2022	9741	Payment Lockbox	Employee Health Benefits (June 2022)	10,830.43
5/6/2022	ACH Payment	California Credit Union	Various	3,740.74
5/6/2022	ACH Payment	California Credit Union	Various	10,912.07
5/6/2022	ACH Payment	California Credit Union	Various	1,996.85
5/6/2022	ACH Payment	California Credit Union	Various	8,004.01
<b>Total</b>				<b>174,942.54</b>



A California Public School

Agenda Item# IVD

**Board Meeting Date:** June 28, 2022

**Subject:** EPA Resolution

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

**Committee:** School Leadership

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

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2021-2022 and the proposed spending allocation.

	<b>Estimated Allocation</b>	<b>Approved EPA Spending</b>
<b>FY 2023</b>	1,134,817	Account Code 1100 - Teacher Salaries

**Recommendation:**

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

**Documents Attached:**

1. EPA Resolution

<b>May 2022</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
De González, Julissa				
Sylvains, Nina				
Corona Sabeniano, Mariana				
Aceves, Fernando				
García, Crisitian				
Kokayi, Nailah				
Graham, Clark				
Lomelí, Laura				
Luna, Brenda				
Totals:				

<p><b>Estimated Time of Presentation:</b> 5 min.  <b>Submitted By:</b> School Leadership  <b>Date:</b> 06.23.22</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# IVD

**Fecha de la Reunión:** 28 de junio del 2022

**Tema:** Resolución de EPA

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

**Comité:** Liderazgo Escolar

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

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2021-2022, así como los gastos asignados.

	<b>Asignación estimada</b>	<b>Gastos aprobados por la EPA</b>
<b>FY 2023</b>	1,134,817	Código de cuenta 1100 – Salarios de los maestros

**Recomendación:**

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

**Documentos adjunto:**

1. Resolución de EPA

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 06.21.2021

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

**LANGUAGE ACADEMY OF SACRAMENTO  
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

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

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

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

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

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

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

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

WHEREAS, the governing board of the Language Academy of Sacramento shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Language Academy of Sacramento has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 28, 2022

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**Language Academy of Sacramento Education Protection Account (EPA) Spending Determination\***

**Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	<b>Object Codes</b>	<b>Amount</b>
<b>Amount Available for this Fiscal Year</b>		
Education Protection Account	8012	\$1,134,817
<b>Expenditures</b>		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$1,134,817
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
<b>Total Expenditures</b>		<b>\$1,134,817</b>

\*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

\*Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.



**Board Meeting Date:** June 28, 2022

**Subject:** Board Development: Annual Survey, Resignation and Elections Timeline

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

**Item 1: Annual Survey**

Governing Board members are asked to complete the attached self-assessment tool.

**Item 2: Board Member Resignation**

School leadership received notice of the following resignation:

- Mariana Corona Sabeniano, community member - (Term 2021-2024)

**Item 3: Elections Timeline**

As a reminder, the following are the vacancies that need be filled in the subsequent year and the number of applications that have been received to date:

- Parent Vacancy (2022-2025): 0 applications
- Community Vacancy (2022-2025): 0 applications
- Certificated Staff (2022-2025): 0 applications

Attachments: 1) Letter of resignation from Mariana Corona Sabeniano; 2) Board Self-Assessment Tool

**Recommendation:** It is recommended that the Board accept the attached resignation from Mariana Corona Sabeniano.

<b>Board Member Resignation</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
De González, Julissa				
Sylvains, Nina				
Corona Sabeniano, Mariana				
Aceves, Fernando				
García, Crisitian				
Kokayi, Nailah				
Graham, Clark				
Lomelí, Laura				
Luna, Brenda				
Totals:				

**Estimated Time of Presentation:** 20 min  
**Submitted By:** Bylaws/Policy Committee  
**Date:** 06232022

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





**Fecha de la Reunión:** 28 de junio de 2022

**Tema:** Desarrollo de la mesa directiva y Línea cronológica para elecciones

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

**Artículo 1: Encuesta anual**

Se solicita a los miembros de la mesa directiva que completen la herramienta de autoevaluación adjunta.

