

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

Agenda/Agenda

BOARD MEETING/ REUNIÓN DE LA MESA

Friday, January 26, 2024 at 5:30pm/viernes, 26 de enero del 2024 a las 5:30pm
 Room P/Salón P

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

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Garduño-Medina, Elena	Parent/Madre (23-26) Vice President/Vicepresidenta		
2.	Jose Luis Rodríguez	Parent/Padre(22-25)		
3.	Alex Dickson	Parent/Madre (21-24)		
4.	Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)		
5.	Alex Hayes	Teacher/Maestro (22-25) President/Presidenta		
6.	Rosa Lomelí	Teacher/Maestra (21-24) Secretary/Secretaria *Teleconference location: 12245 Boessow Road, Galt, CA 95632		
7.	Yesenia Ramírez-Huamani	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorerera		
8.	Luisana Victorica	Community Member/Miembro Comunitario (22-25)		
9.	Nina Sylvains	Community Member/Miembro Comunitario (21-24) *Teleconference location: 2994 West Eight Mile Road, Stockton, CA 95209		
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. December 1, 2023/1 de diciembre de 2023
- b. December 9, 2023/9 de diciembre de 2023

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. Student Council/Concilio estudiantil - Representative/*representante* (5 min)
2. Parent Council/Association/*Concilio y asociación de familias* – Representative/*representante* (5 min)
3. Open Enrollment/Inscripción abierta - Representative/*representante* (5 min)

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

A. First Interim Report/Primer Reporte Intermedio – EdTec/Morales (10 min)

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

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

Motion: ____ Second: ____ Vote: ____

B. Annual Fiscal Audit/Auditoría fiscal anual – EdTec/Morales (15 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. Academic Accountability 101: Charter Goals and Local Control Accountability Plan (LCAP) Mid-Year Update, Part I/Metas del carácter y Plan y control local de rendición de cuentas (LCAP) actualización de mitad de año , parte I – School Leadership (30 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. School Accountability Report Card (SARC) –Reporte de progreso de responsabilidad escolar (SARC) – School Leadership (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

E. September - December Check Registers/Registros de la cuenta bancaria de septiembre a diciembre – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

F. Facilities Update: Core Building Modernization/Actualización de plantel escolar: Modernización del edificio central – HMC Architects/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: _____

V. FUTURE MEETINGS/Próxima Junta

A.) Friday, February 23, 2024 t 5:30pm/viernes, 23 de febrero de 2024 a las 5:30pm

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

A.) LCAP Mid-Year Update

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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Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Friday, December 1, 2023/ viernes, 1 de diciembre de 2023
5:30 pm in Room P

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Alex Hayes at 5:33 PM. Roll call was taken./ La junta fue convocada por Alex Hayes a las 5:33 PM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Elena Garduño-Medina	Parent/Madre (23-26)	X	
	2. José Luis Rodríguez	Parent/Padre (22-25) President/Presidente		X
	3. Alex Dickson	Parent/Madre (21-24)	X	
	4. Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)		X
	5. Alex Hayes	Teacher/Maestro (22-25)	X	
	6. Rosa Lomelí	Teacher/Maestra (21-24)	X	
	Teleconference Location: 12245 Boessow Road, Galt, CA 95632			
	7. Yesenia Ramírez-Huamaní	Community Member/Miembro Comunitario (23-26)	X	
	8. Vacant/Vacante	Community Member/Miembro Comunitario (22-25)		
	9. Nina Sylvains	Community Member/Miembro Comunitario (21-24)	X	
	Teleconference Location: 2994 West Eight Mile Road, Stockton, CA 95209			
	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	
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>		A motion was made to approve the December 1, 2023 agenda <i>Se hizo una moción para aprobar la agenda del 1 de diciembre de 2023</i> 1 st Motion/1 ^a Moción: Garduño-Medina 2 nd Motion/2 ^a Moción: Ramírez Absences/Ausencias: Rodríguez, Yáñez-Gutiérrez Abstentions/Abstenciones: None/ninguna The motion passed with six votes. / <i>La moción pasó con seis votos.</i>	
I.D.a.	Approval of Board Meeting Minutes <i>Aprobación de los minutos de la mesa directiva</i>		A motion was made to approve the September 22, 2023 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 23 de junio 2023.</i> 1 st Motion/1 ^a Moción: Garduño-Medina 2 nd Motion/2 ^a Moción: Dickson Absences/Ausencias: Rodríguez, Yáñez-Gutiérrez Abstentions/Abstenciones: Garduño-Medina, Dickson, Lomelí, Ramírez-Huamaní	

		The motion passed with two votes. / <i>La moción pasó con dos votos.</i>
I.D.a.	Approval of Board Meeting Minutes <i>Aprobación de los minutos de la mesa directiva</i>	A motion was made to approve the October 27, 2023 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 27 de octubre de 2023.</i> 1 st Motion/ <i>1ª Moción</i> : Hayes 2 nd Motion/ <i>2ª Moción</i> : Garduño-Medina Absences/ <i>Ausencias</i> : Rodríguez, Yáñez-Gutiérrez Abstentions/ <i>Abstenciones</i> : Dickson, Hayes The motion passed with four votes. / <i>La moción pasó con cuatro votos.</i>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>
II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN		
II.A.1.	Public Comments <i>Comentarios Públicos</i>	None/ninguna
III. INFORMATIONAL ITEMS/ARTICULOS DE COMUNICACIÓN		
III.1.	Parent Council/Association/Concilio y asociación de padres – Representative/representante	Eduardo de León shared the Parent Council/Association report. <i>Eduardo de León compartió el reporte de Concilio de familias/Asociación de familias.</i>
III.2.	Student Council/Concilio estudiantil – Representative/representante	The Student Council President and Secretary shared the Student Council report. <i>El presidente y la secretaria del Concilio de estudiantes compartieron el reporte del Concilio de estudiantes.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A.	Board Development: Governing Board Updates and Vacancies, Board Member Appointment, Board Retreat Planning (What I Know and Want to Know)/ Desarrollo de la mesa directiva: Actualización de la mesa directiva y puestos vacantes, nombramientos de miembros de la mesa directiva, planeación para el entrenamiento de la mesa directiva (Yo sé y Quisiera Saber)	The following board development items were presented: <i>Los siguientes temas de desarrollo de la mesa directiva se presentaron:</i> 1. Governing Board Updates and Vacancies/ <i>Actualización de la mesa directiva y puestos vacantes</i> 2. Board Member appointment/ <i>Nombramiento de miembros de la mesa directiva</i> A motion was made to approve the appointment of Luisana Victorica for the 2022-2025 community member term. <i>Se hizo una moción para aprobar el nombramiento de Luisana Victorica para la posición de la mesa directiva comunitaria 2022-2025.</i> 1 st Motion/ <i>1ª Moción</i> : Dickson 2 nd Motion/ <i>2ª Moción</i> : Hayes Absences/ <i>Ausencias</i> : Rodríguez, Yáñez-Gutiérrez Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i> 3. Board Retreat planning/ <i>Planeación del entrenamiento de la mesa directiva</i> The board began the completion of the What I Know and Want to Know in preparation for the board retreat. <i>La mesa directiva inició el proceso de completar Yo Sé y Quisiera Saber en preparación para el retiro de la mesa directiva.</i>

	<p align="center">Public Comments <i>Comentarios Públicos</i></p>	<p align="center">None/<i>Ninguno</i></p>
<p align="center">V. FUTURE MEETINGS/PRÓXIMA JUNTA</p> <p>a. Board Retreat: Saturday, December 9, 2023 at 9:00am – <i>sábado, 9 de diciembre de 2023 a las 9:00am</i> b. Regular Board Meeting: Friday, January 26, 2024 at 5:30pm – <i>viernes, 26 de enero de 2024 a las 5:30pm</i></p>		
<p align="center">VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</p>		
<p align="center">VII. ADJOURNMENT/CLAUSURA</p> <p align="center">The board meeting was adjourned at 6:24 PM. / <i>La reunión de la Mesa se terminó a las 6:24PM.</i></p>		



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 2850 49th Street, Sacramento, CA 95817

Minutes/Minutas
BOARD RETREAT/RETIRO DE LA MESA DIRECTIVA
Friday, December 9, 2023/ viernes, 9 de diciembre de 2023
9:00 am in Room P

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Alex Hayes at 9:11 AM. Roll call was taken./ La junta fue convocada por Alex Hayes a las 9:11 AM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Elena Garduño-Medina	Parent/Madre (23-26)	X	
	2. José Luis Rodríguez	Parent/Padre (22-25) President/Presidente	X	
	3. Alex Dickson	Parent/Madre (21-24)	X	
	4. Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)	X	
	5. Alex Hayes	Teacher/Maestro (22-25)	X	
	6. Rosa Lomelí	Teacher/Maestra (21-24)	X	
	7. Yesenia Ramírez-Huamaní	Community Member/Miembro Comunitario (23-26)	X	
	8. Luisana Victorica	Community Member/Miembro Comunitario (22-25)	X	
	9. Nina Sylvains	Community Member/Miembro Comunitario (21-24)		X
	Teleconference Location: 2994 West Eight Mile Road, Stockton, CA 95209			
	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	
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>		A motion was made to approve the December 9, 2023 agenda <i>Se hizo una moción para aprobar la agenda del 9 de diciembre de 2023</i> 1 st Motion/ <i>1ª Moción</i> : Hayes 2 nd Motion/ <i>2ª Moción</i> : Rodriguez Absences/ <i>Ausencias</i> : Sylvains Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with six votes. / <i>La moción pasó con seis votos.</i>	
I.D	Mission <i>Misión</i>		The mission was read aloud. / <i>La misión fue leída en voz alta.</i>	
II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN				
II.A.1.	Public Comments <i>Comentarios Públicos</i>		None/ninguna	
III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN				
IV.A.	Governing Board Member Introductions & Charter 101/Presentaciones de miembros de la mesa directiva & Instrucción al Chárter –School Leadership/Liderazgo escolar		Governing Board members engaged in introductions and a Charter 101 presentation was provided. <i>Miembros de la mesa directiva participaron en una actividad para presentarse y se proveo una presentación de Chárter 101.</i>	

	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.B.	Finance 101/Introducción a Finanzas – Ed Tec, School Leadership/Ed Tec, <i>Liderazgo escolar</i>	Nick Mawad, EdTec, provided a Finance 101 training. <i>Nick Mawad, de EdTec, proveo un entrenamiento de finanzas.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.C.	Governance 101/Introducción a Gobernancia – Board Governance Training/Brown Act/Conflict of Interest/ <i>Entrenamiento de Gobernancia/La Ley Brown/Conflicto de intereses</i> – Jennifer McQuarrie, Law Offices of Jennifer McQuarrie	Jennifer McQuarrie provided a Governance 101 training. <i>Jennifer McQuarrie proveo un entrenamiento de gobernación.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.D.	Operations 101/Introducción a Operaciones – School Leadership/ <i>Liderazgo escolar</i>	School Leadership provided an Operations 101 training. <i>El liderazgo escolar proveo un entrenamiento de operaciones.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.E.	Governing Board Meeting Calendar, Executive Member Elections, Committee Descriptions and Assignments/Calendario de juntas de la mesa directiva, Elecciones para miembros ejecutivos, Descripciones y asignaciones de comités – Board/ <i>Mesa directiva</i>	The following items were addressed: Governing Board meeting calendar, executive member elections, and committee descriptions and assignments. <i>Los siguientes temas se discutieron: calendario de juntas, elecciones de miembros ejecutivos, descripciones y asignaciones a comités.</i> The following were the members nominations for executive positions: <i>Los siguientes miembros se nominaron para los puestos de miembros ejecutivos:</i> President/ <i>Presidente</i> : Alex Hayes Vice-President/ <i>Vicepresidente</i> : Elena Garduño-Medina Treasurer/ <i>Tesorera</i> : Yesenia Ramírez-Huamaní Secretary/ <i>Secretaria</i> : Rosa Lomelí Abstentions/ <i>Abstenciones</i> : Victorica The members were elected with seven votes. / <i>Los miembros se eligieron con siete votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
V. FUTURE MEETINGS/PRÓXIMA JUNTA		
a. Regular Board Meeting: Friday, January 26, 2024 at 5:30pm – <i>viernes, 26 de enero de 2024 a las 5:30pm</i>		
VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VII. ADJOURNMENT/CLAUSURA		
The board meeting was adjourned at 3:16 PM. / <i>La reunión de la Mesa se terminó a las 3:16 PM.</i>		



A California Public School

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

Agenda Item #III1

Board Meeting Date: January 26, 2024

Subject: Student Council

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

Committee/Staff: Student Council

Information:

Student Council Reports:

The Student Council (SC) meeting called to order and began with the Treasurer's report. Our SC Treasurer, Alfredo Vázquez, announced a report of our academic calendar budget (\$2,360.60).

The SC body voted unanimously on participating in the Winter Festival in the form of inviting non-food pop-up vendors with the price of \$50 per vendor. Another unanimous decision was made on planning the spring dance, presumably to take place in April.

The SC members voted on the t-shirt design for the 2023-2024 Student Council.

The SC members split into committees: School Events focused on researching ideas for the Spring Dance, Fundraising worked on posters for the Winter Festival, Spirit Day worked on the January and February Spirit Days, and School Climate worked on the t-shirt design.

The SC voted on January and February spirit days. The final decision was Throwback Day for January 26th and Sports Day for February 23rd.

Future items on the agenda:

- Calendar Spirit days for the year
- Spring dance



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Agenda Artículo #III1

Fecha de la reunión: 26 de enero de 2024

Tema: Concilio estudiantil

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

Comité/Personal: Concilio estudiantil

Información:

Informes del concilio estudiantil:

La reunión del Concilio Estudiantil (SC) se llamó a orden y comenzó con el informe del Tesorero. El tesorero, Alfredo Vasquez, anunció un informe de nuestro presupuesto del calendario académico (\$2,360.60).

El SC votó por unanimidad a favor de participar en el Festival de Invierno invitando a vendedores de artículos no alimentarios con un precio de \$50 por vendedor. Se tomó otra decisión unánime sobre la planificación del baile de primavera, que probablemente tendrá lugar en abril.

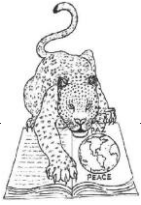
Los miembros del SC votaron sobre el diseño de la camiseta para el Concilio Estudiantil 2023-2024.

Los miembros del SC se dividieron en comités: Eventos Escolares se centraron en investigar ideas para el baile de primavera, Recaudación de Fondos trabajó en carteles para el Festival de Invierno, Día del Espíritu trabajó en los Días del Espíritu de enero y febrero, y Clima Escolar trabajó en el diseño de la camiseta.

El concilio votó por los días del espíritu de enero y febrero. La decisión final fue el día de viernes clásico el 26 de enero y el día de deportes el 23 de febrero.

Próximos puntos del orden del día:

- Calendario de días de espíritus para el resto del año
- Baile de primavera



A California Public School

Agenda Item #III2

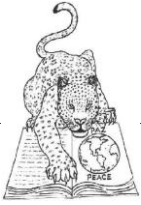
Board Meeting Date: January 26, 2024

Subject: Parent Council

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

Committee: Parent Council, Parent Association

A summary will be provided about meetings and activities that took place in the month of January.



A California Public School

Agenda Item #III2

Board Meeting Date: 26 de enero de 2024

Subject: Concilio de padres

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

Comité: Parent Council

Se brindará un resumen de las reuniones y actividades que se realizaron en el mes de enero.



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A Two-Way Spanish Immersion Charter School

Agenda Item #III3

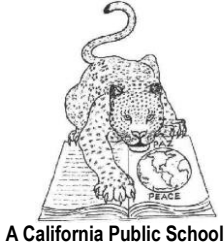
Board Meeting Date: January 26, 2024

Subject: Open Enrollment

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

Information:

Our Open Enrollment period for the 2024-2025 school year will be from January 22nd-March 22nd. During this time, all interested families are highly encouraged to attend one of our information sessions to learn more about our program. During the session, families will have the opportunity to complete an application for the Enrollment Lottery, which takes place in April. It is during the lottery that names for the class lists are chosen. Those who do not make it onto a class list are placed on the waitlist. To learn more about our enrollment process, visit the [Enrollment Page](#) on our website. Anyone interested in signing up for a session is welcome to visit the LAS website (<http://www.lasac.info>) and complete the Enrollment Information Session Request form, available under *Announcements* on our homepage.



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

Agenda Artículo #III3

Fecha de la reunión: 26 de enero de 2024

Tema: Inscripción abierta

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

Información:

Nuestro período de inscripción abierta para el año escolar 2024-2025 será del 22 de enero al 22 de marzo. Durante este tiempo, todas las familias interesadas son animadas a asistir a una de nuestras sesiones de información para aprender más acerca de nuestro programa. Durante la sesión, las familias tendrán la oportunidad de completar una solicitud para el Sorteo de Inscripción, que se lleva a cabo en abril. Es durante el sorteo que se eligen los nombres para las listas de clase. Los que no consiguen entrar en una lista de clase pasan a la lista de espera. Para obtener más información sobre el proceso de inscripción, visite la [página de inscripción](#) de nuestro sitio web. Cualquier persona interesada en inscribirse en una sesión puede visitar el sitio web de LAS (<http://www.lasac.info>) y rellenar el formulario de solicitud de sesión informativa de inscripción, disponible en la sección *Anuncios* de nuestra página principal.

LAS Board Financial Update

NICK MAWAD

JANUARY 26, 2024



- 1. 2022–23 Audit**
 - A. 2022–23 Audit Summary
 - B. Ending Fund Balance

- 2. 2023–24 1st Interim**
 - A. 1st Interim Report Overview
 - B. 1st Interim Financials
 - C. 1st Interim vs. Approved Budget

- 3. 2024–25 State Budget**
 - A. State Budget Process
 - B. January Budget Proposal

2022–23 Audit



2022–23 Audit Summary



\$18.7M in Total Assets, \$12M liquid

\$12.9M Fund Balance (Equity)

In compliance with all state programs

Immaterial post UA adjustments of \$241

2022–23 Operating Income: \$1.27M

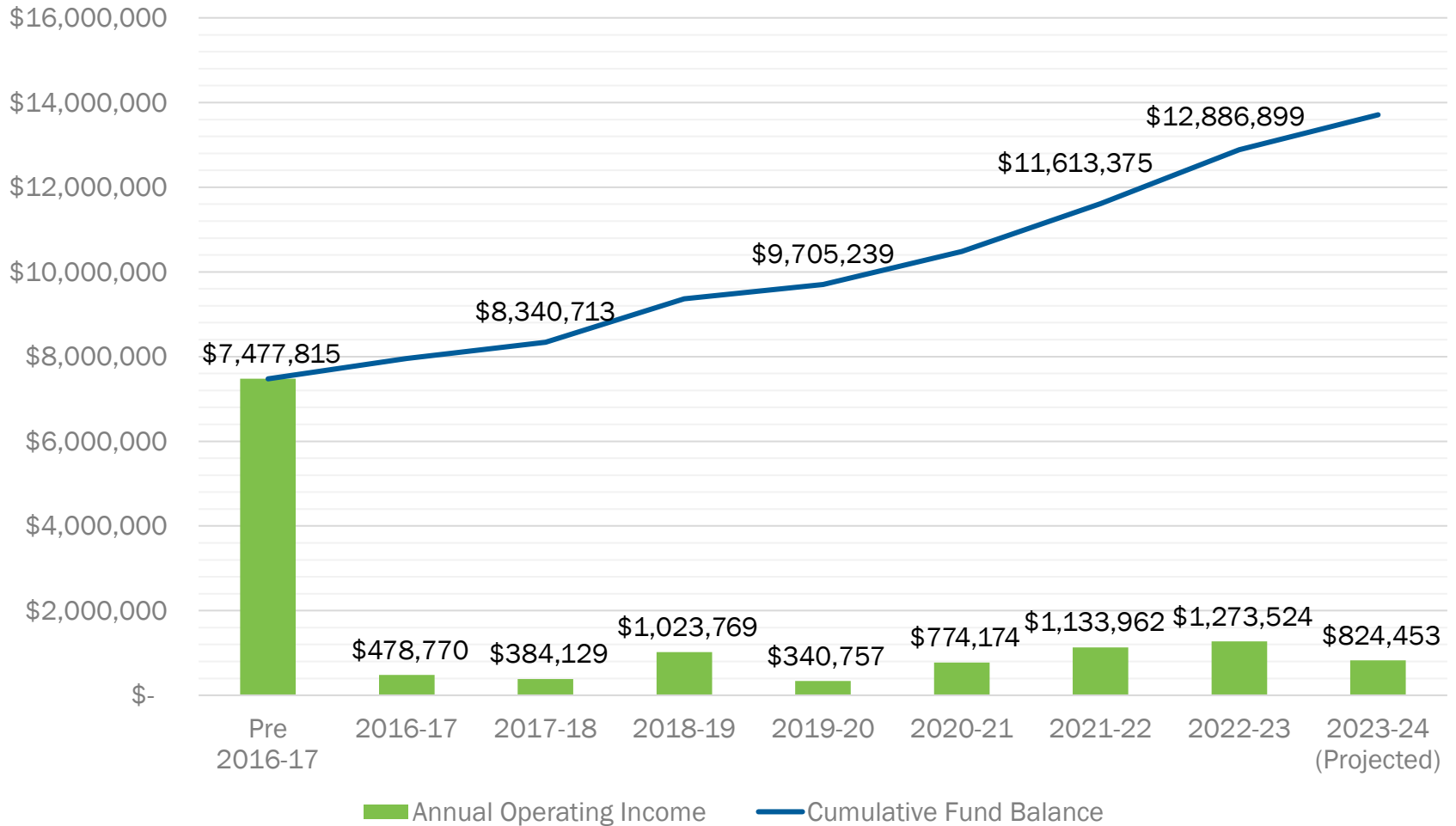
No material weaknesses, no deficiencies, no findings

All LEA's undergo an independent audit each fiscal year

Ending Fund Balance



EFB is the sum of Operating Income's since the creation of the school



2023–24 1st Interim



1st Interim Report Overview



What?

- The district and county's first financial update
- Includes financial data from July–October
- Supplemental materials include Cash Flow and FCMAT Calculator

When?

- Submitted every year
- Due on/before December 15

How?

- Excel workbook submitted to district
- Cover page with signature also submitted

1st Interim Financials



Projecting 2023–24 Operating Income of \$824k

		2023-24	2023-24	Variance
		Budget	Current Forecast	
Revenue	LCFF Entitlement	7,604,884	7,806,217	201,332
	Federal Revenue	954,225	950,445	(3,780)
	Other State Revenues	2,194,899	2,134,405	(60,494)
	Local Revenues	48,300	48,300	-
	Fundraising and Grants	35,000	35,000	-
	Total Revenue	10,837,308	10,974,367	137,058
Expenses	Compensation and Benefits	6,386,009	6,469,732	(83,723)
	Books and Supplies	679,325	679,325	-
	Services and Other Operating	2,368,537	2,414,405	(45,868)
	Depreciation	508,172	508,172	-
	Other Outflows	78,280	78,280	-
	Total Expenses	10,020,323	10,149,914	(129,591)
	Operating Income	816,985	824,453	7,468
	Beginning Balance (Unaudited)	12,170,560	12,886,899	716,339
	Operating Income	816,985	824,453	7,468
	Ending Fund Balance (incl. Depreciation)	12,987,545	13,711,352	723,807
	Ending Fund Balance as % of Expenses	129.6%	135.1%	5.5%

1st Interim vs. Approved Budget



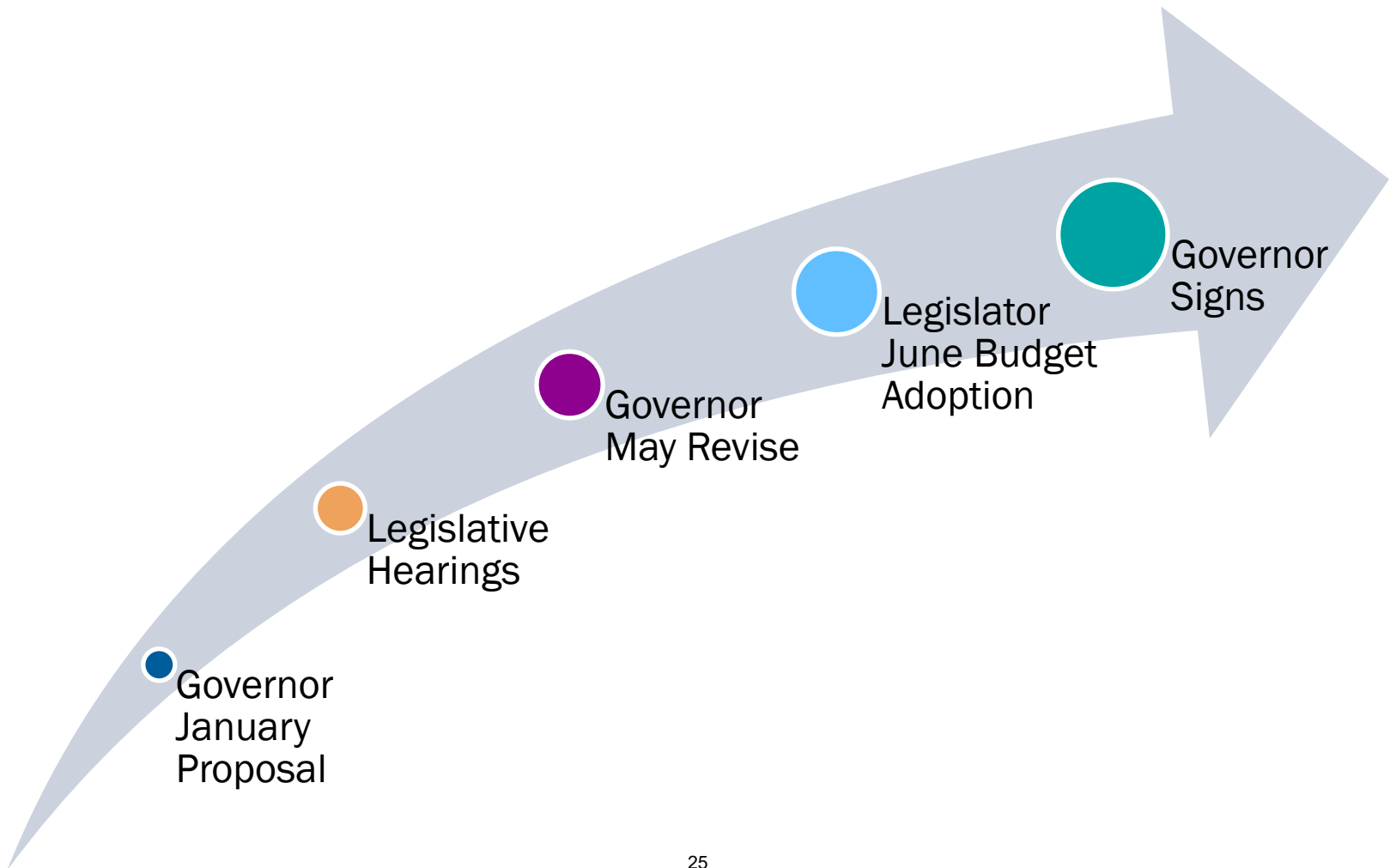
Changes per category highlighted below

CATEGORY	BOTTOM LINE IMPACT	NOTES
Approved Budget	816,985	
LCFF	201,332	State Budget COLA of 8.22%
Federal Revenue	(3,780)	Title funding allocation changes
Services & Other Ops	(45,868)	Various small updates, mostly ELO-P placeholder
Other State Revenue	(60,494)	Smoothing out one-time funding sources over future years
Comp & Benefits	(83,723)	Update to Classified pay scales
Current Forecast	824,453	

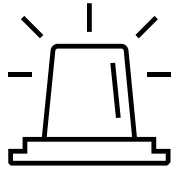
2024–25 State Budget



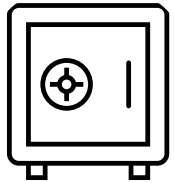
Iterative process with many changes to Governor's Proposal



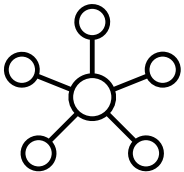
January Budget Proposal



0.76% COLA driven by \$38B projected state budget deficit



Withdrawals from Prop 98 rainy day fund required to satisfy funding mandates



COLA extends to SpEd, Nutrition, MBG, Equity Multiplier, and more

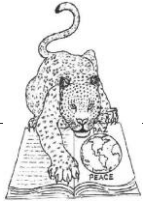


Proposal does not cut programming, but no new funding sources

Thank you!

ANY QUESTIONS?





A California Public School

Agenda Item# IVA

Board Meeting Date: January 26, 2024

Subject: First Interim, 2023-2024

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

Committee: School Leadership

Local educational agencies (LEAs) are required to file two reports during a fiscal year on the status of the LEA's financial health. Charter school are required to submit interim reports to the sponsoring district (SCUSD) and County Office of Education.

The First Interim report is a snapshot in time of the local educational agency's (LEA's) revenue and expenditure forecasts for the current fiscal year as well as a projection of the two subsequent fiscal years.

First interim reports will be compared to adopted budgets through October 31, 2021 and is due December 15th.

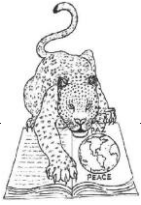
Recommendation:

School Leadership requests that the Governing Board review and approve the First Interim.

Documents Attached:

1. First Interim

First Interim				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				



A California Public School

Agenda Artículo# IVA

Fecha de la Reunión: 26 de enero del 2024

Tema: Primer Reporte Intermedio, 2023-2024

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

Comisión: Liderazgo escolar

Las agencias educativas locales (LEA) están obligadas a presentar dos informes durante un año fiscal sobre el estado de la salud financiera de la LEA. Las escuelas subvencionadas deben presentar informes provisionales al distrito patrocinador (SCUSD) y a la Oficina de Educación del Condado.

El primer informe provisional es un resumen de los ingresos y gastos de la agencia educativa local (LEA) para el año fiscal en curso, así como una proyección de los dos años fiscales siguientes.

Los primeros informes provisionales se compararán con los presupuestos adoptados hasta el 31 de octubre de 2023 y deben entregar el 15 de diciembre.

Recomendación:

El Liderazgo Escolar pide que la Mesa Directiva revise y apruebe el Primer Interino.

Documentos adjuntos:

1. Primer Interino

Estimated Time of Presentation: 10 min
Submitted By: EdTec/School Leadership
Date: 1.23.2024

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

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: The Language Academy of Sacran
(continued) _____
CDS #: 34 67439 0106898
Charter Approving Entity: Sacramento City Unified School Di
County: Sacramento
Charter #: 640
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	4,353,863.99	-	4,353,863.99	610,937.00	-	610,937.00	4,510,550.61	-	4,510,550.61
Education Protection Account State Aid - Current Year	8012	1,656,613.88	-	1,656,613.88	444,099.00	-	444,099.00	1,701,259.48	-	1,701,259.48
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,594,406.57	-	1,594,406.57	-	-	-	1,594,406.57	-	1,594,406.57
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		7,604,884.43	-	7,604,884.43	1,055,036.00	-	1,055,036.00	7,806,216.66	-	7,806,216.66
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	-	213,938.00	213,938.00	-	-	-	-	206,953.00	206,953.00
Special Education - Federal	8181, 8182	-	76,875.00	76,875.00	-	-	-	-	80,080.00	80,080.00
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	663,412.00	663,412.00	-	-	-	-	663,412.00	663,412.00
Total, Federal Revenues		-	954,225.00	954,225.00	-	-	-	-	950,445.00	950,445.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	518,034.61	518,034.61	-	147,030.00	147,030.00	-	565,114.45	565,114.45
All Other State Revenues	StateRevAO	263,933.62	1,412,930.80	1,676,864.42	9,121.31	138,694.00	147,815.31	172,459.76	1,396,831.00	1,569,290.76
Total, Other State Revenues		263,933.62	1,930,965.41	2,194,899.03	9,121.31	285,724.00	294,845.31	172,459.76	1,961,945.45	2,134,405.21
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	83,300.00	-	83,300.00	31,297.65	-	31,297.65	83,300.00	-	83,300.00
Total, Local Revenues		83,300.00	-	83,300.00	31,297.65	-	31,297.65	83,300.00	-	83,300.00
5. TOTAL REVENUES										
		7,952,118.05	2,885,190.41	10,837,308.47	1,095,454.96	285,724.00	1,381,178.96	8,061,976.41	2,912,390.45	10,974,366.86
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	2,443,076.00	138,844.00	2,581,920.00	445,934.50	55,500.49	501,434.99	2,366,805.00	215,115.00	2,581,920.00
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	179,944.00	317,283.00	497,227.00	48,196.36	111,908.38	160,104.74	179,944.00	317,283.00	497,227.00
Other Certificated Salaries	1900	221,983.00	-	221,983.00	25,106.56	-	25,106.56	221,983.00	-	221,983.00
Total, Certificated Salaries		2,845,003.00	456,127.00	3,301,130.00	519,237.42	167,408.87	686,646.29	2,768,732.00	532,398.00	3,301,130.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	(0.00)	230,110.47	230,110.47	21,335.66	40,212.41	61,548.07	57,185.60	186,119.18	243,304.78
Non-certificated Support Salaries	2200	-	337,736.80	337,736.80	18,051.03	43,697.75	61,748.78	37,000.00	304,200.00	341,200.00
Non-certificated Supervisors' and Administrators' Sal.	2300	105,274.00	-	105,274.00	38,760.00	-	38,760.00	105,274.00	-	105,274.00
Clerical and Office Salaries	2400	258,406.50	-	258,406.50	61,085.28	-	61,085.28	283,540.92	-	283,540.92

Other Non-certificated Salaries	2900	169,411.57	345,471.00	514,882.57	75,563.14	38,412.75	113,975.89	184,833.31	364,212.00	549,045.31
Total, Non-certificated Salaries		533,092.07	913,318.27	1,446,410.34	214,795.11	122,322.91	337,118.02	667,833.83	854,531.18	1,522,365.02
3. Employee Benefits										
STRS	3101-3102	543,395.57	87,120.26	630,515.83	99,882.70	27,307.36	127,190.06	528,827.81	101,688.02	630,515.83
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	82,034.09	66,658.23	148,692.32	26,374.92	13,927.60	40,302.52	91,235.90	62,105.01	153,340.91
Health and Welfare Benefits	3401-3402	561,503.10	199,146.24	760,649.34	346,176.42	-	346,176.42	624,819.10	135,830.24	760,649.34
Unemployment Insurance	3501-3502	11,688.97	5,635.00	17,323.97	474.86	182.14	657.00	12,495.21	4,830.00	17,325.21
Workers' Compensation Insurance	3601-3602	40,537.14	16,433.34	56,970.48	37,744.00	-	37,744.00	41,238.79	16,643.15	57,881.94
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	18,675.60	5,641.21	24,316.81	11,301.53	-	11,301.53	20,222.58	6,300.93	26,523.51
Total, Employee Benefits		1,257,834.48	380,634.28	1,638,468.76	521,954.43	41,417.10	563,371.53	1,318,839.40	327,397.34	1,646,236.74
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	35,000.00	107,700.00	142,700.00	124,141.45	4,941.72	129,083.17	128,000.00	14,700.00	142,700.00
Books and Other Reference Materials	4200	61,500.00	46,500.00	108,000.00	21,760.58	-	21,760.58	61,500.00	46,500.00	108,000.00
Materials and Supplies	4300	199,875.00	16,000.00	215,875.00	94,360.42	9,163.55	103,523.97	199,875.00	16,000.00	215,875.00
Noncapitalized Equipment	4400	162,750.00	50,000.00	212,750.00	25,659.07	713.63	26,372.70	162,750.00	50,000.00	212,750.00
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		459,125.00	220,200.00	679,325.00	265,921.52	14,818.90	280,740.42	552,125.00	127,200.00	679,325.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	75,000.00	-	75,000.00	7,692.46	3,715.89	11,408.35	70,000.00	5,000.00	75,000.00
Dues and Memberships	5300	15,000.00	-	15,000.00	11,082.00	-	11,082.00	15,000.00	-	15,000.00
Insurance	5400	114,204.00	-	114,204.00	73,067.00	-	73,067.00	114,204.00	-	114,204.00
Operations and Housekeeping Services	5500	222,000.00	-	222,000.00	21,905.72	-	21,905.72	222,000.00	-	222,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	364,385.00	-	364,385.00	119,498.87	-	119,498.87	364,385.00	-	364,385.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	597,948.01	957,000.00	1,554,948.01	135,827.17	48,837.89	184,665.06	503,327.85	1,097,488.00	1,600,815.85
Communications	5900	23,000.00	-	23,000.00	6,072.51	-	6,072.51	23,000.00	-	23,000.00
Total, Services and Other Operating Expenditures		1,411,537.01	957,000.00	2,368,537.01	375,145.73	52,553.78	427,699.51	1,311,916.85	1,102,488.00	2,414,404.85
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	508,172.00	-	508,172.00	-	-	-	508,172.00	-	508,172.00
Total, Capital Outlay		508,172.00	-	508,172.00	-	-	-	508,172.00	-	508,172.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	78,280.00	-	78,280.00	-	-	-	78,280.00	-	78,280.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		78,280.00	-	78,280.00	-	-	-	78,280.00	-	78,280.00
8. TOTAL EXPENDITURES		7,093,043.56	2,927,279.55	10,020,323.11	1,897,054.21	398,521.56	2,295,575.77	7,205,899.09	2,944,014.53	10,149,913.61
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		859,074.50	(42,089.14)	816,985.36	(801,599.25)	(112,797.56)	(914,396.81)	856,077.33	(31,624.08)	824,453.25

D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-		-	
2. Less: Other Uses	7630-7699			-			-		-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(42,089.14)	42,089.14	-	(112,797.56)	112,797.56	-	(31,624.08)	31,624.08	
4. TOTAL OTHER FINANCING SOURCES / USES		(42,089.14)	42,089.14	-	(112,797.56)	112,797.56	-	(31,624.08)	31,624.08	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)										
		816,985.36	(0.00)	816,985.36	(914,396.81)	-	(914,396.81)	824,453.25	0.00	824,453.25
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	12,170,560.05	-	12,170,560.05	12,886,657.46	-	12,886,657.46	12,886,657.46	-	12,886,657.46
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	241.32	-	241.32	241.32	-	241.32
c. Adjusted Beginning Balance		12,170,560.05	-	12,170,560.05	12,886,898.78	-	12,886,898.78	12,886,898.78	-	12,886,898.78
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,987,545.41	(0.00)	12,987,545.41	11,972,501.97	-	11,972,501.97	13,711,352.03	0.00	13,711,352.03
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-		-	-		0.00	0.00
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	300,609.69		300,609.69	68,867.27		68,867.27	304,497.41		304,497.41
Unassigned/Unappropriated Amount	9790	12,686,935.72	(0.00)	12,686,935.72	11,903,634.70	-	11,903,634.70	13,406,854.62	-	13,406,854.62

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: The Language Academy of Sacra
 (continued)
 CDS #: 34 67439 0106898
 Charter Approving Entity: Sacramento City Unified School
 County: Sacramento
 Charter #: 640
 Fiscal Year: 2023-24

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	4,353,863.99	610,937.00	4,510,550.61	156,686.62	3.60%
Education Protection Account State Aid - Current Year	8012	1,656,613.88	444,099.00	1,701,259.48	44,645.60	2.69%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,594,406.57	-	1,594,406.57	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		7,604,884.43	1,055,036.00	7,806,216.66	201,332.23	2.65%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	213,938.00	-	206,953.00	(6,985.00)	-3.26%
Special Education - Federal	8181, 8182	76,875.00	-	80,080.00	3,205.00	4.17%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	663,412.00	-	663,412.00	-	0.00%
Total, Federal Revenues		954,225.00	-	950,445.00	(3,780.00)	-0.40%
3. Other State Revenues						
Special Education - State	StateRevSE	518,034.61	147,030.00	565,114.45	47,079.84	9.09%
All Other State Revenues	StateRevAO	1,676,864.42	147,815.31	1,569,290.76	(107,573.67)	-6.42%
Total, Other State Revenues		2,194,899.03	294,845.31	2,134,405.21	(60,493.83)	-2.76%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	83,300.00	31,297.65	83,300.00	-	0.00%
Total, Local Revenues		83,300.00	31,297.65	83,300.00	-	0.00%
5. TOTAL REVENUES						
		10,837,308.47	1,381,178.96	10,974,366.86	137,058.40	1.26%

B. EXPENDITURES**1. Certificated Salaries**

Certificated Teachers' Salaries	1100	2,581,920.00	501,434.99	2,581,920.00	-	0.00%
Certificated Pupil Support Salaries	1200	-	-	-	-	
Certificated Supervisors' and Administrators' Salaries	1300	497,227.00	160,104.74	497,227.00	-	0.00%
Other Certificated Salaries	1900	221,983.00	25,106.56	221,983.00	-	0.00%
Total, Certificated Salaries		3,301,130.00	686,646.29	3,301,130.00	-	0.00%

2. Non-certificated Salaries

Non-certificated Instructional Aides' Salaries	2100	230,110.47	61,548.07	243,304.78	13,194.31	5.73%
Non-certificated Support Salaries	2200	337,736.80	61,748.78	341,200.00	3,463.20	1.03%
Non-certificated Supervisors' and Administrators' Sal.	2300	105,274.00	38,760.00	105,274.00	-	0.00%
Clerical and Office Salaries	2400	258,406.50	61,085.28	283,540.92	25,134.42	9.73%
Other Non-certificated Salaries	2900	514,882.57	113,975.89	549,045.31	34,162.74	6.64%
Total, Non-certificated Salaries		1,446,410.34	337,118.02	1,522,365.02	75,954.67	5.25%

3. Employee Benefits

STRS	3101-3102	630,515.83	127,190.06	630,515.83	-	0.00%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	148,692.32	40,302.52	153,340.91	4,648.59	3.13%
Health and Welfare Benefits	3401-3402	760,649.34	346,176.42	760,649.34	-	0.00%
Unemployment Insurance	3501-3502	17,323.97	657.00	17,325.21	1.24	0.01%
Workers' Compensation Insurance	3601-3602	56,970.48	37,744.00	57,881.94	911.46	1.60%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	24,316.81	11,301.53	26,523.51	2,206.70	9.07%
Total, Employee Benefits		1,638,468.76	563,371.53	1,646,236.74	7,767.98	0.47%

4. Books and Supplies

Approved Textbooks and Core Curricula Materials	4100	142,700.00	129,083.17	142,700.00	-	0.00%
Books and Other Reference Materials	4200	108,000.00	21,760.58	108,000.00	-	0.00%
Materials and Supplies	4300	215,875.00	103,523.97	215,875.00	-	0.00%
Noncapitalized Equipment	4400	212,750.00	26,372.70	212,750.00	-	0.00%
Food	4700	-	-	-	-	
Total, Books and Supplies		679,325.00	280,740.42	679,325.00	-	0.00%

5. Services and Other Operating Expenditures

Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	75,000.00	11,408.35	75,000.00	-	0.00%
Dues and Memberships	5300	15,000.00	11,082.00	15,000.00	-	0.00%
Insurance	5400	114,204.00	73,067.00	114,204.00	-	0.00%
Operations and Housekeeping Services	5500	222,000.00	21,905.72	222,000.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	364,385.00	119,498.87	364,385.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,554,948.01	184,665.06	1,600,815.85	45,867.84	2.95%
Communications	5900	23,000.00	6,072.51	23,000.00	-	0.00%

Total, Services and Other Operating Expenditures		2,368,537.01	427,699.51	2,414,404.85	45,867.84	1.94%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	508,172.00	-	508,172.00	-	0.00%
Total, Capital Outlay		508,172.00	-	508,172.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	78,280.00	-	78,280.00	-	0.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		78,280.00	-	78,280.00	-	0.00%
8. TOTAL EXPENDITURES		10,020,323.11	2,295,575.77	10,149,913.61	129,590.50	1.29%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		816,985.36	(914,396.81)	824,453.25	7,467.89	0.91%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		816,985.36	(914,396.81)	824,453.25	7,467.89	0.91%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	12,170,560.05	12,886,657.46	12,886,657.46	716,097.41	5.88%
b. Adjustments/Restatements	9793, 9795	-	241.32	241.32	241.32	New
c. Adjusted Beginning Fund Balance		12,170,560.05	12,886,898.78	12,886,898.78		
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,987,545.41	11,972,501.97	13,711,352.03		

Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	0.00	0.00	New
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	300,609.69	68,867.27	304,497.41	3,887.72	1.29%
Unassigned/Unappropriated Amount	9790	12,686,935.72	11,903,634.70	13,406,854.62	719,918.90	5.67%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: The Language Academy of Sacra
(continued)
CDS #: 34 67439 0106898
Charter Approving Entity: Sacramento City Unified School
County: Sacramento
Charter #: 640
Fiscal Year: 2023-24

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	4,510,550.61	0.00	4,510,550.61	4,749,000.81	4,957,119.19
Education Protection Account State Aid - Current Year	8012	1,701,259.48	0.00	1,701,259.48	1,768,289.37	1,826,466.61
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,594,406.57	0.00	1,594,406.57	1,594,406.57	1,594,406.57
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		7,806,216.66	0.00	7,806,216.66	8,111,696.74	8,377,992.36
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	206,953.00	206,953.00	206,953.00	206,953.00
Special Education - Federal	8181, 8182	0.00	80,080.00	80,080.00	79,950.00	79,950.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	663,412.00	663,412.00	0.00	0.00
Total, Federal Revenues		0.00	950,445.00	950,445.00	286,903.00	286,903.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	565,114.45	565,114.45	564,685.61	564,685.61
All Other State Revenues	StateRevAO	172,459.76	1,396,831.00	1,569,290.76	1,914,974.79	1,948,085.08
Total, Other State Revenues		172,459.76	1,961,945.45	2,134,405.21	2,479,660.40	2,512,770.69
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	83,300.00	0.00	83,300.00	83,300.00	83,300.00
Total, Local Revenues		83,300.00	0.00	83,300.00	83,300.00	83,300.00

5. TOTAL REVENUES		8,061,976.41	2,912,390.45	10,974,366.86	10,961,560.14	11,260,966.05
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,366,805.00	215,115.00	2,581,920.00	2,659,377.60	2,739,158.93
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	179,944.00	317,283.00	497,227.00	512,143.81	527,508.12
Other Certificated Salaries	1900	221,983.00	0.00	221,983.00	228,642.49	235,501.76
Total, Certificated Salaries		2,768,732.00	532,398.00	3,301,130.00	3,400,163.90	3,502,168.82
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	57,185.60	186,119.18	243,304.78	250,603.93	258,122.05
Non-certificated Support Salaries	2200	37,000.00	304,200.00	341,200.00	38,110.00	39,253.30
Non-certificated Supervisors' and Administrators' Sal.	2300	105,274.00	0.00	105,274.00	108,432.22	111,685.19
Clerical and Office Salaries	2400	283,540.92	0.00	283,540.92	292,047.15	300,808.56
Other Non-certificated Salaries	2900	184,833.31	364,212.00	549,045.31	565,516.67	582,482.17
Total, Non-certificated Salaries		667,833.83	854,531.18	1,522,365.02	1,254,709.97	1,292,351.27

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	528,827.81	101,688.02	630,515.83	649,431.30	668,914.24
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	91,235.90	62,105.01	153,340.91	143,737.07	147,775.76
Health and Welfare Benefits	3401-3402	624,819.10	135,830.24	760,649.34	791,075.32	822,718.33
Unemployment Insurance	3501-3502	12,495.21	4,830.00	17,325.21	14,960.42	14,961.51
Workers' Compensation Insurance	3601-3602	41,238.79	16,643.15	57,881.94	55,858.49	57,534.24
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	20,222.58	6,300.93	26,523.51	27,319.21	28,138.79
Total, Employee Benefits		1,318,839.40	327,397.34	1,646,236.74	1,682,381.81	1,740,042.88
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	128,000.00	14,700.00	142,700.00	67,931.00	69,968.93
Books and Other Reference Materials	4200	61,500.00	46,500.00	108,000.00	76,450.00	76,913.50
Materials and Supplies	4300	199,875.00	16,000.00	215,875.00	189,690.00	193,940.70
Noncapitalized Equipment	4400	162,750.00	50,000.00	212,750.00	189,750.00	189,750.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		552,125.00	127,200.00	679,325.00	523,821.00	530,573.13
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	70,000.00	5,000.00	75,000.00	75,000.00	75,000.00
Dues and Memberships	5300	15,000.00	0.00	15,000.00	15,450.00	15,913.50

Insurance	5400	114,204.00	0.00	114,204.00	117,630.12	121,159.02
Operations and Housekeeping Services	5500	222,000.00	0.00	222,000.00	228,660.00	235,519.80
Rentals, Leases, Repairs, and Noncap. Improvements	5600	364,385.00	0.00	364,385.00	213,136.55	219,530.65
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	503,327.85	1,097,488.00	1,600,815.85	1,638,063.11	1,683,608.66
Communications	5900	23,000.00	0.00	23,000.00	23,570.00	24,157.10
Total, Services and Other Operating Expenditures		1,311,916.85	1,102,488.00	2,414,404.85	2,311,509.78	2,374,888.73
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	508,172.00	0.00	508,172.00	822,128.25	822,128.25
Total, Capital Outlay		508,172.00	0.00	508,172.00	822,128.25	822,128.25
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	78,280.00	0.00	78,280.00	80,628.40	83,047.25
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		78,280.00	0.00	78,280.00	80,628.40	83,047.25
8. TOTAL EXPENDITURES		7,205,899.09	2,944,014.53	10,149,913.61	10,075,343.11	10,345,200.33
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		856,077.33	(31,624.08)	824,453.25	886,217.03	915,765.72

Description	Object Code	FY 2023-24			Totals for 2024-25	Totals for 2025-26
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(31,624.08)	31,624.08	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(31,624.08)	31,624.08	0.00	0.00	0.00

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)

F. FUND BALANCE, RESERVES

1. Beginning Fund Balance

a. As of July 1

b. Adjustments to Beginning Balance

c. Adjusted Beginning Balance

2. Ending Fund Balance, June 30 (E + F.1.c.)

Components of Ending Fund Balance:

a. Nonspendable

Revolving Cash (equals object 9130)

Stores (equals object 9320)

Prepaid Expenditures (equals object 9330)

All Others

b. Restricted

c. Committed

Stabilization Arrangements

Other Commitments

d. Assigned

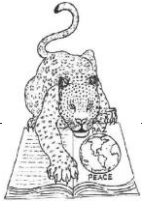
Other Assignments

e. Unassigned/Unappropriated

Reserve for Economic Uncertainties

Unassigned/Unappropriated Amount

	824,453.25	0.00	824,453.25	886,217.03	915,765.72
9791	12,886,657.46	0.00	12,886,657.46	13,711,352.03	14,597,569.07
9793, 9795	241.32	0.00	241.32		
	12,886,898.78	0.00	12,886,898.78	13,711,352.03	14,597,569.07
	13,711,352.03	0.00	13,711,352.03	14,597,569.07	15,513,334.79
9711	0.00	0.00	0.00	0.00	0.00
9712	0.00	0.00	0.00	0.00	0.00
9713	0.00	0.00	0.00	0.00	0.00
9719	0.00	0.00	0.00	0.00	0.00
9740	0.00	0.00	0.00	0.00	0.00
9750	0.00	0.00	0.00	0.00	0.00
9760	0.00	0.00	0.00	0.00	0.00
9780	0.00	0.00	0.00	0.00	0.00
9789	304,497.41	0.00	304,497.41	302,260.29	310,356.01
9790	13,406,854.62	0.00	13,406,854.62	14,295,308.77	15,202,978.78



A California Public School

Agenda Item# IVB

Board Meeting Date: January 26, 2024

Subject: Fiscal Audit 2022-2023

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

Committee: EdTec/School Leadership

Information:

Charter School's are required to submit an annual fiscal audit by December 15th to Sacramento City Unified School District, Sacramento County Office of Education, California Department of Education, and State Treasures office.

The audit includes examining whether financial statements are free of misstatement; review of supporting documents; assessing accounting principles, testing of internal controls, accuracy of state compliance reports and payroll.

In addition, due to the high number of federal funds received by the Language Academy of Sacramento, an additional single audit was necessary to review federal funds. Audit report is submitted to the Federal Audit Clearinghouse (FAC) on behalf of the US Office of Management and Budget (OMB).

BakerTilley, US, LLP, have completed their preliminary financial audit of the Language Academy of Sacramento. Per the final audit report **no findings** were noted for 2022-23 fiscal year.

Documents available for review:

1. Fiscal Audit Report

Fiscal Audit 2022-2023				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

Estimated Time of Presentation: 10 min.
Submitted By: School Leadership
Date: 1.23.2024

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



A California Public School

Agenda Articulo # IVB

Fecha de la Reunión: 26 de enero del 2024

Tema: Auditoría Fiscal 2022-2023

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

Comité: EdTec/Liderazgo escolar

Información:

Las escuelas subvencionadas deben presentar una auditoría fiscal anual antes del 15 de diciembre al Distrito Escolar Unificado de la Ciudad de Sacramento, a la Oficina de Educación del Condado de Sacramento, al Departamento de Educación de California y a la oficina del Tesoro del Estado.

La auditoría incluye el examen de que los estados financieros están libres de errores; la revisión de los documentos justificativos; la evaluación de los principios contables, la comprobación de los controles internos, la exactitud de los informes de cumplimiento del estado y las nóminas.

Además, debido al elevado número de fondos federales recibidos por la Academia de Idiomas de Sacramento, fue necesaria una auditoría única adicional para revisar los fondos federales. El informe de auditoría se presenta a la Cámara de Compensación de Auditorías Federales (FAC) en nombre de la Oficina de Gestión y Presupuesto de EE.UU. (OMB).

BakerTilley, US, LLP, ha completado su auditoría financiera preliminar de la Academia de Idiomas de Sacramento. Según el informe final de auditoría, no se observaron hallazgos para el ejercicio fiscal 2022-23.

Documentos disponibles para revisión:

1. Auditoría Fiscal

Tiempo estimado para la presentación: 10 min.
Entregado por: School Leadership
Fecha: 1.23.2024

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

**The Language Academy
of Sacramento
#0640**

Financial Statements and
Supplementary Information

June 30, 2023

The Language Academy of Sacramento

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June 30, 2023

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Independent Auditors' Report

To the Board of Directors of
The Language Academy of Sacramento

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of The Language Academy of Sacramento (the Organization), which comprise the statement of financial position as of June 30, 2023, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As described in Note 2 to the financial statements, on July 1, 2022, the Organization changed its method of accounting for leases due to the adoption of Accounting Standards Codification Topic 842, *Leases*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations, Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Organization, Schedule of Average Daily Attendance, Schedule of Instructional Time, and Reconciliation of Charter School Unaudited Actuals Financial Report - Alternative Form With Audited Financial Statements are presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2023, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Baker Tilly US, LLP

San Diego, California
December 15, 2023

The Language Academy of Sacramento

Statement of Financial Position

June 30, 2023

Assets

Current Assets

Cash	\$ 9,414,709
Accounts receivable	2,468,311
Prepaid expenses	104,061

Total current assets 11,987,081

Property and Equipment, Net

6,582,905

Right-of-Use Assets, Net

148,354

Total assets \$ 18,718,340

Liabilities and Net Assets

Current Liabilities

Accounts payable	\$ 52,610
Accrued expenses	621,626
Due to grantors	24,517
Deferred revenue	1,483,009
Loan payable, current portion	135,605
Operating lease liability, current portion	<u>30,734</u>

Total current liabilities 2,348,101

Long-Term Liabilities

Loan payable, net of current portion	3,364,413
Operating lease liability, net of current portion	<u>118,928</u>

Total liabilities 5,831,442

Net Assets

Net assets without donor restrictions, undesignated 12,886,898

Total net assets 12,886,898

Total liabilities and net assets \$ 18,718,340

See notes to financial statements

The Language Academy of Sacramento

Statement of Activities

Year Ended June 30, 2023

	Without Donor Restrictions
Revenues	
Revenue limit sources:	
State aid	\$ 5,085,249
Education protection account	469,594
In-lieu of property taxes	1,566,680
Federal revenues	993,599
State revenues	1,388,022
Local revenues:	
Donations	48,058
Miscellaneous	57,629
	<u>9,608,831</u>
Total revenues	
Expenses	
Program services:	
Education	7,178,928
Support services:	
Management and general	1,106,741
Other services:	
Fundraising activities	49,638
	<u>8,335,307</u>
Total expenses	
Change in net assets	1,273,524
Net Assets, Beginning	<u>11,613,374</u>
Net Assets, Ending	<u><u>\$ 12,886,898</u></u>

See notes to financial statements

The Language Academy of Sacramento

Statement of Functional Expenses

Year Ended June 30, 2023

	<u>Program Services</u>	<u>Support Services</u>	<u>Other Services</u>	<u>Total</u>
	<u>Education</u>	<u>Management and General</u>	<u>Fundraising</u>	
Certificated salaries	\$ 3,003,272	\$ 96,388	\$ -	\$ 3,099,660
Classified salaries	1,083,833	111,107	-	1,194,940
Employee benefits	1,451,454	68,189	-	1,519,643
Books and supplies	477,931	60,934	-	538,865
Travel and conferences	9,270	-	-	9,270
Dues and memberships	11,618	-	-	11,618
Insurance	-	106,765	-	106,765
Operation and housekeeping services	-	174,832	-	174,832
Rental, leases, repairs, and noncapitalized improvements	89,240	60,758	-	149,998
Direct support/indirect cost charges	-	70,796	-	70,796
Professional/consulting services and operating expenditures	646,693	151,809	49,638	848,140
Communications	24,488	6,122	-	30,610
Depreciation	381,129	127,043	-	508,172
Interest expense	-	71,998	-	71,998
Total expenses	<u>\$ 7,178,928</u>	<u>\$ 1,106,741</u>	<u>\$ 49,638</u>	<u>\$ 8,335,307</u>

See notes to financial statements

The Language Academy of Sacramento

Statement of Cash Flows
Year Ended June 30, 2023

Cash Flows From Operating Activities

Change in net assets	\$ 1,273,524
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	508,172
Change in operating assets and liabilities	
Accounts receivable	214,689
Prepaid expenses	(42,639)
Right of use assets, net	1,308
Accounts payable	37,269
Accrued expenses	101
Due to grantors	44,729
Deferred revenue	1,040,652
	<u>3,077,806</u>
Net cash flows provided by operating activities	<u>3,077,806</u>

Cash Flows From Financing Activities

Payments on loan payable	<u>(132,933)</u>
Net cash flows used in financing activities	<u>(132,933)</u>
Net increase in cash	2,944,873

Cash, Beginning

6,469,836

Cash, Ending

\$ 9,414,709

Supplemental Disclosures of Cash Flow Information

Cash paid for interest	<u>\$ 71,998</u>
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The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

1. Organization and Mission

The Language Academy of Sacramento (the Organization) is a nonprofit public benefit corporation. The Organization was petitioned and approved through the Sacramento City Unified School District for a five-year period ending on June 30, 2024. The Organization was incorporated in the State of California on December 17, 2003.

The Organization commenced operations during the 2004-2005 fiscal year and currently serves approximately 600 students in Transitional kindergarten through Grade 8. The Organization is a two-way Spanish immersion charter school offering educational programs which develop high academic achievement, bilingualism and bi-literacy, multi-cultural competence, social responsibility, background knowledge, experiential learning, and home and school partnership.

2. Summary of Significant Accounting Policies

Financial Statement Presentation

In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) No. 2016-14, *Not for Profit Entities (Topic 958), Presentation of Financial Statements of Not-for-Profit Entities*, the Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Net Assets Without Donor Restrictions - Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. As of June 30, 2023, the Organization has no assets that have been designated by the Board of Directors for operating reserves and future program development.

Net Assets With Donor Restrictions - Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. As of June 30, 2023, the Organization had no net assets with donor restrictions.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applicable to not-for-profit Organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

Income Taxes

The Organization is exempt from income taxes under Internal Revenue Code Section 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Organization uses the same accounting methods for tax and financial reporting.

GAAP provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt Organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

Cash and Cash Equivalents

Cash and cash equivalents are from time to time variously composed of cash on hand and liquid investments with original maturities of three months or less. At June 30, 2023, the Organization had no cash equivalents.

Property and Equipment

Property and Equipment are recorded at cost and depreciated under the straight-line method over their estimated useful lives of three years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred.

Revenue Sources and Recognition

The Organization primarily receives funds from the California Department of Education (CDE). Revenue limit sources and state revenues received from the CDE are determined based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs.

Contributions and Grants

The Organization receives federal, state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

Revenue from contributions and grant income is evaluated under ASU No. 2018-08 and is accounted for as nonreciprocal transactions. Unconditional contributions and grants received are recorded as net assets with donor restrictions or net assets without donor restrictions depending on the existence and nature of any donor restrictions. Support that is not restricted by the donor is reported as an increase in net assets without restrictions. All other donor restricted support is reported as an increase in net assets with donor restrictions. When a restriction expires (that is when a stipulated time restrictions ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions.

The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

Deferred Revenue

Deferred revenue represents grant funds received, but not expended. These funds must be expended in accordance with the provisions of the contract to which they apply or refunded if not expended under the terms of the contract. As of June 30, 2022, the Organization had \$1,483,009 in deferred revenue which related to state funding as shown below:

Expanded Learning Opportunities Program	\$	609,865
Educator Effectiveness Block Grant		85,475
Arts, Music and Instructional Materials Discretionary Block Grant		189,948
Learning Recovery Emergency Block Grant (Prop 98)		535,297
Universal Pre-kindergarten Planning & Implementation Grant		<u>62,424</u>
Total funds received but not expended	\$	<u>1,483,009</u>

Accounts Receivable

Accounts receivable are recorded based on the amount expected to be collected from the federal and state government agencies. The amount recorded is based on apportionment schedules issued by the California Department of Education throughout the fiscal year. Management believes that collections of accounts receivable is reasonably assured based on the nature of the receivable coming from government agencies. As such, no allowance for doubtful accounts has been provided.

Functional Allocation of Expenses

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

Leases

Effective July 1, 2022, the Organization adopted FASB Accounting Standards Update No. 2016-02, *Leases (Topic 842)*, and all related amendments using the modified retrospective approach. The Organization's 2022 financial statements continue to be accounted for under the FASB's Topic 840 and have not been adjusted.

ASU No. 2016-02 requires lessees to recognize the assets and liabilities that arise from leases on the statement of financial position. At lease inception, leases are classified as either finance leases or operating leases with the associated right-of-use asset and lease liability measured at the net present value of future lease payments. Operating leases are expensed on a straight-line basis as lease expense over the noncancelable lease term. Expenses for finance leases are comprised of the amortization of the right-of-use asset and interest expense recognized based on the effective interest method. At the date of adoption, the Organization recorded operating lease right-of-use assets and lease liabilities of \$170,163 and \$170,163, respectively.

The new standard provides for several optional practical expedients. Upon transition to Topic 842, the Organization elected:

- The package of practical expedients permitted under the transition guidance which does not require the Organization to reassess prior conclusions regarding whether contracts are or contain a lease, lease classification and initial direct lease costs;
- The practical expedient to use hindsight in determining the lease term (that is, when considering options to extend or terminate the lease or to purchase the underlying asset) and in assessing impairment of the Organization's right-of-use assets.

The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

The new standard also provides for several accounting policy elections, as follows:

- The Organization has elected the policy not to separate lease and nonlease components for all asset classes.
- When the rate implicit in the lease is not determinable, rather than use the Organization's incremental borrowing rate, the Organization elected to use a risk-free discount rate for the initial and subsequent measurement of lease liabilities for all asset classes;
- The Organization elected not to apply the recognition requirements to all leases with an original term of 12 months or less, for which the Organization is not likely to exercise a renewal option or purchase the asset at the end of the lease; rather, short term leases will continue to be recorded on a straight-line basis over the lease term;

Additional required disclosures for Topic 842 are contained in Note 8.

3. Cash

Cash at June 30, 2023, consisted of the following:

Cash in bank	<u>\$ 9,414,709</u>
Total cash	<u><u>\$ 9,414,709</u></u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts.

4. Accounts Receivable

Accounts receivable at June 30, 2023, consisted of the following:

Revenue limit sources:	
State aid	\$ 774,272
In-lieu of property taxes	631,612
Federal revenues	567,260
State revenues	161,167
Local revenues:	
Miscellaneous	<u>334,000</u>
Total accounts receivable	<u><u>\$ 2,468,311</u></u>

The Language Academy of Sacramento

Notes To Financial Statements
June 30, 2023

5. Property and Equipment, Net

Property and Equipment, net at June 30, 2023, consisted of the following:

Construction in progress	\$	449,347
Site improvements		8,973,097
Land improvements		1,253,141
Equipment		<u>464,162</u>
Total Property and Equipment		11,139,747
Less accumulated depreciation		<u>(4,556,842)</u>
Property and Equipment, net	\$	<u>6,582,905</u>

During the fiscal year ended June 30, 2023, a total of \$508,172 was charged to depreciation expense.

6. Accrued Expenses

At June 30, 2023, accrued expenses consisted of the following:

Payroll and payroll taxes	\$	276,571
District oversight		70,796
Pension and other expense		<u>274,259</u>
Total accrued expenses	\$	<u>621,626</u>

7. Loan Payable

Prop 1D Loan

In 2011, the Organization applied to the Prop 1D Bond Program through the State Allocation Board and California School Finance Authority for both rehabilitation work and new construction at its current site of operations. The application was subsequently approved and between 2012 and 2015, the Organization was apportioned and received a total of \$11,533,532 in funding. The structure of the Prop 1D Program is to provide 50% of the final approved project costs in the form of a grant and 50% in the form of a lease or long-term loan. The final project was certified in the amount of \$9,159,899. The Organization has paid back a total amount of \$1,458,502 of the original long-term liability that was recorded.

The long-term loan is to be repaid over 30 years at an interest rate no less than 2%. The interest rate was set using the lower of the rate paid on funds in the Pooled Money Investment Account as of the date of disbursement of the funding or at a rate equal to 50% of the interest rate paid by the state on the most recent sale of state general obligation bonds, and the interest rate was computed according to the true interest cost method, as stated in the California Education Code, Section 17078.57. The loan is secured by the Organization's future state apportionments. The long-term loan has maturity date of May 2044.