**Artículo 2: Renuncia de miembro de la mesa directiva**

El liderazgo escolar recibió notificación sobre la siguiente renuncia:

- Mariana Corona Sabeniano, miembro comunitario – (Término 2021-2024)

**Artículo 3: Línea cronológica para elecciones**

Como recordatorio, las siguientes son las vacantes que deben cubrirse en el año siguiente y el número de solicitudes que se han recibido hasta la fecha:

- Vacante de padre (2022-2025): 0 aplicaciones
- Vacante de comunidad (2022-2025): 0 aplicaciones
- Vacante de personal certificado (2022-2025): 0 aplicaciones

**Documentos adjunto:** 1) Carta de renuncia de Mariana Corona Sabeniano; 2) Herramienta de autoevaluación

**Recomendación:** Se recomienda que la mesa directiva acepta la renuncia de Mariana Corona Sabeniano.

**Tiempo estimado para la presentación:** 20 min.  
**Entregado por:** Comité de Estatutos/Pólizas  
**Fecha:** 06232022

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

June 14, 2022

Language Academy of Sacramento (LAS)  
2850 49th Street,  
Sacramento, CA 95817

Dear LAS Governing Board:

Please accept this letter as my formal resignation as a Governing Boardmember to the Language Academy of Sacramento. If there is anything I can do to make this transition easier, please do let me know.

I have enjoyed my board service and working with all of you. I wish you all the best and much success to LAS.

Thank you,

A handwritten signature in black ink that reads "Mariana Sabeniano". The signature is written in a cursive, flowing style.

Mariana Corona Sabeniano

Board Member Name:

Date:

Issue/Concept	Complete	In Progress	Little/No Progress	Not Applicable	Unknown
Board committees have clear scope of responsibility and charges					
Individuals board members prepare for meetings and participate constructively					
Board has a process for addressing ineffective, destructive, or absentee board members					
Meeting minutes record each board meeting and are distributed promptly after each meeting					
<b>Relationship With Executive Director</b>					
Board selects the Executive Director					
Board develops performance goals\targets and evaluates Executive Director performance each year					
Board has established a plan for succession in the event the Executive Director leaves\retires					
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin					
<b>Personnel &amp; Staffing</b>					
Board has adopted\approved a comprehensive set of personnel policies that are in line with all applicable state\federal laws & regulations. Policies are updated at least every third year.					
Clear job description and staffing plans are in place					
<b>Budget &amp; Finance</b>					
Board adopts an annual budget that maximizes the schools resources in support of mission\vision					
Board monitors budget throughout the year					
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action					
Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school’s overall long-term plans					
Board has adopted a comprehensive set of fiscal management and control policies					
Board oversees all fund-raising activities on behalf of the school					
<b>Instruction and Assessment</b>					
Board has adopted\approval the school’s curriculum and instructional program including Local Accountability Plan					
Board has adopted\approved student achievement goals\standards					
A broad-based assessment system is in place to measure progress toward instructional goals\standards					
Instructional program is in alignment with state requirements and terms of charter					
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis					
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process					

Nombre del Miembro de la Mesa:

Fecha:

Asunto/Concepto	Completo	En progreso	Poco/Sin Progreso	No aplica	Desconocido
Los comités de la Mesa tienen un claro alcance de responsabilidad y cargos.					
Los miembros de la Mesa individual se preparan para las reuniones y participan constructivamente					
La Mesa tiene un proceso para abordar a los miembros de la Mesa ineficaces, destructivos o en ausencia					
Minutas de las juntas son registradas en cada reunión y se distribuyen puntualmente después de cada reunión					
<b>Relación con el Director Ejecutivo</b>					
La Mesa selecciona al Director Ejecutivo.					
La Mesa desarrolla objetivos\metas de desempeño y evalúa el desempeño del Director Ejecutivo cada año					
La Mesa ha establecido un plan para la sucesión en caso de que el Director Ejecutivo renuncie\se retire.					
La Mesa tiene un claro entendimiento con el personal sobre dónde se dejan las responsabilidades de la Mesa y dónde comienzan las responsabilidades del personal					
<b>Personal</b>					
La Mesa ha adoptado\aprobado un conjunto integral de pólizas de personal que están en línea con todas las normas aplicables del estado\leyes y reglamentos federales. Las pólizas se actualizan al menos cada tres años.					
Hay una clara descripción del trabajo y planes de personal					
<b>Presupuesto y finanzas</b>					
La Mesa adopta un presupuesto anual que maximiza los recursos de las escuelas para apoyar la misión\visión					
La Mesa supervisa el presupuesto durante todo el año.					
La Mesa contrata a un auditor independiente cada año, revisa el informe de auditoría y toma las medidas de seguimiento necesarias.					
La Mesa ha adoptado un plan financiero a largo plazo (por ejemplo, de 3 años) en coordinación con los planes generales a largo plazo de la escuela					
La Mesa ha adoptado un conjunto integral de pólizas de control y gestión fiscal.					
La Mesa supervisa todas las actividades de recaudación de fondos en nombre de la escuela					
<b>Instrucción y Evaluación</b>					
La Mesa ha adoptado\aprobado el plan de estudios y el programa de instrucción de la escuela, incluido el Plan de Responsabilidad Local					
La Mesa ha adoptado\aprobado metas\estándares de logro estudiantiles					
Se ha implementado un sistema de evaluación de base amplia para medir el progreso hacia los objetivos\estándares de instrucción					
El programa de instrucción está alineado con los requisitos estatales y los términos de los estatutos					
Los datos de evaluación de los estudiantes se recopilan de manera integral y coherente, se presentan a la Mesa, y se revisan y analizan en profundidad periódicamente.					
La escuela informa sobre el rendimiento de los estudiantes a la agencia que otorga los estatutos de forma regular como parte del proceso continuo de supervisión y renovación.					



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

A California Public School

Agenda Item# IVF

**Board Meeting Date:** June 28, 2022

**Subject:** 2022-2023 Academic Calendar Revision

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

**Committee:** School Leadership

**Information:**

LAS leadership is proposing the attached revisions to the board approved (03/24/22) academic calendar for school year 2022-23. The academic calendar reflects a student start date of Monday, August 15, 2022 and last day of Tuesday, May 31, 2023. Certificated staff work day begins August 2, 2022 and ends on June 9, 2023. The changes reflect the addition of three assessment dates during the year for instructional staff to focus on assessment related tasks. On these days, students would not attend school, however teachers may invite students to participate in assessments.

The proposed calendar reflects 175 instructional days. Instructional minutes for all grade levels have been tabulated and continue to exceed the state mandated requirements.

**Recommendation:**

It is recommended that the Board approve the 2022-2023 Academic Calendar Revision.

**Attachments:**

Academic Calendar 2022-2023 Revision

2022-2023 Calendar Revision				
Members	Aye	Nay	Abstain	Absent
Sylvains, Nina				
Corona Sabeniano, Mariana				
De Gonzalez, Julissa				
Kokayi, Nailah				
Aceves, Fernando				
Garcia, Cristian				
Graham, Clark				
Lomeli, Laura				
Luna, Brenda				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 06202022

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



A California Public School

Artículo de Agenda # IVF

**Fecha de la Reunión:** 28 de junio de 2022

**Tema:** Calendario Académico 2022-2023 con revisiones

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

**Comité:** Liderazgo Escolar

**Información:**

El liderazgo Escolar de LAS desea proponer las revisiones al calendario académico aprobado por la mesa directiva el 24 de marzo de 2022. El calendario académico empieza el lunes, 15 de agosto del 2022 y termina el martes 31 de mayo de 2023. Días de trabajo de personal certificado comienzan el 2 de agosto del 2022 y terminan el 9 de junio del 2023. Los cambios reflejan tres días entre el año para que el personal se enfocara en evaluaciones y progreso de estudiantes. En estos días, los estudiantes no asistirían a la escuela, sin embargo, los maestros pueden invitar a los estudiantes a participar en las evaluaciones.

El calendario refleja 175 días de instrucción. Los minutos de instrucción por día continúan excediendo el límite requerido por el estado.