The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

Future principal payments on the loan are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years ending June 30:			
2024	\$ 135,605	\$ 69,326	\$ 204,931
2025	138,330	66,600	204,930
2026	141,111	63,820	204,931
2027	143,947	60,983	204,930
2028	146,841	58,090	204,931
Thereafter	2,794,184	484,703	3,278,887
	<u>\$ 3,500,018</u>	<u>\$ 803,522</u>	<u>\$ 4,303,540</u>

Changes in loan payable obligations for the fiscal year ended June 30, 2023, are as follows:

	<u>Balance June 30, 2022</u>	<u>Payments</u>	<u>Balance June 30, 2023</u>	<u>Due in One Year</u>
Prop 1D Loan	\$ 3,632,951	\$ (132,933)	\$ 3,500,018	\$ 135,605
Total	<u>\$ 3,632,951</u>	<u>\$ (132,933)</u>	<u>\$ 3,500,018</u>	<u>\$ 135,605</u>

8. Leases

Leases during the year ended June 30, 2023 consist of leases of equipment, located at in Sacramento, California. There are no leases with variable payments, terms with residual value guarantees, or restrictions.

Right-of-use assets represent the Organization's right to use an underlying asset for the lease term, while lease liabilities represent the Organization 's obligation to make lease payments arising from the lease. Right-of-use assets and lease liabilities are recognized at the commencement date of a lease based on the net present value of lease payments over the lease term.

The Organization's leases do not include options to renew.

In determining the discount rate used to measure the right-of-use assets and lease liabilities, the Organization uses a risk-free rate based on U.S. Treasury notes for similar terms.

Right-of-use assets are assessed for impairment in accordance with the Organization's long-lived asset policy. The Organization reassesses lease classification and remeasures right-of-use assets and lease liabilities when a lease is modified and that modification is not accounted for as a separate new lease or upon certain other events that require reassessment in accordance with Topic 842.

The Organization made significant assumptions and judgments in applying the requirements of Topic 842. In particular, the Organization:

- Evaluated whether a contract contains a lease, by considering factors such as whether the Organization obtained substantially all rights to control an identifiable underlying asset and whether the lessor has substantive substitution rights;
- Determined whether contracts contain embedded leases;

The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

- Evaluated leases with similar commencement dates, lengths of term, renewal options or other contract terms, which therefore meet the definition of a portfolio of leases, whether to apply the portfolio approach to such leases;

The Organization does not have any material leasing transactions with related parties.

The following table summarizes the lease right-of-use assets and lease liabilities as of June, 30, 2023:

Right-of-use assets:	
Operating leases	\$ 148,354
	<u>148,354</u>
Total right-of-use assets	\$ 148,354
	<u>148,354</u>
Lease liabilities:	
Current operating lease liabilities	\$ 30,734
Long term operating lease liabilities	118,928
	<u>118,928</u>
Total lease liabilities	\$ 149,662
	<u>149,662</u>

Below is a summary of expenses incurred pertaining to leases during the year ended June 30, 2023:

Operating lease expense	\$ 26,536
	<u>26,536</u>
Tota lease expense	\$ 26,536
	<u>26,536</u>
Weighted average remaining lease term (in years):	
Operating leases	4.54
Weighted average discount rate:	
Operating leases	4.02%

The table below summarizes the Organization's scheduled future minimum lease payments for years ending after June 30, 2023:

Year ending June 30:	
2024	\$ 36,061
2025	36,868
2026	36,868
2027	36,868
2028	16,977
	<u>163,642</u>
Total lease payments	163,642
Less present value discount	<u>(13,980)</u>
Total lease liabilities	149,662
Less current portion	<u>(30,734)</u>
Long-term lease liabilities	\$ 118,928
	<u>118,928</u>

The Language Academy of Sacramento

Notes To Financial Statements

June 30, 2023

The following table includes supplemental cash flow and noncash information related to the leases for the year ended June 30, 2023:

Cash paid for amounts included in the measurement of lease liabilities:	
Operating cash flows from operating leases	\$ 25,229
Right-of-use assets obtained in exchange for lease liabilities:	
Operating leases	\$ 170,163

9. Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

Plan Description and Funding Policy

STRS

Plan Description

The Organization contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

According to the most recently available actuarial valuation report as of June 30, 2022, total plan net assets are \$300 billion, the total actuarial present value of projected plan benefits is \$434.2 billion, contributions from all employers totaled \$6.5 billion and the plan is 74.4% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members are required to contribute 10.25% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2022-2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal year ending June 30, 2023, were \$568,381 and equal 100% of the required contributions for the year.

The Language Academy of Sacramento

Notes To Financial Statements
June 30, 2023

10. Joint Powers Agreement

The Organization entered into a Joint Powers Agreement (JPA) known as the California Charter Schools Association Joint Powers Authority (CCSA-JPA), a self-insurance plan for workers' compensation, property/casualty, and school board liability insurance. The CCSA-JPA is governed by a board consisting of a representative from each member Organization. The board controls the operation of the CCSA-JPA including selection of management and approval of operating budgets, independent of any influence by the member Organizations beyond their representation on the board. Each member Organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a separate entity which is audited by an independent accounting firm. The Organization paid the CCSA-JPA \$106,766 in insurance premiums during the year ended June 30, 2023.

11. Liquidity and Availability of Financial Assets

The Organization manages its cash available to meet general expenditures following three guiding principles:

- Operating with a prudent range of financial soundness and stability,
- Maintaining adequate liquid assets, and
- Maintaining sufficient reserves to provide reasonable assurance that long term grant commitments and obligations under endowments with donor restrictions and quasi-endowments that support mission fulfillment with continue to be met, ensuring the sustainability of the Organization.

The Organization's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

Cash	\$ 9,414,709
Accounts receivable	<u>2,468,311</u>
Total financial assets available within one year	<u>\$ 11,883,020</u>

The Language Academy of Sacramento

Notes To Financial Statements
June 30, 2023

12. Commitments and Contingencies

State Allowances, Awards, and Grants

The Organization has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, management believes that any required reimbursement will not be material.

13. Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through December 15, 2023, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

The Language Academy of Sacramento

Organization
June 30, 2023

The Language Academy of Sacramento is a Transitional kindergarten through Grade 8 Charter School and was granted its charter renewal by the Sacramento City Unified School District on March 2014, pursuant to the terms of the Charter Schools Act of 1992, as amended.

The Board of Directors for the fiscal year ended June 30, 2023, was comprised of the following members:

Member	Office	Term	Term Expiration
José Luis Rodríguez	President	3 Years	June 30, 2025
Ray Dizon	Treasurer	1 Year	June 30, 2024
Alexander Hayes	Member	3 Years	June 30, 2025
Laura Lomeli	Secretary	3 Years	June 30, 2023 extended until filled
Fernando Aceves	Member	3 Years	June 30, 2023 extended until filled
Nina Sylvains	Member	3 Years	June 30, 2023 extended until filled

Administration

Name	Position
Eduardo de León	Executive Director
Judy Morales	Business and Operations Officer

The Language Academy of Sacramento

Schedule of Average Daily Attendance
Year Ended June 30, 2023

	<u>Second Period Report</u>	<u>Annual Report</u>
Transitional Kindergarten / Kindergarten - Grade 3	266.50	267.59
Grades 4 - 6	188.76	189.28
Grades 7 - 8	<u>121.27</u>	<u>121.61</u>
Total	<u>576.53</u>	<u>578.48</u>

The Organization is 100% classroom-based and generates no ADA from an independent study program.

The Language Academy of Sacramento

Schedule of Instructional Time
Year Ended June 30, 2023

Grade Level	2022-23 Minutes Requirement	2022-23 Actual Minutes	Number of Traditional Calendar	Status
Kindergarten	36,000	44,025	175	In compliance
Grade 1	50,400	54,525	175	In compliance
Grade 2	50,400	54,525	175	In compliance
Grade 3	50,400	54,525	175	In compliance
Grade 4	54,000	54,525	175	In compliance
Grade 5	54,000	54,525	175	In compliance
Grade 6	54,000	56,490	175	In compliance
Grade 7	54,000	56,490	175	In compliance
Grade 8	54,000	56,490	175	In compliance

The Language Academy of Sacramento

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2023

Federal Grantor/ Pass-Through Grantor/Program Title	Federal ALN Number	Pass-Through Entity Identifying Number	Federal Expenditures 6/30/2023
U.S. Department of Education			
Passed through California Department of Education:			
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 177,222
NCLB: Title II, Part A, Teacher Quality	84.367	14341	25,085
NCLB: Title IV Student Support and Academic Enrichment Grant	84.424	15396	13,765
COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425C	15536	47
COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	15536	530,511
COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10161	132,628
Special Education IDEA Cluster			
Special Education: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	<u>114,341</u>
Total Special Education IDEA Cluster			<u>114,341</u>
Total U.S. Department of Education			<u>993,599</u>
Total Expenditures of Federal Awards			<u>\$ 993,599</u>

The Language Academy of Sacramento

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of The Language Academy of Sacramento under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of The Language Academy of Sacramento, it is not intended to and does not present the financial position, changes in net assets, or cash flows of The Language Academy of Sacramento.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The Language Academy of Sacramento elected to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

The Language Academy of Sacramento

Reconciliation of Charter School Unaudited Actuals Financial Report - Alternative Form
With Audited Financial Statements
Year Ended June 30, 2023

June 30, 2023, Charter School Unaudited Actual Financial Report - Alternative Form, Ending Fund Balance	<u>\$ 12,886,657</u>
Adjustments and Reclassifications	
Increasing (decreasing) the fund balance:	
Cash and cash equivalent	(917)
Right-of-use assets	(645)
Accounts payable	(530)
Long term liabilities	2,334
Rounding adjustment	<u>(1)</u>
Net adjustments and reclassifications	<u>241</u>
June 30, 2023, Audited Financial Statements, Net Assets	<u><u>\$ 12,886,898</u></u>

**Report on Internal Control
Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of
Financial Statements Performed in Accordance
With *Government Auditing Standards***

Independent Auditors' Report

To the Board of Directors of
The Language Academy of Sacramento

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of The Language Academy of Sacramento (the Organization), which comprise the Organization's statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Baker Tilly US, LLP

San Diego, California
December 15, 2023

**Report on Compliance
for Each Major Federal Program and
Report on Internal Control Over Compliance
Required by the Uniform Guidance**

Independent Auditors' Report

To the Board of Directors of
The Language Academy of Sacramento

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Programs

We have audited The Language Academy of Sacramento's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2023. The Organization's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal programs. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of each major federal programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Baker Tilly US, LLP

San Diego, California
December 15, 2023

Report on State Compliance and on Internal Control over Compliance for State Programs

Independent Auditors' Report

To the Board of Directors of
The Language Academy of Sacramento

Opinion

We have audited The Language Academy of Sacramento (the Organization) compliance with the requirements specified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the Organization's state program requirements identified below for the year ended June 30, 2023.

In our opinion, the Organization complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards* and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards* and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant	Not Applicable
Transitional Kindergarten	Yes
Attendance	Yes
Mode of Instruction	Yes
Non-classroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Non-classroom-Based Instruction	Not Applicable
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant	Not Applicable

The term "Not Applicable" is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Baker Tilly US, LLP

San Diego, California
December 15, 2023

The Language Academy of Sacramento

Schedule of Findings and Questioned Cost
Year Ended June 30, 2023

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	_____ yes	_____ X	no
Significant deficiency(ies) identified?	_____ yes	_____ X	none reported

Noncompliance material to financial statements noted? _____ yes _____ X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?	_____ yes	_____ X	no
Significant deficiency(ies) identified?	_____ yes	_____ X	none reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a) of the Uniform Guidance? _____ yes _____ X no

Auditee qualified as low-risk auditee? _____ yes _____ X no

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Identification of major federal programs:

Assistance Listing Number	Name of Federal Program or Cluster
84.425C	COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund
84.425D	COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund
84.425U	COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss

State Awards

Internal control over state programs:

Material weakness(es) identified?	_____ yes	_____ X	No
Significant deficiency(ies) identified?	_____ yes	_____ X	none reported

Type of auditor's report issued on compliance for state programs: Unmodified

The Language Academy of Sacramento

Schedule of Findings and Questioned Cost
Year Ended June 30, 2023

Section II - Financial Statement Findings

None.

Section III - Federal Award Findings and Questioned Costs

None.

Section IV - State Award Findings and Questioned Costs

None.

The Language Academy of Sacramento

Summary Schedule of Prior Findings
Year Ended June 30, 2023

<u>Findings/Recommendations</u>	<u>Current Status</u>	<u>Explanation if not Implemented</u>
None	N/A	N/A



Board Meeting Date: January 22, 2024

Subject: LAS Academic Accountability 101: Charter Goals, LCAP and LCAP Mid-Year (*New*)

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

Background:

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

Governing Board members are responsible for:

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

Starting this year, all districts and charter schools are required to publicly share via its governing board meeting the following before the end of February:

- 1) The LCAP Mid-Year Update
- 2) All available mid-year outcome data related to metrics ; and
- 3) Mid-year expenditure and implementation data on all actions.

The main idea of the mid-year update is to illustrate the approved June, 2023 LCAP actions and services that have been implemented.

Overview of LAS Accountability System and CAASPP Analysis:

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



A California Public School

Attachments:

- 1) Academic Accountability 101 Presentation
- 2) LCAP Mid-Year Update v012324
- 3) CA Dashboard

LAS LCAP Supplement				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodriguez, José Luis				
Dickson, Alex				
Hayes, Alex				
Lomelí, Rosa				
Ramírez-Huamani, Yesenia				
Sylvains, Nina				
Yañez-Gutierrez, Adriana				
Victorica, Luisana				
Totals:				

Estimated Time of Presentation: 30 min
Submitted By: Bersola
Date: 012324

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



Fecha de la Reunión: 22 de enero de 2024

Tema: Información básica de responsabilidad académica: *Responsabilidad académica básica de LAS: Metas del chárter, LCAP y LCAP de Mitad de año*

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

Contexto:

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

Los miembros de la Mesa Directiva son responsables de:

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

Comenzando este año, todos los distritos y escuelas autónomas deben compartir públicamente a través de la junta de su Mesa directiva antes de fines de febrero lo siguiente:

1. Actualización de mitad de año del LCAP
2. Todos los datos de resultados de mitad de año disponibles relacionados con las métricas; y
3. Gastos de mitad de año y datos de implementación de todas las acciones.

La idea principal de la actualización de mitad de año es ilustrar las acciones y los servicios del LCAP aprobado de junio de 2023 que se han implementado.

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

Basado en la investigación de inmersión dual y adquisición de un segundo idioma, toma aproximadamente de cinco a siete años desarrollar la competencia cognitiva del lenguaje académico (CALP). Con la alfabetización bilingüe en aproximadamente siete años como meta final, LAS supervisa estratégicamente el rendimiento de los estudiantes en períodos de grado críticos. La progresión del grado de alfabetización bilingüe de LAS se divide en tres etapas: Etapa 1: Alfabetización bilingüe emergente, Etapa 2: Alfabetización bilingüe en expansión y Etapa 3: Alfabetización bilingüe completa. Debido a su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa 2 temprana reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas en estos niveles se realizan principalmente en español. Al final de la Etapa 2, muchos estudiantes realizan la transferencia académica lingüística como se esperaba en los programas de inmersión en dos idiomas. Por lo tanto, es más apropiado que LAS utilice los datos de la evaluación estandarizada de inglés del final del quinto grado como base para el análisis del crecimiento individual del estudiante. Para los grados 7 y 8 en la Etapa 3, el dominio del



Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

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

Adjunto:

- 1) Presentación de Información Básica de Responsabilidad Académica
- 2) Actualización del LCAP de mitad de año v012324
- 3) Estado de Dashboard

Tiempo estimado para la presentación: 30 min.
Entregado por: Bersola
Fecha: 012324

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

*The CA Dashboard *** The LAS Charter *** The LAS LCAP*

Goals: AP=Academic Performance, AE: Academic Engagement, CC: Conditions and Climate

AP Goal: (High academics)

By End of Stage 3 (EOS), LAS Gr8 Cohort will show an upward trajectory in English Language Arts (ELA), Spanish Language Arts (SLA), and Mathematics, and English Learner Reclassification Percentage.

AE Goal: (Low absenteeism)

By the end of the year, LAS will meet its attendance rate goal of 95% or higher schoolwide and with significant subgroups: Latino, EL, RFEP, SPED, Socio-economic Disadvantaged (SED) within 2% margin.

CC Goal: (Low suspension; *happy* place to teach and learn)

By the end of the year, LAS will meet its suspension rate of less than 3% schoolwide and with subgroups within 2% margin. Also, LAS school survey will reflect 90% or above stakeholder satisfaction.

Tablero de CA *** Charter de LAS *** LCAP de LAS

Objetivos: AP=Rendimiento académico, AE: Participación académico, CC: Condiciones y ambiente

Objetivo AP: (Académicos altos)

Al final de la Etapa 3 (EOS), el grupo de LAS de Gr8 mostrará una trayectoria ascendente en artes del lenguaje inglés (ELA), artes del lenguaje español (SLA) y matemáticas, y porcentaje de reclasificación de aprendices de inglés.

Objetivo AE: (Ausentismo bajo)

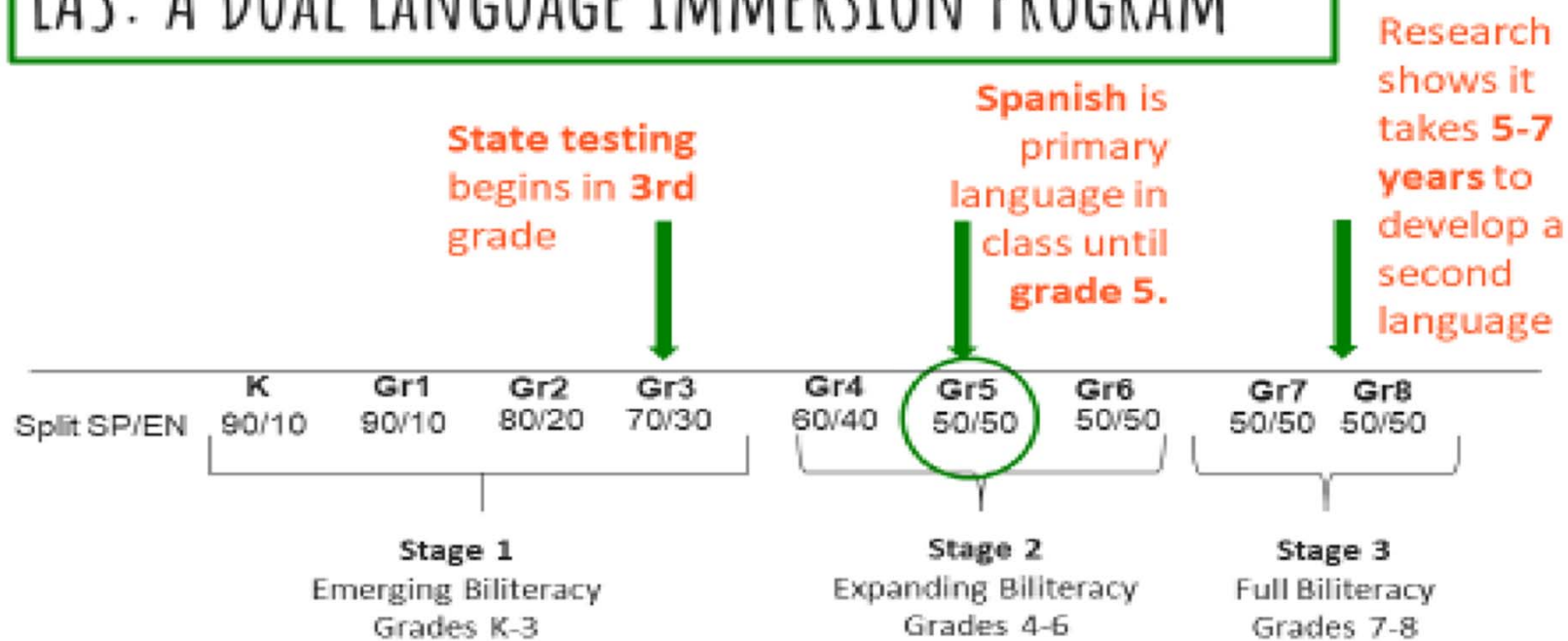
Para fin de año, LAS alcanzará su objetivo de índice de asistencia del 95% o más en toda la escuela y con subgrupos significativos: latinos, EL, RFEP, SPED, desfavorecidos socioeconómicos (SED) dentro del margen del 2%.

Objetivo CC: (Suspensión baja; lugar *feliz* para enseñar y aprender)

Para el final del año, LAS cumplirá con su tasa de suspensión de menos del 3% en toda la escuela y con subgrupos dentro del margen del 2%. Además, la encuesta escolar LAS reflejará un 90% o más de satisfacción de las partes interesadas.

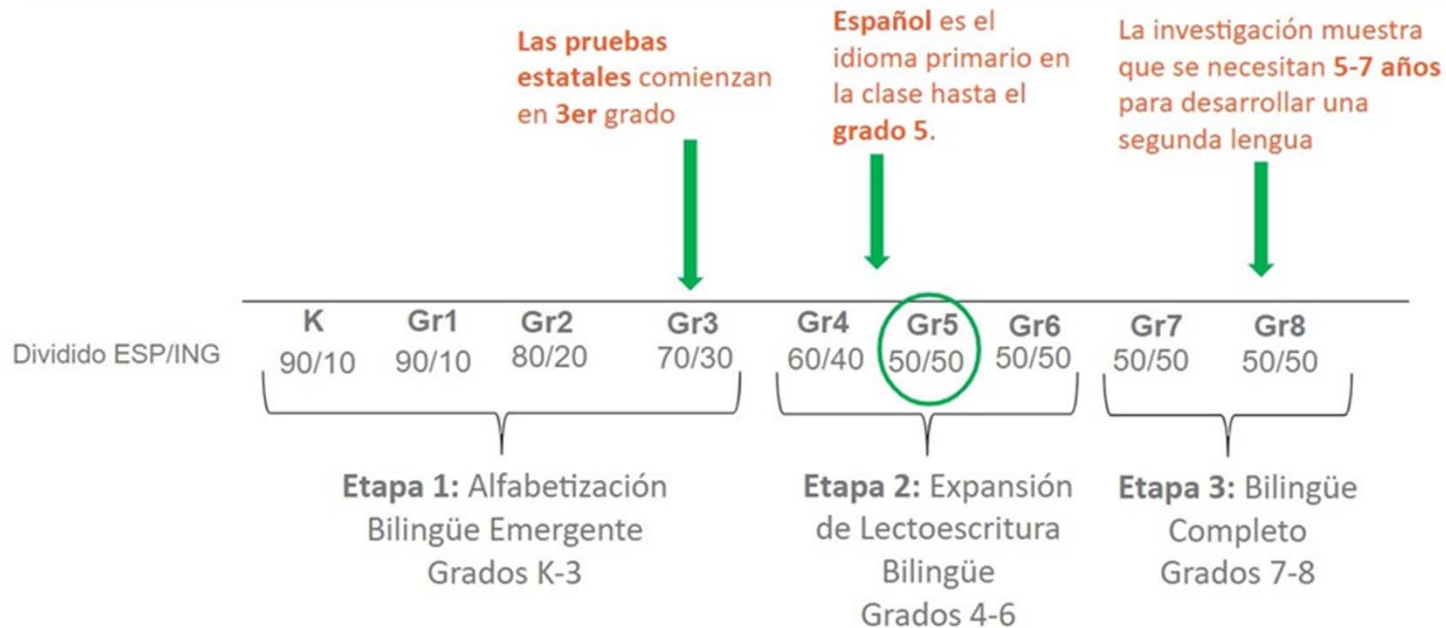
Excerpt from the LAS Charter (2019-2024)

LAS: A DUAL LANGUAGE IMMERSION PROGRAM



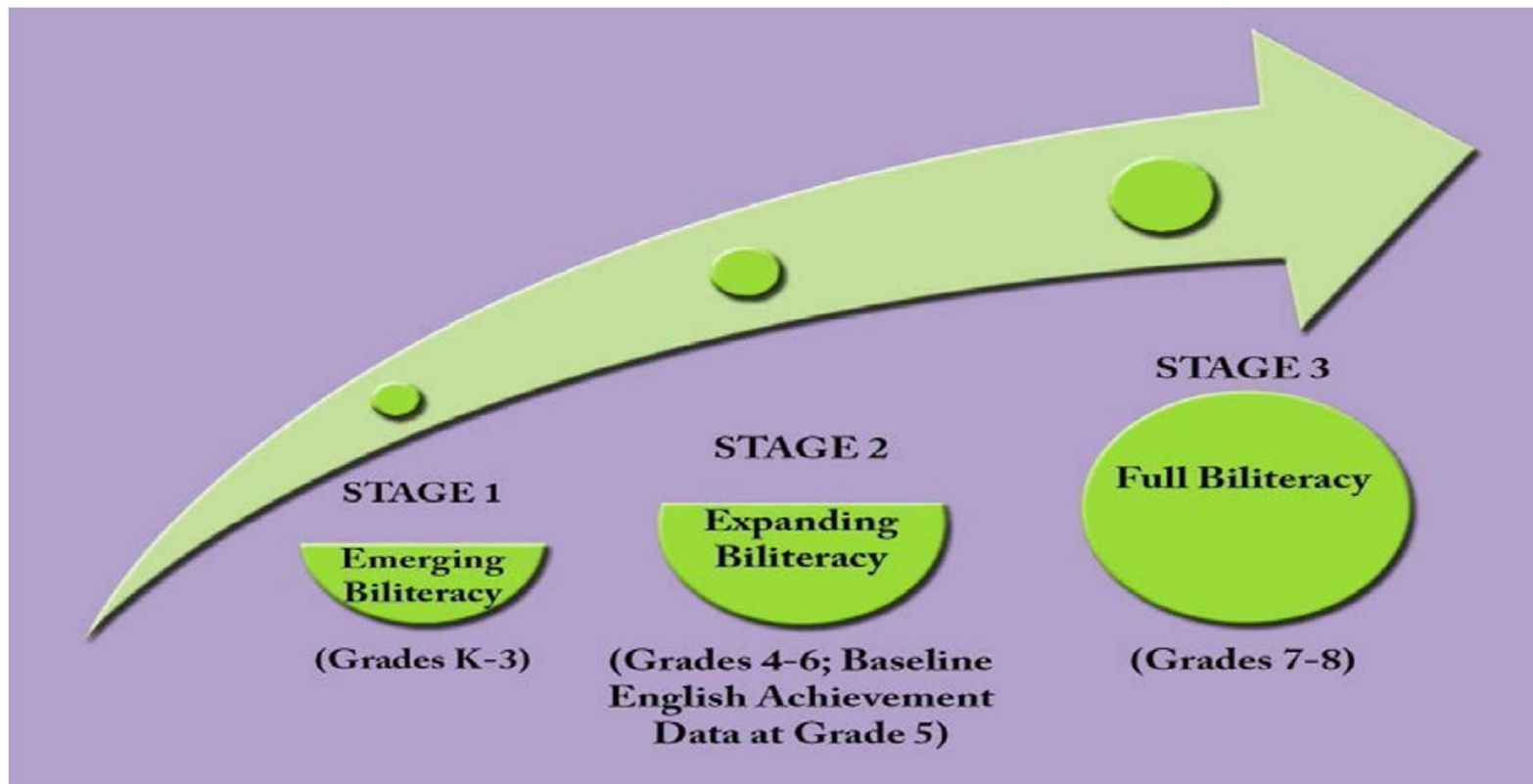
Extracto del chárter de LAS (2019-2024)

LAS: UN PROGRAMA DE INMERSIÓN EN DOS IDIOMAS

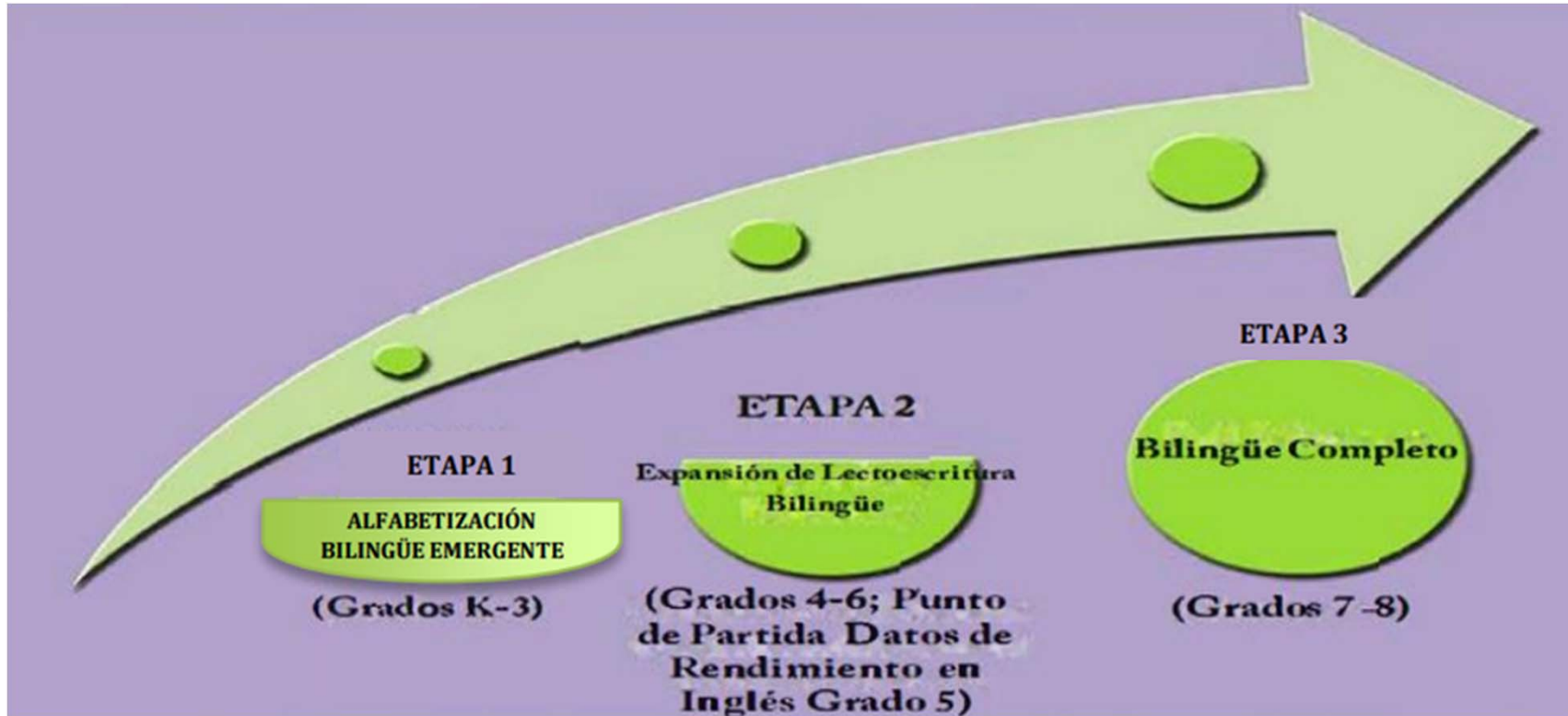


Excerpt from the LAS Charter (2019-2024)

LAS BILITERACY GRADE SPAN PROGRESSION



Extracto del carácter de LAS (2019-2024)



The LAS LCAP Supplement:

LAS Goals: AP=Academic Performance, AE: Academic Engagement, CC: Conditions and Climate

WHY: Required to provide mid-year status of LCAP implementation to educational partners (formerly called stakeholders).

WHAT: *Details are delineated in board summary attachments.*

LCAP Categories	LAS Indicators
Engagement	Year-Long Calendar of Educational Partner Meetings Know and Want To Know Surveys
Metrics	External Accountability and Internal Accountability required by AB1505 (AP Goal) Notation: Met= YES (green), Not Met= NO (orange), <i>NEW (white)</i>
Implementation	Notation: Full= 3 (Yes; green), In-Progress= 2 (Started; yellow), No/Not yet= 1 (orange)
Expenditures	Estimates: Updates based on 1 st Interim (% spent) Revenue and Expenses and MidYear Proposed Revisions

El suplemento de LCAP de LAS:

Objetivos de LAS: AP=Rendimiento academico, AE: Participacion academico, CC: Condiciones y ambiente

POR QUÉ: Se requiere para proporcionar el estado de mitad de año de la implementación del LCAP a los socios educativos (anteriormente llamados partes interesadas).

QUÉ: *Los detalles se encuentran en los documentos adjuntos en el resumen de la mesa.*

Categorías de LCAP	Indicadores de LAS
Participacion	Calendario anual de reuniones de socios educativos Encuestas Lo que se y Quiero saber
Metricas	Responsabilidad Externa y Responsabilidad Interna requerida por AB1505 (Objetivo AP) Notación: Cumplido= Sí (verde), No cumplido= NO (anaranjado), <i>NUEVO (blanco)</i>
Implementacion	Notación: Completo = 3 (Sí; verde), En progreso = 2 (Comenzado; amarillo), No/ Aún no = 1 (anaranjado)
Gastos	Estimaciones: Fondos totales: <i>Actualizaciones basados en 1er periodo (% usado) Ingresos y Gastos y Revisiones propuestas de medio año</i>

Learning Point: The LAS Process: Study-Think-Share

✓ Here is an Invitation to the LAS Process: Study-Think-Share.

- 1) *Think about what you just learned*
- 2) *Share your thoughts and complete the Know/Want to Know survey*

✓ **To Do: Complete the Know/Want to Know survey**
https://www.surveymonkey.com/r/LCP_Surveys

Punto de aprendizaje: El proceso de LAS: Estudiar- Pensar- Compartir

✓ Aquí hay una invitación al proceso LAS: Estudiar-Pensar-Compartir.

- 1) *Piense en lo que acaba de aprender*
- 2) *Comparta sus pensamientos y complete la encuesta Lo que se / Lo que quiero saber*

✓ Para hacer: Complete la encuesta Lo que se / Lo que quiero saber
https://www.surveymonkey.com/r/LCP_Surveys

Language Academy
LCAP Data
Oct Forecast 2024

Budget Overview for Parents		2023-24
Revenue		
Total LCFF Funds		7,806,217
<i>LCFF Supplemental & Concentration Grants</i>		1,599,363
All Other State Funds		2,134,405
All Local Funds		83,300
All Federal Funds		950,445
Total Projected Revenue		10,974,367
Expenses		
Total General Fund Expenses		10,149,914

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		
2022-23	Unduplicated Pupil % (Optional - LCAP General Information)	80%
2023-24	Projected LCFF Supplemental and/or Concentration Grants	1,599,363
2023-24	Projected Percentage to Increase or Improve Services for the Coming School Year	26%

LCAP Action Tables		
2022-23	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,451,570
2022-23	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	5,614,704
2023-24	Projected LCFF Base Grant (Data Entry Table)	6,158,146
2023-24	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,599,363
2023-24	Projected TK Add On	48,708

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

LAS LCAP Metrics Mid-Year Update v012224

Goal 1 Academic Performance

METRIC NAME

AP.G1.3 ELA: State SBAC

External: State SBAC (For FY23 Cohort: Not Gr5 baseline, Gr6 instead due to C-19)

	Metrics Update Part1 FY23 Gr8 Data	Groups	FY21: Gr6 (Not Gr5 due to C-19)	FY23: Gr8
1) Question: Did FY23 Gr8 cohort improve from their cohort result in Gr5?	Yes	All FY23 Gr8 Cohort Students	33%	56%
	Yes	Latinx	32%	56%
	Yes	English Learner (EL)	4%	14%
	Yes	RFEP	55%	63%
	* Less than 11 students	Long-Term EL (LTEL)	*	*
	* Less than 11 students	SPED	*	*
	Yes	SED	23%	45%

	Groups	FY23: Gr8	State FY23: Gr8	District FY23: Gr8	Neighbor Schools FY23: Gr8	
3) Question: Did LAS FY23 Gr8 cohort students and subgroups perform comparable.higher than the state, district, and neighboring schools?	All FY23 Gr8 Cohort Students	56%	46%	39%	See FY23 LAS State SBAC Comparative	
	Latinx	56%	35%	29%	See FY23 LAS State SBAC Comparative	
	English Learner (EL)	14%	5%	5%	See FY23 LAS State SBAC Comparative	
	RFEP	63%	51%	60%	See FY23 LAS State SBAC Comparative	
	* Less than 11 students	Long-Term EL (LTEL)	*			
	* Less than 11 students	SPED	*			
	Yes	SED	45%	35%	29%	See FY23 LAS State SBAC Comparative

MATH: State SBAC

External: State SBAC (For FY23 Cohort: Not Gr5 baseline, Gr6 instead due to C-19)

1) Question: Did FY23 Gr8 cohort improve from their cohort result in Gr5?

2) Question: Did FY23 Gr8 cohort subgroups improve from their cohort subgroup results in Gr5?

Metrics Update Part1 FY23 Gr8 Data	Groups	FY21: Gr6 (Not Gr5 due to C-19)	FY23: Gr8
Yes	All FY23 Gr8 Cohort Students	27%	44%
Yes	Latinx	25%	44%
Yes	English Learner (EL)	4%	7%
Yes	RFEP	45%	54%
* Less than 11 students	Long-Term EL (LTEL)	*	*
* Less than 11 students	SPED	*	*
Yes	SED	16%	32%

3) Question: Did LAS FY23 Gr8 cohort students and subgroups perform comparable.higher than the state, district, and neighboring schools?

Groups	FY23: Gr8	State FY23: Gr8	District FY23: Gr8	Neighbor Schools FY23: Gr8	
Yes	All FY23 Gr8 Cohort Students	44%	30%	24%	See FY23 LAS State SBAC Comparative
Yes	Latinx	44%	18%	15%	See FY23 LAS State SBAC Comparative
Yes	English Learner (EL)	7%	3%	4%	See FY23 LAS State SBAC Comparative
Yes	RFEP	54%	31%	36%	See FY23 LAS State SBAC Comparative
* Less than 11 students	Long-Term EL (LTEL)	*			
* Less than 11 students	SPED	*			
Yes	SED	32%	19%	16%	See FY23 LAS State SBAC Comparative

AP.G1.5	ELL Reclassification	Metrics Update Part1 FY23 Gr8 Data	FY21: Gr8	FY22: Gr8	FY23
	1) Did the FY23 Gr8 cohort reclassification rate achieve the 70% or higher by the End of Stage 3 Gr8?	No	76%	68%	59%

AP.G1.3 AB1505	MAP Growth English Reading (CGI)	Metrics Update Part1 FY23 Gr8 Data	FY23 Gr8 Cohort: Gr7 Growth Score	FY23 Gr8 Cohort: Gr8 Growth Score
	<i>MAP Growth based on AB1505 Conditional Growth Index (CGI) (Range -2.0-2.0)</i>	Yes	0.93	0.35

AP.G1.3	MAP Growth English Reading (PMP)	Metrics Update Part1 FY23 Gr8 Data	Groups	FY23 Gr8 Cohort: Gr6 MAP PMP	FY23 Gr8 Cohort: Gr8 MAP PMP
	<i>MAP Growth English Reading Internal: Verifiable Data MAP Growth (Based on Student Growth Summary Report: Percent Met Projection (PMP) Column)</i>				
	1) Question: Did FY23 Gr8 cohort improve from their cohort result in Gr5/Gr6?	Yes	All FY21 Gr8 Cohort Students	35%	46%
	2) Question: Did FY23 Gr8 cohort subgroups improve from their cohort subgroup results in Gr5/Gr6?	Yes	Latinx	36%	45%
		New	English Learner (EL)	Not Available	Not Available
		New	RFEP	Not Available	Not Available
		New	SPED	Not Available	Not Available
		New	SED	Not Available	Not Available

AP.G1.3
AB1505 **MAP Growth Mathematics (CGI)**

*MAP Growth based on AB1505 Conditional Growth Index (CGI)
(Range -2.0-2.0)*

Metrics Update Part1 FY23 Gr8 Data	FY23 Gr8 Cohort: Gr7 Growth Score	FY23 Gr8 Cohort: Gr8 Growth Score
Yes	0.57	1.01

AP.G1.4 **MAP Growth Mathematics (PMP)**

MATH: MAP Growth Mathematics Internal: Verifiable Data MAP Growth
(Based on Student Growth Summary Report: Percent Met Projection (PMP) Column

- 1) Question: Did FY23 Gr8 cohort improve from their cohort result in Gr5/Gr6?
- 2) Question: Did FY23 Gr8 cohort subgroups improve from their cohort subgroup results in Gr5/Gr6?

Metrics Update Part1 FY23 Gr8 Data	Groups	FY23 Gr8 Cohort: Gr6 MAP PMP	FY23 Gr8 Cohort: Gr8 MAP PMP
Yes	All FY21 Gr8 Cohort Students	35%	51%
Yes	Latinx	35%	52%
New	English Learner (EL)	Not Available	Not Available
New	RFEP	Not Available	Not Available
New	SPED	Not Available	Not Available
New	SED	Not Available	Not Available

AP.G1.3 **MAP Growth Spanish Reading (PMP)**

SLA: MAP Growth Spanish Reading Internal: Verifiable Data MAP Growth
(Based on Student Growth Summary Report: Percent Met Projection (PMP) Column

- 1) Question: Did FY23 Gr8 cohort improve from their cohort result in Gr5/Gr6?
- 2) Question: Did FY23 Gr8 cohort subgroups improve from their cohort subgroup results in Gr5/Gr6?