**Recomendación:**

Se recomienda que la Mesa Directiva apruebe las revisiones al calendario académico 2022-2023

**Documentos Adjuntos:**

Calendario Académico 2022-2023 con revisiones

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha** 06202022

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

**Language Academy of Sacramento  
2022-2023  
Academic Calendar\_DRAFT V06012022**

July 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

0 work days  
0 Instructional Days

August 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 work days  
13 Instructional Days

September 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 work days  
21 Instructional Days

October 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 work days  
20 Instructional Days  
10/26: TK-8 Assessment Day

November 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	28	29	30			

16 work days  
16 Instructional Days  
\*PT Conference Week

December 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

12 work days  
12 Instructional Days

January 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	H	2	H	H	H	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 work days  
16 Instructional Days (TK-5)  
15 Instructional Days (MS)  
1/11: MS Assessment Day

February 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28				

19 work days  
19 Instructional Days (MS)  
18 Instructional Days (TK-5)  
2/15: TK-5 Assessment Day  
2/2: 100th Day of School

March 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23 work days  
23 Instructional Days

April 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	H	H	H	H	H	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 work days  
15 Instructional Days

May 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

22 work days  
21 Instructional Days  
5/10: TK-8 Assessment Day

June 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

7 work days  
0 Instructional Days

\*PT Conference Week  
3/31: César Chávez Day of Service

<span style="background-color: #d9ead3;"> </span>	Work Days
<span style="background-color: #fcf8e3;"> </span>	Full Day/Work Day
<span style="background-color: #d9edf7;"> </span>	Minimum Day/Work Day
<span style="background-color: #f2dede;"> </span>	Holiday/Non-Work Day
<span style="background-color: #f5f5dc;"> </span>	Office Open

TK-5													
Month	J	A	S	O	N	D	J	F	M	A	M	J	Total
Work Days	0	22	21	21	16	12	16	19	23	15	22	7	194
Instructional Days	0	13	21	20	16	12	16	18	23	15	21	0	175
Middle School													
Month	J	A	S	O	N	D	J	F	M	A	M	J	Total
Work Days	0	22	21	21	16	12	16	19	23	15	22	7	194
Instructional Days	0	13	21	20	16	12	15	19	23	15	21	0	175

	TK-5	MS
Assessment Date	10/26/2022	10/26/2022
Grades Due Date	11/6/2022	11/6/2022
Assessment Date	2/15/2023	1/11/2023
Grades Due Date	2/26/2023	1/22/2023
Assessment Date	5/10/2023	5/10/2023
Grades Due Date	5/21/2023	5/21/2023



A California Public School

Agenda Item# IVH

**Board Meeting Date:** June 28, 2022

**Subject:** Executive Director Evaluation

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

**Committee:** Julissa de González, Mariana Corona Sabeniano

The Executive Director Evaluation Committee presents the Executive Director Evaluation Report.

**Summary:**

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

**Recommendation:**

The Committee recommends that the Board approves the Executive Director’s contract for 2022-2023 school year.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** de González  
**Date:** 06232022

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





**Fecha de la Reunión:** 28 de junio del 2022

**Tema:** Evaluación del Director Ejecutivo

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

**Comité:** Julissa de González, Mariana Corona Sabeniano

El Comité de Evaluación del Director Ejecutivo presenta el Informe de Evaluación del Director Ejecutivo.

**Resumen:**

- Debido a que la evaluación del Director Ejecutivo es una acción del personal, la evaluación del Director Ejecutivo y la discusión de la Mesa Directiva de la renovación del contrato basada en los hallazgos del Comité de evaluación se llevan a cabo en una sesión cerrada. Durante el tiempo de sesión cerrado, todos los miembros del personal se recusan y abandonan la sala. Solo miembros de la mesa no en el personal participan en la discusión de la sesión cerrada.
- Durante la sesión cerrada, la Mesa hace una recomendación para la acción y realiza una votación, señalando cómo los miembros individuales de la Mesa votaron.
- La Mesa aplaza la sesión cerrada y luego llama para ordenar una sesión abierta.
- Durante la sesión abierta, la Mesa anuncia la acción de la Mesa en la sesión cerrada, identificando cómo cada miembro voto.

**Recomendación:**

El Comité recomienda que la Mesa apruebe el contrato del Director Ejecutivo para el año escolar 2022-2023.