Metrics Update Part1 FY23 Gr8 Data	Groups	FY23 Gr8 Cohort: Gr6 MAP PMP	FY23 Gr8 Cohort: Gr8 MAP PMP
Yes	All FY21 Gr8 Cohort Students	16%	42%
Yes	Latinx	15%	41%
New	English Learner (EL)	Not Available	Not Available
New	RFEP	Not Available	Not Available
New	SPED	Not Available	Not Available
New	SED	Not Available	Not Available

LAS LCAP Metrics Mid-Year Update v012224

Goal 2 Academic Engagement

AE.G2 Based on (Illuminate) Infinite Campus, CALPADS, CA Dashboard, DataQuest Attendance Data						
METRIC NAME		Metrics Update EOY		Metrics Update MOY		
		Based on FY23 Data	FY23	Based on FY24 MidYr Data	Mid FY24	Notes
1) Question: Did LAS meet its attendance rate goal of 95% or above?		No	94%	Yes	95%	Did not meet EOY FY23
2) Question: Did LAS subgroups meet its attendance goal of being within 2% from the school goal?	Latinx	Yes	93%	Yes	95%	
	English Learners	No	92%	Yes	95%	Did not meet EOY FY23
	RFEP	Yes	94%	Yes	96%	
	SPED	No	91%	Yes	94%	Did not meet EOY FY23
	SED	Yes	93%	Yes	95%	
3) Question: Did LAS meet its chronic absenteeism goal of less than 3%?		No	16%	TBD	TDB	FY24 TBD; data will be based on CA Dashboard FY24 results; Note 1: LAS Overall Historical Data: Pre-Covid-19= Average 3%, FY21=5.9%, FY22=13.6% and FY23=16.1%; Note 2: State FY23=25%; SCUSD=30%
4) Question: Did LAS subgroups meet its chronic absenteeism goal of being within 2% from the school goal?	Latinx	No	16.4%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results
	English Learners	No	18.5%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results
	RFEP	Not available	Not available	Not available	Not available	Not available; data is not included in the CA Dashboard
	SPED	No	22.9%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results; Note 3: LAS SPED Historical Data: FY21=8%, FY22=22.5% and FY23=22.9%
	SED	No	18.5%	TBD	TDB	TBD; data will be based on CA Dashboard FY24 results

Goal 3 Conditions and Climate

CC.G3 (Illuminate) Infinite Campus, CA Dashboard, Data Quest, CALPADS Suspension and Expulsion Data and LAS Stakeholder Survey Data						
METRIC NAME		Metrics Update EOY		Metrics Update MOY		
		Based on FY23 Data	FY23	Based on FY24 MOY Data	Mid FY24	Notes
1) Question: Did LAS meet its suspension rate goal of lower than 2%?		No	2.2%	TBD	TDB	Note 4: LAS Suspension Historical Data: FY21=0.2%, FY22=2.8% and FY23=2.2%
2) Question: Did LAS subgroups meet its suspension rate goal of being within 2% from the school goal?	Latinx	Yes	1.9%	TBD	TDB	
	English Learners	Yes	1.7%	TBD	TDB	
	RFEP	Not available	Not available	Not available	Not available	
	SPED	No	5.6%	TBD	TDB	
	SED	Yes	2.1%	TBD	TDB	
4) Question: Did LAS meet its survey participation goal of 90% or above?		Yes	95%	TBD	TDB	EOY Surveys to be administered in April
5) Question: Did LAS meet its survey result goal of 90% or above for the following statements?	Students "I like my school."	Yes	93%	TBD	TDB	
	Family "I would recommend the school to others."	Yes	98%	TBD	TDB	
	Staff "I would recommend the school to others."	Yes	96%	TBD	TDB	
6) Question: Did LAS meet its volunteer and voter participation goal of maintaining or increasing its historical percentage?		No	82% voter participation 11/2022 Board Election	No	79% voter participation 10/2023 Board Election	Goal for voter participation is 85%
7) Question: Did LAS meet its Teacher Quality goal?		Yes		Yes		FY24 LAS MS Immersion Program Design is unique; it is LAS intent to be in alignment with the Teacher Quality expectations and also maintain the integrity of the program.
8) Question: Did LAS meet its state expectation on Instructional and Curriculum Materials?		Yes		Yes		FY24 K-Gr5 Science Adoption: Amplify; K-Gr5 Science ELD Project; MS AELD ERWC ELD; Gr4-5 Math Bridges (Pilot)
9) Question: Did LAS meet its state expectation on Facility Quality per new health and safety COVID-19 mitigation standards?		Yes		Yes		

LCAP Implementation Mid-Year Update v012324

AP= Academic Performance Goal 1 Actions

Action #	Title	Description	Contributing	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1
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	N	3	
		Analyze ELA achievement data by schoolwide, grade level and subgroups		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; additional research on SPED Studentss and DLE Programs
		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i>		2	New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS
AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (K-4)	N	3	
		Analyze SLA achievement data by schoolwide, grade level and subgroups		3	
AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	N	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; additional research on SPED Studentss and DLE Programs
		Analysis of schoolwide and subgroup data from MAP Math Benchmark		3	
		<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i>		2	New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS
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	N	3	
AP.G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	Y	2	Study alignment between policy requirements and MS DLE unique program design
		All core subjects instruction are based on Common Core State Standards	N	3	
		Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	Y	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.	Y	3	
		Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	Y	3	
		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	Y	3	
		<i>Increased services: Literacy Coach and intervention</i>	Y	3	
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Y	3	
		<i>Increased services: Intervention Tutors (School year)</i>	Y	3	
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Y	3	
		<i>Improved services: Professional development</i>	Y	3	EL RISE, ELD_ERWC, ELD Amplify, Bridges Math Pilot and SEL implemented

AE: Academic Engagement Goal 2 Actions

Action #	Title	Description	Contributing	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1
AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)	Y	3	
		Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate		3	
		Continue close monitoring of subgroups and areas of need via MTSS process; New: FY24 LAS qualified for Differentiated Assistance for SPED Chronic Absenteeism based on FY23 SPED CA Dashboard Data		2	New: FY24 LAS qualified for Differentiated Assistance for SPED Chronic Absenteeism based on FY23 SPED CA Dashboard Data
		Wrap around health and mental health supports provided to subgroups with identified need		3	
		Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression		3	
		Continue review of annual student survey data for improvement areas		3	EOY activity
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	Y	3	
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Y	3	
	<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Y	3	

CC= Conditions and Climate Goal 3 Actions

Action #	Title	Description	Contributing	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1
CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	Y	3	
		Continue to closely monitor student suspension trends: schoolwide and for identified subgroups		3	
		Continue close monitoring of subgroups and areas of need via MTSS process		3	
		Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups		3	
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement	N	3	EOY activity
CC.G3.7	LAS: <i>Volunteerism</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Y	2	
		Improved services: Parent Trainings (Topics: PAP Trainings)	Y	3	
CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements	Y	3	
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	Y	3	

MEDIDAS DE RENDICIÓN DE CUENTAS EXTERNAS

Objetivo 1 Rendimiento Académico

AP.G1.3

ELA (Artes de lenguaje en inglés): SBAC estatal

Externos: SBAC estatal (para el grupo del AF23; no es la referencia de Gr5, sino la de Gr6 debido al C-19)

1) Pregunta: ¿Mejoró el grupo del AF21 Gr8 con respecto a su resultado de grupo en Gr5?

2) Pregunta: ¿Mejoraron los subgrupos de grupos del AF21 Gr8 con respecto a los resultados de sus subgrupos de grupos en Gr5?

Actualización de las métricas Parte1 Datos del AF23 Gr8	Grupos	AF21: Gr6 (No Gr5 debido a C-19)	AF23: Gr8			
Sí	Todos los estudiantes del grupo Gr8 del AF23	33%	56%			
Sí	Latino	32%	56%			
Sí	Aprendiz de inglés (EL)	4%	14%			
Sí	Reclasificado	55%	63%			
*Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*	*			
*Menos de 11 estudiantes	Educación especial	*	*			
Sí	En desventajas socioeconómicas	23%	45%			
Sí	Todos los estudiantes del grupo Gr8 del AF23	56%	46%	39%		Ver comparativa LAS SBAC Estatal AF23
Sí	Latino	56%	35%	29%		Ver comparativa LAS SBAC Estatal AF23
Sí	Aprendiz de inglés (EL)	14%	5%	5%		Ver comparativa LAS SBAC Estatal AF23
Sí	Reclasificado	63%	51%	60%		Ver comparativa LAS SBAC Estatal AF23
*Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*				
*Menos de 11 estudiantes	Educación especial	*				
Sí	En desventajas socioeconómicas	45%	35%	29%		Ver comparativa LAS SBAC Estatal AF23

MATEMÁTICAS: SBAC estatal

Externos: SBAC estatal (para el grupo del AF23; no es la referencia de Gr5, sino la de Gr6 debido al C-19)

- 1) Pregunta: ¿Mejóro el grupo del AF21 Gr8 con respecto a su resultado de grupo en Gr5?
- 2) Pregunta: ¿Mejoraron los subgrupos de grupos del AF21 Gr8 con respecto a los resultados de sus subgrupos de grupos en Gr5?

Actualización de las métricas Parte1 Datos del AF23 Gr8	Grupos	AF21: Gr6 (No Gr5 debido a C-19)	AF23: Gr8
Sí	Todos los estudiantes del grupo Gr8 del AF23	27%	44%
Sí	Latino	25%	44%
Sí	Aprendiz de inglés (EL)	4%	7%
Sí	Reclasificado	45%	54%
*Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*	*
*Menos de 11 estudiantes	Educación especial	*	*
Sí	En desventajas socioeconómicas	16%	32%

- 3) Pregunta: ¿Los estudiantes y subgrupos del grupo de LAS del AF21 Gr8 tuvieron un rendimiento comparable o superior al del estado, distrito y escuelas vecinas?

Grupos	AF23: Gr8	AF23 Estatal: Gr8	AF23 Distrito: Gr8	AF23 Escuelas vecinas: Gr8
Sí	44%	30%	24%	Ver comparativa LAS SBAC Estatal AF23
Sí	44%	18%	15%	Ver comparativa LAS SBAC Estatal AF23
Sí	7%	3%	4%	Ver comparativa LAS SBAC Estatal AF23
Sí	54%	31%	36%	Ver comparativa LAS SBAC Estatal AF23
*Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*		
*Menos de 11 estudiantes	Educación especial	*		
Sí	32%	19%	16%	Ver comparativa LAS SBAC Estatal AF23

AP.G1.5 **Reclasificación de aprendices de inglés**

1) ¿La tasa de reclasificación del grupo del AF21 Gr8 alcanzó el 70% o más al final de la Etapa 3 Gr8?

Actualización de las métricas Parte1 Datos del AF23 Gr8	AF21: Gr8	AF22: Gr8	AF23
No	76%	68%	59%

MÉTRICAS DE RENDICIÓN DE CUENTAS INTERNAS

AP.G1.3
AB1505 **Lectura en Inglés de MAP Growth (CGI)**

MAP Growth basado en el Índice de Crecimiento Condicional AB1505 (CGI) (Rango -2,0-2,0)

Actualización de las métricas Parte1 Datos del AF23 Gr8	AF23 Grupo Gr8: Gr7 Puntuación de crecimiento	AF23 Grupo Gr8: Gr8 Puntuación de crecimiento
Sí	0.93	0.35

Map Growth Lectura en inglés

AP.G1.3 ELA: Progreso de MAP Lectura en inglés Interno: Datos verificables Progreso de MAP (Basado en el Informe resumido de crecimiento estudiantil: Columna de Proyección de porcentaje cumplido (PMP))

1) Pregunta: ¿Mejóro el grupo AF## Gr8 con respecto a su resultado de grupo en Gr5/6?

2) Pregunta: ¿Mejoraron los subgrupos de grupo del AF## Gr8 con respecto a los resultados de los subgrupos de grupo en Gr5/6?

Actualización de las métricas Parte1 Datos del AF23 Gr8	Grupos	AF23 Grupo Gr8: Gr6 MAP PMP	AF23 Grupo Gr8: Gr8 MAP PMP
Sí	Todos los estudiantes del grupo Gr8 del AF21	35%	46%
Sí	Latino	36%	45%
Nuevo	Aprendiz de inglés (EL)	No disponible	No disponible
Nuevo	Reclasificado	No disponible	No disponible
Nuevo	Educación especial	No disponible	No disponible
Nuevo	En desventajas socioeconómicas	No disponible	No disponible

AP.G1.3
AB1505 **MAP Growth Matemáticas (CGI)**

MAP Growth basado en el Índice de Crecimiento Condicional AB1505 (CGI) (Rango -2,0-2,0)

Actualización de las métricas Parte1 Datos del AF23 Gr8	AF23 Gr8 Grupo: Gr7 Puntuación de crecimiento	Grupo Gr8 AF23: Puntuación de crecimiento Gr8
Sí	0.57	1.01

MAP Growth Matemáticas

AP.G1.4 **MATEMÁTICAS: MAP Growth Matemáticas** Interno: Datos verificables
Progreso de MAP (Basado en el Informe resumido de crecimiento estudiantil: Columna de Proyección de porcentaje cumplido (PMP))

- 1) Pregunta: ¿Mejóro el grupo AF## Gr8 con respecto a su resultado de grupo en Gr5/6?
2) Pregunta: ¿Mejoraron los subgrupos de grupo del AF## Gr8 con respecto a los resultados de los subgrupos de grupo en Gr5/6?

Actualización de las métricas Parte1 Datos del AF23 Gr8	Grupos	AF23 Grupo Gr8: Gr6 MAP PMP	AF23 Grupo Gr8: Gr8 MAP PMP
Sí	Todos los estudiantes del grupo Gr8 del AF21	35%	51%
Sí	Latino	35%	52%
Nuevo	Aprendiz de inglés (EL)	No disponible	No disponible
Nuevo	Reclasificado	No disponible	No disponible
Nuevo	Educación especial	No disponible	No disponible
Nuevo	En desventajas socioeconómicas	No disponible	No disponible

MAP Growth Lectura en español

AP.G1.3 **SLA: MAP Growth Lectura en español** Interno: Datos verificables
Progreso de MAP (Basado en el Informe resumido de crecimiento estudiantil: Columna de Proyección de porcentaje cumplido (PMP))

- 1) Pregunta: ¿Mejóro el grupo AF## Gr8 con respecto a su resultado de grupo en Gr5/6?
2) Pregunta: ¿Mejoraron los subgrupos de grupo del AF## Gr8 con respecto a los resultados de los subgrupos de grupo en Gr5/6?

Actualización de las métricas Parte1 Datos del AF23 Gr8	Grupos	AF23 Grupo Gr8: Gr6 MAP PMP	AF23 Grupo Gr8: Gr8 MAP PMP
Sí	Todos los estudiantes del grupo Gr8 del AF21	16%	42%
Sí	Latino	15%	41%
Nuevo	Aprendiz de inglés (EL)	No disponible	No disponible
Nuevo	Reclasificado	No disponible	No disponible
Nuevo	Educación especial	No disponible	No disponible
Nuevo	En desventajas socioeconómicas	No disponible	No disponible

Métricas suplementarias del LCAP Actualización Borrador v021422

Objetivo 2 Participación Académico

AE.G2 Basado en (Illuminate) Infinite Campus, CALPADS, Tablero de CA, DataQuest Datos de asistencia						
NOMBRE DEL MÉTRICO		Actualización de métricas a fin de año		Actualización de las métricas a mitad de año		Notas
		Basado en datos del AF23	AF23	Basado en datos de mediados del AF24	Mitad del AF24	
1) Pregunta: ¿LAS alcanzó su objetivo de tasa de asistencia del 95% o más?		No	94%	Si	95%	No se cumplió finales de año AF23
2) Pregunta: ¿Los subgrupos de LAS lograron su meta de asistencia de estar dentro del 2% del objetivo escolar?	Latinx	Si	93%	Si	95%	
	Aprendices de ingles	No	92%	Si	95%	No se cumplió finales de año AF23
	RFEP	Si	94%	Si	96%	
	SPED	No	91%	Si	94%	No se cumplió finales de año AF23
	SED	Si	93%	Si	95%	
3) Pregunta: ¿Cumplió LAS con su meta de ausentismo crónico de menos del 3%?		No	16%	Por determinarse	Por determinarse	AF24 Por determinarse; datos seran basados en los resultados del Tablero de CA del AF24; Nota 1: Datos historicos globales de LAS: Pre-Covid-19= Promedio 3%, AF21=5.9%, AF22=13.6% y AF23=16.1%; Nota 2: Estado AF23=25%; SCUSD=30%
4) Pregunta: ¿Los subgrupos de LAS lograron su meta de ausentismo crónico de estar dentro del 2% de la meta escolar?	Latinx	No	16.4%	Por determinarse	Por determinarse	Por determinarse; los datos se basarán en los resultados del Tablero de CA AF24
	Aprendices de ingles	No	18.5%	Por determinarse	Por determinarse	Por determinarse; los datos se basarán en los resultados del Tablero de CA AF24
	RFEP	No disponible	No disponible	No disponible	No disponible	No disponible; los datos no están incluidos en el Tablero de CA
	SPED	No	22.9%	Por determinarse	Por determinarse	Por determinarse; los datos se basarán en los resultados del Tablero de CA AF24; Nota 3: LAS SPED Datos historicos: AF21=8%, AF22=22.5% y AF23=22.9%
	SED	No	18.5%	Por determinarse	Por determinarse	Por determinarse; los datos se basarán en los resultados del Tablero de CA AF24

Objetivo 3 Condiciones y ambiente

CC.G3 (Illuminate) Infinite Campus, Tablero de CA, Data Quest, CALPADS Datos de suspensión y expulsión y Datos de la encuesta a las partes						
NOMBRE MÉTRICO		Actualización de métricas		Actualización de las métricas a mitad de año		Notas
		Basado en datos del AF23	AF23	Basado en datos de mediados del AF24	Mitad del AF24	
1) Pregunta: ¿LAS cumplió con su objetivo de tasa de suspensión menos del 2%?		No	2.2%	Por determinarse	Por determinarse	Nota 4: Datos historicos de suspension en LAS: AF21=0.2%, AF22=2.8% y AF23=2.2%
2) Pregunta: ¿Los subgrupos de LAS cumplieron con su objetivo de indice de suspensión de estar dentro del 2% del objetivo escolar?	Latinx	Si	1.9%	Por determinarse	Por determinarse	
	Aprendices de ingles	Si	1.7%	Por determinarse	Por determinarse	
	RFEP	No disponible	No disponible	No disponible	No disponible	
	SPED	No	5.6%	Por determinarse	Por determinarse	
	SED	Si	2.1%	Por determinarse	Por determinarse	
4) Pregunta: ¿Cumplió LAS con su objetivo de participación de encuesta del 90% o más?		Si	95%	Por determinarse	Por determinarse	Encuestas de fin de año se administraran en abril
5) Pregunta: ¿Cumplió LAS con su objetivo de resultado de encuesta del 90% o más para las siguientes declaraciones?	Estudiantes "Me gusta mi escuela".	Si	93%	Por determinarse	Por determinarse	
	Familia "Recomendaria la escuela a otros".	Si	98%	Por determinarse	Por determinarse	
	Personal "Recomendaria la escuela a otros".	Si	96%	Por determinarse	Por determinarse	
6) Pregunta: ¿LAS cumplió con su objetivo de participación de voluntarios y votantes de mantener o aumentar su porcentaje histórico?		No	82% participación de los votantes 11/2022 Elección de la Mesa	No	79% participación de los votantes 10/2023 Elección de la Mesa	Meta para la participación de votos es 85%
7) Pregunta: ¿Cumplió LAS con su meta de calidad docente?		Si		Si		El diseño del programa de inmersión de la secundaria de LAS para el AF24 es único; la intención de LAS es alinearse con las expectativas de calidad de los maestros y también mantener la integridad del programa.
8) Pregunta: ¿Cumplió LAS con las expectativas estatales sobre materiales instructivos y curriculares?		Si		Si		AF24 Adopción de ciencias en K-Gr5: Amplify; K-Gr5 Proyecto de ciencias ELD; Secundaria AELD ERWC ELD; Gr4-5 Bridges para matematicas (piloto)
9) Pregunta: ¿Cumplió LAS con sus expectativas estatales sobre la calidad de las instalaciones según los nuevos estándares de mitigación de COVID-19 de salud y seguridad?		Si		Si		

Borrador de actualización de implementación de **mitad de año de LCAP v012324**

AP= Acciones de objetivo 1 de Rendimiento académico

Acción #	Título	Descripción	Contribuido	Implementación 3=Si, 2=En progreso 1=No	Notas para Niveles 2 y 1
AP.G1.3a	ELA (Artes de lenguaje en inglés)	Continuar monitoreando el progreso de los estudiantes hacia la alfabetización bilingüe, incluido el desarrollo del dominio académico del inglés de los Aprendices de inglés utilizando los indicadores SBAC y ELPAC	N	3	
		Analizar los datos de rendimiento de ELA a nivel escolar, nivel de grado y subgrupos		3	
		Estudio continuo sobre la investigación más reciente de inmersión bilingüe y su eficacia para los estudiantes, particularmente los subgrupos identificados.		2	CDT está empezando con esto; investigación adicional sobre los estudiantes SPED y los programas DLE.
		<i>Reuniones anuales de IEP, monitoreo del progreso de la meta de IEP, observación del maestro, evaluaciones formativas y sumativas;</i> <i>Nuevo: AF24 LAS califico para Asistencia Diferenciada para Académicos SPED basado en AF23 SPED DFS</i>		2	Nuevo: AF24 LAS calificado para Asistencia Diferenciada para Académicos SPED basado en AF23 SPED DFS
AP.G1.4a	SLA (Artes de lenguaje en español)	Continuar la administración de la evaluación del idioma español en lectura (K-8) y en matemáticas (K-4)	N	3	
		Analizar los datos de rendimiento de SLA a nivel escolar, nivel de grado y subgrupos		3	
AP.G1.5a	MATEMATICAS	Analizar los datos de rendimiento de matemáticas a nivel escolar, nivel de grado y subgrupos	N	3	
		Estudio continuo sobre la investigación más reciente de inmersión bilingüe y su eficacia para los estudiantes, particularmente los subgrupos identificados.		2	CDT está empezando con esto; investigación adicional sobre SPED Studentss y Programas DLE
		Análisis de datos de toda la escuela y subgrupos de punto de referencia MAP Matemáticas		3	
		<i>Reuniones anuales de IEP, monitoreo del progreso de la meta de IEP, observación del maestro, evaluaciones formativas y sumativas;</i> <i>Nuevo: FY24 LAS califico para Asistencia Diferenciada para Académicos SPED basado en FY23 SPED DFS</i>		2	Nuevo: FY24 LAS calificado para Asistencia Diferenciada para Académicos SPED basado en AF23 SPED DFS
AP.G1.6a	Aprendices de ingles	ELL: Continuar monitoreando el progreso de los estudiantes hacia la alfabetización bilingüe, incluido el desarrollo del dominio académico del inglés de los aprendices de inglés utilizando indicadores SBAC y ELPAC	N	3	
AP.G1.7a	Nivel escolar	Mantener actualizado el estado de las credenciales de los maestros para garantizar que todo el personal docente esté altamente calificado y debidamente acreditado	S	2	Estudiar la adecuación entre los requisitos políticos y el diseño del programa único MS DLE
		La instrucción de todas las materias básicas se basa en los Estándares Estatales Básicos Comunes	N	3	
		Subgrupos: Proporcionar apoyo adicional identificado para los subgrupos según lo identificado por los datos de rendimiento, es decir, asistencia tecnológica, otros materiales de apoyo	S	3	
		El Liderazgo Escolar y el Equipo de Diseño Curricular continuarán con las capacitaciones de Desarrollo Profesional que profundizan la comprensión del personal de los estándares estatales y su eficacia para abordar el progreso de los aprendices de inglés.	S	3	
		Continuarán las oportunidades ampliadas de aprendizaje o habrá intervenciones disponibles para las necesidades de los subgrupos identificados: antes, después de la escuela, sesión de invierno o verano	S	3	
		Investigar la viabilidad de establecer maestros líderes del programa para ampliar las oportunidades de aprendizaje y el ajuste programático en toda la escuela utilizando fondos únicos para la recuperación del aprendizaje debido al cierre de la escuela.	S	3	
		<i>Servicios aumentados: Entrenador de lectoescritura e intervención</i>	S	3	
		<i>Servicios aumentados: (solo un año) 3 asistentes de instrucción de medio tiempo</i>	S	3	
		<i>Servicios aumentados: Tutores de Intervención (Año Escolar)</i>	S	3	
		<i>Servicios aumentados: Personal extensivo de la escuela de verano (AF22, AF23, AF24)</i>	S	3	EL RISE, ELD_ERWC, ELD Amplify, Bridges Math Pilot y SEL implementado
	<i>Servicios mejorados: Desarrollo profesional</i>	S	2	EL RISE y SEL implementado	

AE: Acciones de Objetivo 2 de Participación Académico

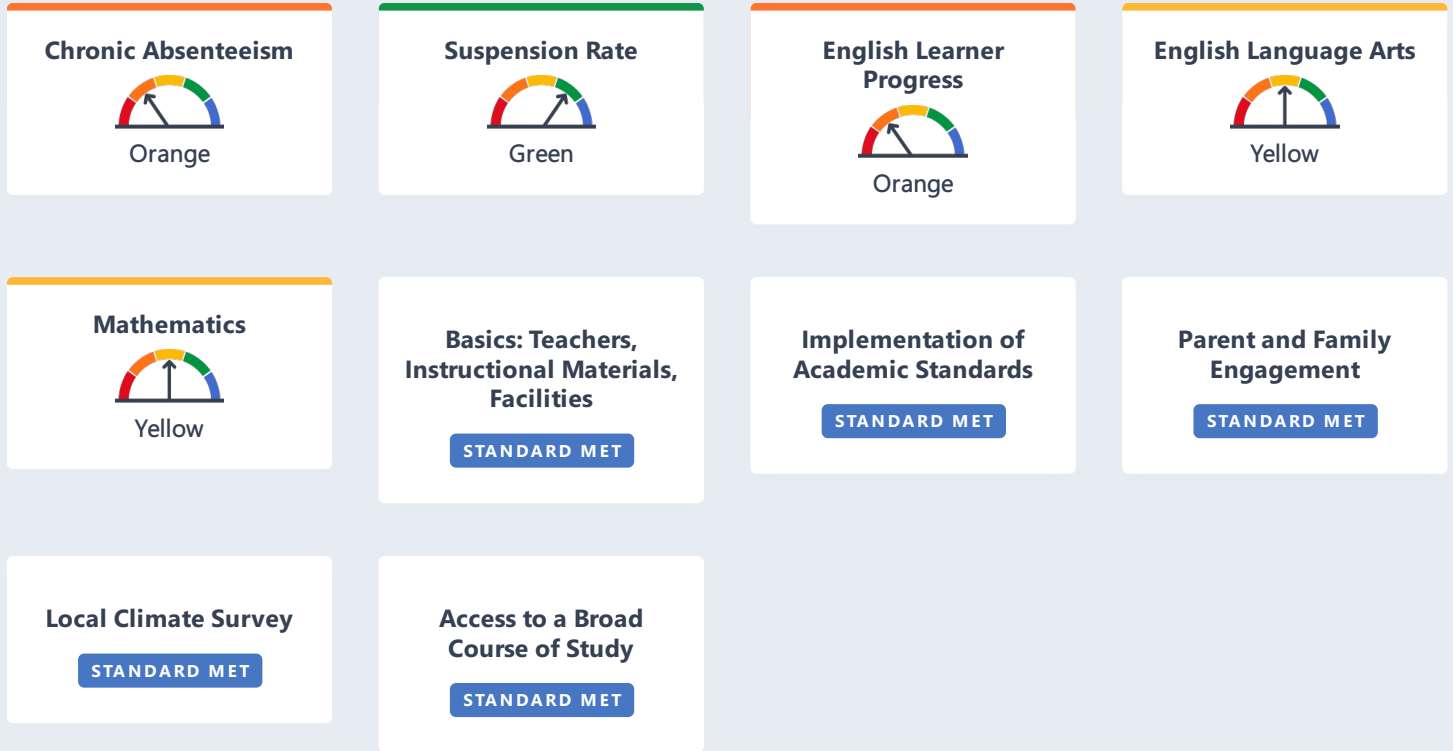
Acción #	Título	Descripción	Contribuido	Implementación 3=Si, 2=En progreso 1=No	Notas para Niveles 2 y 1
AE.G2.1a	Apoyo de asistencia y reintegración de participación	Continuar monitoreando de cerca las tendencias de asistencia de los estudiantes: en toda la escuela y para subgrupos identificados (a través de Illuminate (Infinite Campus) SIS)	S	3	
		Continuar el esfuerzo coordinado con el Concilio de Padres, la Asociación de Padres, los grupos del Concilio Estudiantil para un énfasis colectivo en la tasa de asistencia sólida		3	
		Continuar el monitoreo cercano de los subgrupos y áreas de necesidad a través del proceso MTSS; Nuevo: FY24 LAS calificado para Asistencia Diferenciada para SPED Absentismo Crónico basado en AF23 SPED Datos del Tablero de CA		2	Nuevo: AF24 LAS calificado para Asistencia Diferenciada para SPED Absentismo Crónico basado en FY23 SPED Datos del Tablero de CA
		Apoyo integral de salud y salud mental proporcionado a subgrupos con necesidades identificadas		3	
		Apoyo y capacitación continuos para la prevención del acoso y la resolución de conflictos y los matices del efecto subyacente del privilegio, la opresión y la microagresión		3	
		Continuar la revisión de los datos de la encuesta anual de estudiantes para áreas de mejora		3	Actividad de fin de año
		Programa de ASES		Servicios aumentados: Continuación del programa ASES	S
Programa de enriquecimiento	Servicios aumentados: Continuación del programa de enriquecimiento	S	3		
Apoyo SEL	Servicios aumentados: (Solo un año) Consejero adicional de 0.8 tiempo medio	S	3		

CC= Acciones de Objetivo 3 de Condiciones y ambiente

Acción #	Título	Descripción	Contribuido	Implementación 3=Si, 2=En progreso 1=No	Notas para Niveles 2 y 1
CC.G3.2a	AE: Suspensión baja	Continuar con un alto nivel de participación estudiantil académica y socioemocional	S	3	
		Continuar monitoreando de cerca las tendencias de suspensión de estudiantes: en toda la escuela y para subgrupos identificados		3	
		Continuar el monitoreo cercano de los subgrupos y áreas de necesidad a través del proceso MTSS		3	
		Continuar monitoreando de cerca las tendencias de expulsión de estudiantes: a nivel escolar y para subgrupos identificados		3	
CC.G3.6a	AE: Participación de encuesta	Continuar administrando anualmente los datos de la encuesta a las partes interesadas y monitorear las áreas de mejora	N	3	Actividad de fin de año
CC.G3.7	LAS: <i>Voluntariado</i>	Servicios mejorados: Cuidado de niños para reuniones de padres: ELAC, SSC, Junta, Concilio de padres, Asociación de padres, Orientaciones para padres	S	2	
		Servicios mejorados: Capacitaciones para padres (Temas: Eventos de PAP)	S	3	
CC.G3.8b <i>Indicador local</i>	Materiales instructivos/curriculares	Servicios mejorados: Libros ampliados, materiales de referencia, recursos de biblioteca, software educativo, reemplazos de computadoras *AF21 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 materiales de aprendizaje.	S	3	
CC.G3.8c <i>Indicador local</i>	Calidad de las instalaciones según los nuevos estándares de mitigación de COVID-19 de salud y seguridad	Servicios mejorados: mantener la expectativa estatal sobre la calidad de las instalaciones según los nuevos estándares de mitigación de COVID-19 de salud y seguridad	S	3	

The Language Academy of Sacramento

Explore the performance of The Language Academy of Sacramento under California's Accountability System.



School Details

Optional Narrative Summary

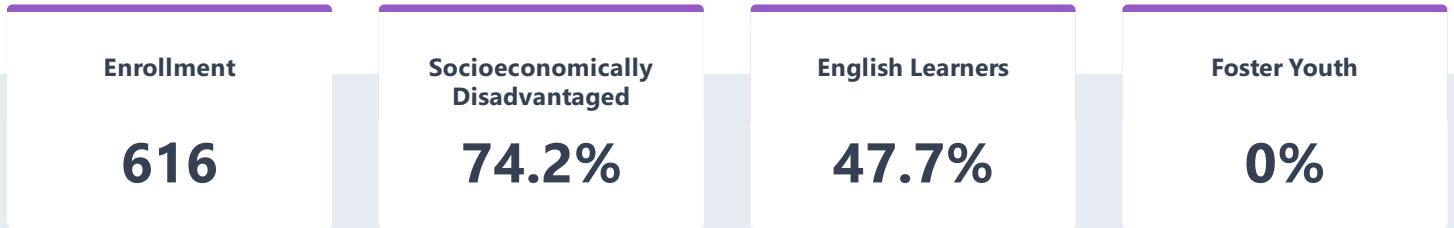
Completed By The Language Academy of Sacramento

LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard results for ELA, Math, and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-of-Stage 3 (Grade 8). For more information on Gr8 LAS performance, please check CDE's Data Quest or contact LAS.

NAME The Language Academy of Sacramento	ADDRESS 2850 49th Street Sacramento, CA 95817-2303	WEBSITE http://www.language-ac...	GRADES SERVED K-8
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

Student Population

Explore information about this school's student population.

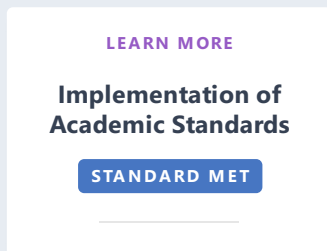


Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators




Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Orange

16.1% chronically absent

Increased 2.5% ▲

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	3 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



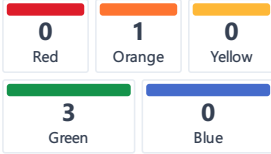
Green

2.2% suspended at least one day

Declined 0.5% ▼

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

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Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

26.4 points below standard

Increased 6.3 Points ▲

Number of Students: 391

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

Students with Disabilities



Orange

English Learners



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

Asian

Homeless

Two or More Races

White



African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

73 points above standard

Increased 93.3 Points ▲

Number of Students: 11

Students with Disabilities



Red

105.1 points below standard

Maintained 1.9 Points

Number of Students: 49

English Learners



Orange

65.4 points below standard

Declined 3.4 Points ▼

Number of Students: 183

Hispanic



Yellow

30.3 points below standard

Increased 7.5 Points ▲

Number of Students: 364

Socioeconomically Disadvantaged



Yellow

45.5 points below standard

Increased 3.4 Points ▲

Number of Students: 297

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

85.3 points below standard

Maintained -1.6 Points

Number of Students: 144

Recently Reclassified English Learners

8.1 points above standard

Increased 12.5 Points ▲

Number of Students: 39

English Only

1.3 points above standard

Increased 6.8 Points ▲

Number of Students: 128

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

38.1 points below standard

Increased 8.7 Points ▲

Number of Students: 391

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

Students with Disabilities



Orange

No Student Groups



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

Asian

Homeless

Two or More Races

White



African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

33.1 points above standard

Increased 72.1 Points ▲

Number of Students: 11

Students with Disabilities



Red

132.1 points below standard

Maintained -2.6 Points

Number of Students: 49

English Learners



Yellow

75 points below standard

Increased 3.4 Points ▲

Number of Students: 183

Hispanic



Yellow

41.1 points below standard

Increased 10.1 Points ▲

Number of Students: 364

Socioeconomically Disadvantaged



Yellow

59.4 points below standard

Increased 3.4 Points ▲

Number of Students: 297

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

93.2 points below standard

Increased 5.4 Points ▲

Number of Students: 144

Recently Reclassified English Learners

7.6 points below standard

Increased 17.2 Points ▲

Number of Students: 39

English Only

10.1 points below standard

Increased 8.3 Points ▲

Number of Students: 128

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



Orange

48.1% making progress towards English language proficiency

Declined 8.6% ▼

Number of EL Students: 214

Student English Language Acquisition Results

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

116 **3** Initial Implementation

Mathematics – Common Core State Standards for Mathematics

Next Generation Science Standards

5 Full Implementation And Sustainability

3 Initial Implementation

History - Social Science

2 Beginning Development

Instructional Materials

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.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

2 Beginning Development

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Policy & Program Support

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).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

1 Exploration And Research Phase

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

5 Full Implementation And Sustainability

Visual and Performing Arts

3 Initial Implementation

World Language

5 Full Implementation And Sustainability

Engagement of School Leadership

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).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

4 Full Implementation

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=34674390106898&year=2022-23>

All Students



Orange

16.1% chronically absent

Increased 2.5% ▲

Number of Students: 620

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

White



African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White

No Performance Color

5.3% chronically absent

Increased 5.3% ▲

Number of Students: 19

Students with Disabilities



Red

22.9% chronically absent

Maintained 0.3%

Number of Students: 70

English Learners



Orange

18.5% chronically absent

Increased 1.3% ▲

Number of Students: 297

Hispanic



Orange

16.4% chronically absent

Increased 2.1% ▲

Number of Students: 579

Socioeconomically Disadvantaged



Orange

18.5% chronically absent

Increased 1.7% ▲

Number of Students: 464

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used 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.

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.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

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).

3. Identification of any barriers preventing access to a broad course of study for all students.

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.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

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.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Green

2.2% suspended at least one day

Declined 0.5% ▼

Number of Students: 623

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups



Red

No Student Groups



Orange

Students with Disabilities



Yellow

No Student Groups



Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

White



African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White

No Performance Color

5.3% suspended at least one day

Increased 5.3% ▲

Number of Students: 19

Students with Disabilities



Orange

5.6% suspended at least one day

Maintained 0%

Number of Students: 71

English Learners



Green

1.7% suspended at least one day

Declined 2.1% ▼

Number of Students: 298

Hispanic



Green

1.9% suspended at least one day

Declined 1% ▼

Number of Students: 582

Socioeconomically Disadvantaged



Green

2.1% suspended at least one day

Declined 1.3% ▼

Number of Students: 467

Local Indicators

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	32	87.3%	Above
County	11,506.5	84.5%	Above
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=34674390106898&year=2021-22>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

Additional Comments

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 2023, 94% of LAS teachers have two years or more classroom teaching experience and 91% have five or more years of teaching experience.

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

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.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

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.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

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.

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.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

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.

Full Implementation

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.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

During the mandated school closures and implementation of full distance learning and into FY22/FY23 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

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.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

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.

Full Implementation

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.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2023): 94% of families completed the annual school survey. Survey Data 2: 98% 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: FY15: 8/2015: 69% 10/2015: 47% FY16: Improved 5/2016: 70% 6/2016=74% FY17:

6/2017 = 62% FY18: 5/2018 = 57%, FY21: 10/2020 = *29% (Lowest Record due to COVID-19 Closure) 11/2021 = 80%, FY22:

11/2022: 82% (*Highest record).

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Excerpt from LAS LCAP Annual Update (Board, June 2023) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS:
DATA 1 - Attendance Rate Goal 95% DATA 2 - 97% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 93% stated, "I like my school." Q2: 96% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 85% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2023): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.

The Language Academy of Sacramento

Explorar el rendimiento académico de The Language Academy of Sacramento bajo el Sistema de Rendición de Cuentas de California.



Escuela Detalles

Resumen Descriptivo Opcional
 Completado Por The Language Academy of Sacramento

LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard results for ELA, Math, and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-of-Stage 3 (Grade 8). For more information on Gr8 LAS performance, please check CDE's Data Quest or contact LAS.

NOMBRE The Language Academy of Sacramento	DIRECCIÓN 2850 49th Street Sacramento, CA 95817-2303	PÁGINA DE INTERNET http://www.language-ac...	GRADOS ATENDIDOS K-8
ESCUELA AUTÓNOMA Yes	ESTADO DE DASHBOARD ALTERNATIVE SCHOOLS No		

Población Estudiantil

Explorar la información acerca de esta población estudiantil de escuela's.



Rendimiento Académico

Ver los Resultados de la Evaluación del Estudiante y otros aspectos del rendimiento escolar.



Indicadores Locales



SE ALCANZÓ EL ESTÁNDAR

THE LANGUAGE ACADEMY OF SACRAMENTO

Participación Académica

Ver la información que muestra qué tan bien están las escuelas involucrando a los estudiantes en su aprendizaje.

CONOCER MÁS

Absentismo Escolar Crónico



Naranja

16.1% crónicamente ausente

Aumentó 2.5% ▲

REPORTE DEL LOGRO ACADÉMICO

Número de grupos de estudiantes en cada nivel



Indicadores Locales

CONOCER MÁS

Acceso a un Amplio Curso de Estudios

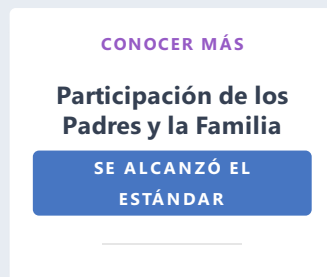
SE ALCANZÓ EL ESTÁNDAR

Condiciones y Ambiente

Ver los datos relacionados con qué tan bien están las escuelas proporcionando un ambiente saludable, seguro y agradable.



Indicadores Locales



Rendimiento Académico

Ver los resultados de las evaluaciones de los estudiantes y otros aspectos del rendimiento escolar bajo el Sistema de Rendición de Cuentas de California.

Lengua y Literatura en Inglés

Todos los Estudiantes

Descubra qué tan bien los estudiantes cumplen con los estándares de nivel de grado en la evaluación de Lengua y Literatura en Inglés. Esta medida se basa en el desempeño de los estudiantes en la Evaluación Sumativa Smarter Balanced o en la Evaluación Alternativa de California que los estudiantes de los grados entre 3 y 8 y el grado 11 rinden anualmente.

Todos los Estudiantes



Amarillo

26.4 puntos por debajo del nivel estándar

Aumentó 6.3 de Puntos ▲

Número de Estudiantes: 391

Detalles del Grupo de Estudiantes

Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

9 Total de Grupos de Estudiantes



Rojo

Estudiantes con Discapacidades



Naranja

Aprendices de Inglés



Amarillo

Hispano
Desfavorecidos Socioeconómicamente



Verde

No hay grupos de estudiantes



Azul

No hay grupos de estudiantes

No Color de Desempeño Académico

Africanoamericano

Asiático

Sin Hogar

Dos o Más Razas

Blanco



Africanoamericano

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 7

Asiático

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 3

Sin Hogar

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 1

Dos o Más Razas

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 6

Blanco

No Color de Desempeño Académico

73 puntos por encima del nivel estándar

Aumentó 93.3 de Puntos ▲

Número de Estudiantes: 11

Estudiantes con Discapacidades



Rojo

105.1 puntos por debajo del nivel estándar

Se Mantuvo 1.9 de Puntos

Número de Estudiantes: 49

Aprendices de Inglés



Naranja

65.4 puntos por debajo del nivel estándar

Disminuyó 3.4 de Puntos ▼

Número de Estudiantes: 183

Hispano



Amarillo

30.3 puntos por debajo del nivel estándar

Aumentó 7.5 de Puntos ▲

Número de Estudiantes: 364

Desfavorecidos Socioeconómicamente



Amarillo

45.5 puntos por debajo del nivel estándar

Aumentó 3.4 de Puntos ▲

Número de Estudiantes: 297

Comparaciones de Datos de Lengua y Literatura en Inglés: Aprendices de Inglés.

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Aprendices de Inglés Actuales

85.3 puntos por debajo del nivel estándar

Se Mantuvo -1.6 de Puntos

Número de Estudiantes: 144

Aprendices de Inglés Reclassificados

8.1 puntos por encima del nivel estándar

Aumentó 12.5 de Puntos ▲

Número de Estudiantes: 39

Inglés Solamente

1.3 puntos por encima del nivel estándar

Aumentó 6.8 de Puntos ▲

Número de Estudiantes: 128

Todos los Estudiantes

Descubra qué tan bien los estudiantes cumplen con los estándares de nivel de grado en la Evaluación de Matemáticas. Esta medida se basa en el desempeño de los estudiantes, ya sea en la Evaluación Sumativa Smarter Balanced o en la Evaluación Alternativa de California que los estudiantes de los grados entre 3 y 8 y el grado 11 rinden anualmente.

Todos los Estudiantes



Amarillo

38.1 puntos por debajo del nivel estándar

Aumentó 8.7 de Puntos ▲

Número de Estudiantes: 391

Detalles del Grupo de Estudiantes

Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

9 Total de Grupos de Estudiantes



Rojo

Estudiantes con Discapacidades



Naranja

No hay grupos de estudiantes



Amarillo

Aprendices de Inglés

Hispano

Desfavorecidos Socioeconómicamente



Verde

No hay grupos de estudiantes



Azul

No hay grupos de estudiantes

No Color de Desempeño Académico

Africanoamericano

Asiático

Sin Hogar

Dos o Más Razas

Blanco



Africanoamericano

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 7

Asiático

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 3

Sin Hogar

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 1

Dos o Más Razas

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 6

Blanco

No Color de Desempeño Académico

33.1 puntos por encima del nivel estándar

Aumentó 72.1 de Puntos ▲

Número de Estudiantes: 11

Estudiantes con Discapacidades



Rojo

132.1 puntos por debajo del nivel estándar

Se Mantuvo -2.6 de Puntos

Número de Estudiantes: 49

Aprendices de Inglés



Amarillo

75 puntos por debajo del nivel estándar

Aumentó 3.4 de Puntos ▲

Número de Estudiantes: 183

Hispano



Amarillo

41.1 puntos por debajo del nivel estándar

Aumentó 10.1 de Puntos ▲

Número de Estudiantes: 364

Desfavorecidos Socioeconómicamente



Amarillo

59.4 puntos por debajo del nivel estándar

Aumentó 3.4 de Puntos ▲

Número de Estudiantes: 297

Comparaciones de Datos de Matemáticas: Aprendices de Inglés

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Aprendices de Inglés Actuales

93.2 puntos por debajo del nivel estándar

Aumentó 5.4 de Puntos ▲

Número de Estudiantes: 144

Aprendices de Inglés Reclassificados

7.6 puntos por debajo del nivel estándar

Aumentó 17.2 de Puntos ▲

Número de Estudiantes: 39

Inglés Solamente

10.1 puntos por debajo del nivel estándar

Aumentó 8.3 de Puntos ▲

Número de Estudiantes: 128

Indicador de Progreso de el Aprendiz de Inglés

Todos los Estudiantes de Inglés

Explorar la información acerca del porcentaje de estudiantes actuales de EL (Estudiantes Aprendiendo Inglés como Segundo Idioma) que están progresando hacia el dominio del idioma Inglés, o que mantienen el nivel más alto.

CONOCER MÁS
Progreso de el Aprendiz de Inglés



48.1% progresando hacia el dominio del idioma Inglés

Disminuyó 8.6% ▼

Cantidad de estudiantes EL: 214

Resultados de la Adquisición del Idioma Inglés del Estudiante.

Indicadores Locales

SE ALCANZÓ EL ESTÁNDAR

Implementación de los Estándares Académicos

Esta medida cubre la implementación de los estándares académicos estatales.

Las agencias educativas locales (LEA) miden anualmente su progreso en la implementación de los estándares académicos estatales e informan los resultados a su junta de gobierno local en una reunión programada regularmente e informan a los socios educativos y al público a través del Tablero.

Se requiere que el resumen del progreso este basado en la información obtenida con medidas o instrumentos seleccionados localmente, y que incluya una descripción de por qué el distrito eligió la medida o instrumento seleccionado.

Escala de Calificación del Instrumento de Reflexión (del más bajo al más alto)

1	Exploración y Fase de Investigación
2	Principio del Desarrollo
3	Implementación Inicial
4	Implementación Completa
5	Implementación Completa Y Constante

Desarrollo Profesional

Progreso en proveer aprendizaje profesional para la enseñanza de los estándares académicos y/o marcos del plan académico de estudio recientemente adoptados e identificados a continuación.

Lengua y Literatura en Inglés – Estándares Estatales Básicos Comunes para Lengua y Literatura en Inglés

5 Implementación Completa Y Constante

Programa de Desarrollo del Idioma Inglés (Que vaya de Acuerdo con los Estándares de Lengua y Literatura en Inglés)

135 3 Implementación Inicial

Matemáticas – Estándares Estatales Básicos Comunes para

Estándares de Ciencias de la Próxima Generación

Matemáticas

5 Implementación Completa Y Constante

3 Implementación Inicial

Historia - Ciencias Sociales

2 Principio del Desarrollo

Materiales de Instrucción

Progreso en hacer que los materiales de instrucción vayan de acuerdo con los estándares académicos y/o marcos del plan académico de estudio, recientemente adoptados e identificados a continuación y disponibles en todos los salones de clases en donde la materia es enseñada.

Lengua y Literatura en Inglés – Estándares Estatales Básicos Comunes para Lengua y Literatura en Inglés

5 Implementación Completa Y Constante

Programa de Desarrollo del Idioma Inglés (Que vaya de Acuerdo con los Estándares de Lengua y Literatura en Inglés)

2 Principio del Desarrollo

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5 Implementación Completa Y Constante

Estándares de Ciencias de la Próxima Generación

3 Implementación Inicial

Historia - Ciencias Sociales

2 Principio del Desarrollo

Póliza y Programa de Apoyo

Progreso en la implementación de las pólizas o programas para apoyar al personal en identificar áreas donde ellos pueden mejorar al impartir las clases, de acuerdo con los estándares académicos y/o marcos del plan académico de estudio recientemente adoptados e identificados a continuación (por ejemplo, tiempo de colaboración, recorridos enfocados en el salón de clases, combinación de maestros).

Lengua y Literatura en Inglés – Estándares Estatales Básicos Comunes para Lengua y Literatura en Inglés

5 Implementación Completa Y Constante

Programa de Desarrollo del Idioma Inglés (Que vaya de Acuerdo con los Estándares de Lengua y Literatura en Inglés)

4 Implementación Completa

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5 Implementación Completa Y Constante

Estándares de Ciencias de la Próxima Generación

3 Implementación Inicial

Historia - Ciencias Sociales

2 Principio del Desarrollo

Implementación de los Estándares

Progreso implementando cada uno de los siguientes estándares académicos adoptados por la Mesa Directiva Estatal de Educación para todos los estudiantes.

Educación de Carreras Técnicas

1 Exploración y Fase de Investigación

Estándares de Contenido de Educación para la Salud

3 Implementación Inicial

Estándares de Contenido del Modelo de Educación Física

5 Implementación Completa Y Constante

Artes Visuales y de Actuación

3 Implementación Inicial

5 Implementación Completa Y Constante

Participación de Liderazgo Escolar

Éxito al participar en las siguientes actividades con los maestros y administradores escolares durante el año escolar anterior (incluyendo el verano precediendo al año escolar anterior).

Identificando las necesidades de aprendizaje profesional de grupos de maestros o del personal en general

5 Implementación Completa Y Constante

Identificando las necesidades de aprendizaje profesional de maestros individuales

4 Implementación Completa

Proporcionando apoyo a los maestros en los estándares que aún ellos no han dominado

4 Implementación Completa

Participación Académica

Ver los datos acerca de la participación académica.

Absentismo Escolar Crónico

Todos los Estudiantes

Explorar la información acerca del porcentaje de estudiantes en el jardín de niños hasta los del 8 grado, quienes han estado ausentes en un 10 por ciento o más de los días de clases en los que ellos estuvieron inscritos. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=34674390106898&year=2022-23>

Todos los Estudiantes



Naranja

16.1% crónicamente ausente

Aumentó 2.5% ▲

Número de Estudiantes: 620

Detalles del Grupo de Estudiantes

Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



Rojo

Estudiantes con Discapacidades



Naranja

Aprendices de Inglés

Hispano

Desfavorecidos Socioeconomicamente



Amarillo

No hay grupos de estudiantes



Verde

No hay grupos de estudiantes



Azul

No hay grupos de estudiantes

No Color de Desempeño Académico

Africanoamericano

Asiático

Filipino

Sin Hogar

Dos o Más Razas

Blanco



Africanoamericano

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 10

Asiático

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 3

Filipino

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 1

Sin Hogar

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 2

Dos o Más Razas

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 8

Blanco

No Color de Desempeño Académico

5.3% crónicamente ausente

Aumentó 5.3% ▲

Número de Estudiantes: 19

Estudiantes con Discapacidades



Rojo

22.9% crónicamente ausente

Se Mantuvo 0.3%

Número de Estudiantes: 70

Aprendices de Inglés



Naranja

18.5% crónicamente ausente

Aumentó 1.3% ▲

Número de Estudiantes: 297

Hispano



Naranja

16.4% crónicamente ausente

Aumentó 2.1% ▲

Número de Estudiantes: 579

Desfavorecidos Socioeconómicamente



Naranja

18.5% crónicamente ausente

Aumentó 1.7% ▲

Número de Estudiantes: 464

Indicadores Locales

SE ALCANZÓ EL ESTÁNDAR

Acceso a un Amplio Curso de Estudios

Esta medida explora ya sea si los estudiantes tienen acceso o no, y si están inscritos en, un amplio curso de estudios que incluya los programas y servicios desarrollados y proporcionados, a estudiantes no duplicados y personas con necesidades excepcionales.

corresponda, incluidos los programas y servicios desarrollados y proporcionados a estudiantes no duplicados e individuos con necesidades excepcionales a sus juntas directivas locales en una reunión programada regularmente e informes a socios educativos y al público a través del Tablero.

Se requiere que el resumen del progreso este basado en la información obtenida a través de instrumentos seleccionados localmente, y de medidas que identifiquen las diferencias entre las instalaciones escolares y los grupos de estudiantes, las barreras que impiden el acceso de los estudiantes, y cualquier revisión para garantizar el acceso a todos los estudiantes.

1. Las medidas o instrumentos seleccionados localmente, utilizados para determinar en qué medida todos los estudiantes tienen acceso, y están inscritos en, un curso amplio de estudio, basado en el número de grados, grupos de estudiantes no duplicados, y personas con necesidades excepcionales a quienes se les brindaron servicios.

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.

2. Un resumen de las diferencias entre los planteles escolares y grupos de estudiantes que tienen acceso a, y están inscritos en, un amplio curso de estudio, y pueden incluir una descripción del progreso a lo largo del tiempo en la medida en la cual todos los estudiantes tienen acceso, y están inscritos en, un amplio curso de estudio.

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).

3. Identificación de cualquiera de las barreras de prevención al acceso a un amplio curso de estudio para todos los estudiantes.

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 instructors to teach CTE middle school level courses.

4. Revisiones, decisiones, o nuevas acciones que serán implementadas, o que han sido implementadas, para garantizar el acceso a un amplio curso de estudio para todos los estudiantes.

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.

Condiciones y Ambiente

Ver los datos relacionados con las actitudes, comportamientos, y desempeño académico de los estudiantes.

Índice de Suspensión

Todos los Estudiantes

Explorar información acerca del porcentaje de estudiantes desde el jardín de niños hasta el grado 12, quienes han sido suspendidos por lo menos una vez en un año escolar determinado. Los estudiantes quienes han sido suspendidos varias veces son contados solamente una vez.

Todos los Estudiantes



Verde

2.2% suspendido al menos un día

Disminuyó 0.5% ▼

Número de Estudiantes: 623

Detalles del Grupo de Estudiantes

Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



Rojo

No hay grupos de estudiantes



Naranja

Estudiantes con Discapacidades



Amarillo

No hay grupos de estudiantes



Verde

Aprendices de Inglés

Hispano

Desfavorecidos Socioeconómicamente



Azul

No hay grupos de estudiantes

No Color de Desempeño Académico

Africanoamericano

Asiático

Filipino

Sin Hogar

Dos o Más Razas

Blanco



Africanoamericano

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 10

Asiático

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 3

Filipino

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 1

Sin Hogar

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 2

Dos o Más Razas

No Color de Desempeño Académico

Menos de 11 estudiantes - datos no mostrados por privacidad

Número de Estudiantes: 8

Blanco

No Color de Desempeño Académico

5.3% suspendido al menos un día

Aumentó 5.3% ▲

Número de Estudiantes: 19

Estudiantes con Discapacidades



Naranja

5.6% suspendido al menos un día

Se Mantuvo 0%

Número de Estudiantes: 71

Aprendices de Inglés



Verde

1.7% suspendido al menos un día

Disminuyó 2.1% ▼

Número de Estudiantes: 298

Hispano



Verde

1.9% suspendido al menos un día

Disminuyó 1% ▼

Número de Estudiantes: 582

Desfavorecidos Socioeconómicamente



Verde

2.1% suspendido al menos un día

Disminuyó 1.3% ▼

Número de Estudiantes: 467

Indicadores Locales

SE ALCANZÓ EL ESTÁNDAR

Esta medida se enfoca en el porcentaje de maestros asignados apropiadamente; acceso de los estudiantes a materiales de instrucción que vayan de acuerdo con el plan académico de estudios; instalaciones escolares seguras, limpias y funcionales.

Según corresponda, el 100 % de todos los sitios escolares abordan de inmediato cualquier queja u otras deficiencias identificadas durante el año académico y brindan información anualmente sobre el progreso en el cumplimiento de este estándar a la junta directiva local en una reunión programada regularmente e informan a los socios educativos y al público a través del Tablero.

Maestros correctamente designados

Name	Equivalente en tiempo completo de clases totales	Despejar (clases)	Comparación con promedio a nivel estatal
LEA	32	87.3%	Arriba
Condado	11,506.5	84.5%	Arriba
En todo el estado	279,044.88	84%	n/a

Para información adicional sobre maestros correctamente designado en las escuelas dentro de esta agencia educativa local, visite el Dataquest Teaching Assignment con el informe de datos escolares en <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?aggllevel=School&cds=34674390106898&year=2021-22>.

Porcentaje de Estudiantes Sin Acceso a Sus Propias Copias de los Estándares-Materiales que van de Acuerdo con la Instrucción Para Uso En la Escuela y En Casa	0
Instancias Donde las Instalaciones No Cumplen con el Estándar de "Buen Estado" (Incluyendo Deficiencias y Deficiencias Extremas)	0

Comentarios Adicionales

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 2023, 94% of LAS teachers have two years or more classroom teaching experience and 91% have five or more years of teaching experience.

SE ALCANZÓ EL ESTÁNDAR

Participación de los Padres y la Familia

Esta medida aborda la participación de los padres y la familia, incluida la forma en que una LEA construye relaciones entre el personal de la escuela y las familias, crea asociaciones para los resultados de los estudiantes y busca aportes para la toma de decisiones.

Las LEA informan el progreso de cómo buscaron la opinión de los padres en la toma de decisiones y promovieron la participación de los padres en los programas a sus juntas directivas locales en una reunión programada regularmente e informan a los socios educativos y al público a través del Tablero.

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.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

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.

Full Implementation

Con base en el análisis de los aportes de los socios educativos y los datos locales, describa brevemente las fortalezas y el progreso actuales de la LEA en la creación de asociaciones para los resultados de los estudiantes.

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.

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.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

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.

Full Implementation

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.

Full Implementation

Con base en el análisis de los aportes de los socios educativos y los datos locales, describa brevemente las fortalezas y el progreso actuales de la LEA en la construcción de relaciones entre el personal escolar y las familias.

During the mandated school closures and implementation of full distance learning and into FY22/FY23 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

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.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

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.

Full Implementation

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.

Full Implementation and Sustainability

Con base en el análisis de los aportes de los socios educativos y los datos locales, describa brevemente las fortalezas y el progreso actuales de la LEA en la búsqueda de aportes para la toma de decisiones.

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2023): 94% of families completed the annual school survey. Survey Data 2: 98% 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: FY15: 8/2015: 69% 10/2015: 47% FY16: Improved 5/2016: 70% 6/2016=74% FY17: 6/2017 = 62% FY18: 5/2018 = 57%, FY21: 10/2020 = *29% (Lowest Record due to COVID-19 Closure) 11/2021 = 80%, FY22: 11/2022: 82% (*Highest record).

Encuesta del Ambiente Local

Esta medida se enfoca en la información relacionada con el ambiente escolar basada en la encuesta del ambiente local, administrada cada dos años sobre temas de seguridad y conectividad escolar.

Las LEA informan cómo administraron una encuesta sobre el clima local (al menos cada dos años) que proporciona una medida válida de las percepciones de la seguridad escolar y la conexión con sus juntas directivas locales en una reunión programada periódicamente e informa a los socios educativos y al público a través del Tablero.

Se requiere que el resumen del progreso este basado en la información obtenida, la cual captura una medida válida de las percepciones de seguridad y conectividad escolar en por lo menos un grado dentro del número de grados.

Resumen de la Encuesta del Ambiente Local

Excerpt from LAS LCAP Annual Update (Board, June 2023) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 97% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 93% stated, "I like my school." Q2: 96% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 85% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2023): 94% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.



A California Public School

Agenda Item# IVD

Board Meeting Date: January 26, 2024

Subject: School Accountability Report Card (SARC)

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

Committee: School Leadership

Summary:

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Although there is great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Recommendation:

It is recommended that the Board review and approve the attached SARC.

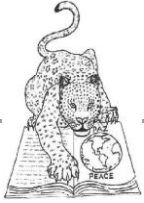
Documents Attached:

1. LAS SARC v0122.24

LAS SARC				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: Bersola
Date: 01.22.24

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



Fecha de la Reunión: 26 de enero de 2024

Tema: Reporte de progreso de responsabilidad escolar (SARC, por sus siglas en inglés)

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

Comité: Liderazgo escolar

Resumen:

Desde noviembre de 1988, la ley estatal ha requerido que todas las escuelas públicas que reciban fondos estatales preparen y distribuyan un reporte de progreso de responsabilidad escolar (SARC, por sus siglas en ingles). Un requisito similar también está incluido en el acta federal de educación primaria y secundaria (ESEA por sus siglas en ingles). El propósito de este reporte de progreso es de darles a los padres y la comunidad información importante sobre cada escuela pública. Un SARC puede ser una manera efectiva de que las escuelas demuestren el progreso hecho hacia sus metas. El público también puede usar SARC para evaluar y comparar las escuelas en una variedad de indicadores.

Aunque hay gran variación entre los diseños de los reportes de progreso, generalmente comienzan con un perfil que presenta información básica sobre la escuela y sus estudiantes. El perfil usualmente da un resumen de la misión, metas y logros de la escuela. La ley estatal requiere que el SARC contenga los siguientes:

- Información demográfica
- Información sobre la seguridad escolar y el clima de aprendizaje
- Información académica
- Tasas de finalización
- Tamaños de las clases
- Información sobre los maestros y el personal
- Descripciones del curriculum y la instrucción
- Preparación para después de la secundaria
- Tasa fiscal y de gastos

Recomendación

El liderazgo escolar recomienda que la Mesa Directiva revise y apruebe el SARC

Documentos adjuntos

1. SARC de LAS v012224

Tiempo estimado para la presentación: 10 min.
Entregado por: Bersola
Fecha: 1.22.24

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

**The Language Academy of Sacramento
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year**

California Department of Education

Address:	2850 49th St. Sacramento, CA , 95817- 2303	Principal:	Mr. Eduardo De Leon, Executive Director/Superintendent
Phone:	(916) 277-7137	Grade Span:	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Mr. Eduardo De Leon, Executive Director/Superintendent

📍 Principal, The Language Academy of Sacramento

About Our School

Contact

The Language Academy of Sacramento
2850 49th St.
Sacramento, CA 95817-2303

Phone: (916) 277-7137

Email: edeleon@lasac.info

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Allen, Lisa
Email Address	superintendent@scusd.edu
Website	www.scusd.edu

School Contact Information (School Year 2023–24)

School Name	The Language Academy of Sacramento
Street	2850 49th St.
City, State, Zip	Sacramento, CA , 95817-2303
Phone Number	(916) 277-7137
Principal	Mr. Eduardo De Leon, Executive Director/Superintendent
Email Address	edeleon@lasac.info
Website	https://www.lasac.info/
County-District-School (CDS) Code	34674390106898

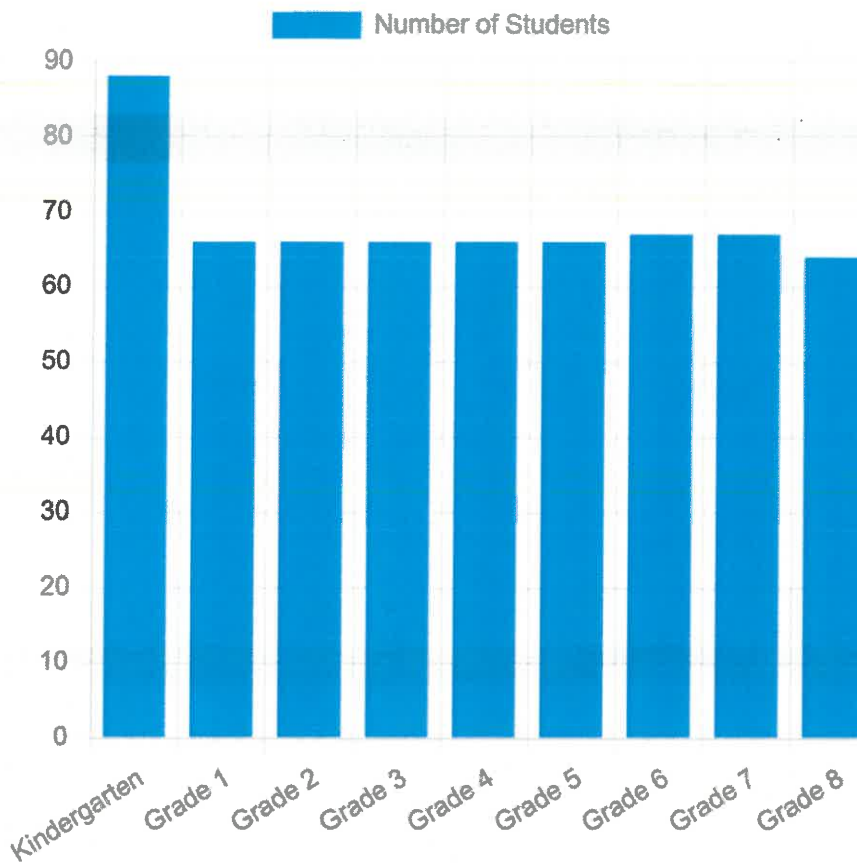
Last updated: 1/23/24

School Description and Mission Statement (School Year 2023–24)

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).

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	88
Grade 1	66
Grade 2	66
Grade 3	66
Grade 4	66
Grade 5	66
Grade 6	67
Grade 7	67
Grade 8	64
Total Enrollment	616



Last updated: 12/13/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	52.90%
Male	47.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	1.60%
Filipino	0.20%
Hispanic or	93.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	47.70%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	74.20%
Students with Disabilities	9.10%

Student Group	Percent of Total Enrollment
Latino	
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.30%
White	3.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.60	0.50
Total Out-of-Field Teachers	1.60	0.50

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GrK-5 McmillanMcGraw Hill Treasures, Columbia University Teacher's College Reading and Writing Projects (TCRWP) Units of Study CurriculumGr6-Gr8 McDougal Littell, TCRWP Units of Study, ERWC	Yes	0
Mathematics	GrTK-5 Envision Pearson Scott Foresman MathGr6-Gr8 College Preparatory Mathematics	Yes	0
Science	GrTK-Gr5 Amplify: CA Integrated Model Gr6-Gr8 Stem Scopes (Accelerate Learning)	Yes	0
History-Social Science	Gr4-Gr5 Harcourt Brace Gr6-Gr8 McDougal Littell	Yes	0
Foreign Language	Spanish Literacy:GrK-Gr6 Macmillan McGraw Hill Tesoros, TCRWP Units of Study Gr7-Gr8 McDougal Littell (Language and AP	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Literature), TCRWP Units of Study, ERWC			
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/18/24

School Facility Conditions and Planned Improvements

Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms) are in fair to poor condition. LAS rehabilitation and new construction area are on great condition.

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school. 3. Replacement of single ply roofing is necessary. Several areas throughout the core site have had water leaks with ceiling collapsing during peak rain months. 4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing. 5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition. 6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC

complaint, fan in bathrooms in poor condition (no-air flow). 9. Multi-purpose room entry ways are not CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible.

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC and roof. This is heightened importance due to COVID-19.

Rehabilitation and modernization of the core building, library, boy's bathroom and girl's bathroom is currently until further notice.

Last updated: 1/18/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Core building HVAC needs modernization updates
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Core building needs to be modernized to align with increasing technology use in the classroom.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Core building roofing needs to be modernized.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating	Good
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Last updated: 1/18/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Thomas & Collier, 2002; Lindholm-Leary, 2011). Since formal instruction in English literacy typically begins in the third grade, two-way students often lag behind their peers on standardized tests in English in the primary and intermediate grades.

As students move into middle school, the gap decreases and, eventually, the achievement of two-way students surpasses that of students in English-only programs. Indeed, teachers in the two-way Spanish immersion program at LAS have found that, in the primary grades, standardized tests in Spanish have greater validity in reflecting students' knowledge and skills than standardized tests in English.

By the sixth, seventh, and eighth grades, however, students begin to outscore their counterparts in English-only programs on standardized tests in English. It is precisely for this reason that the LAS school design extends through the eighth grade.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	35%	39%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	31%	33%	27%	28%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/17/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	394	99.75%	0.25%	38.58%
Female	214	214	100.00%	0.00%	39.72%
Male	181	180	99.45%	0.55%	37.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	368	367	99.73%	0.27%	37.06%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	63.64%
English Learners	145	145	100.00%	0.00%	11.72%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	198	198	100.00%	0.00%	28.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	48	47	97.92%	2.08%	17.02%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	394	99.75%	0.25%	33.25%
Female	214	214	100.00%	0.00%	27.10%
Male	181	180	99.45%	0.55%	40.56%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	368	367	99.73%	0.27%	31.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	11	11	100.00%	0.00%	81.82%
English Learners	145	145	100.00%	0.00%	8.97%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	198	198	100.00%	0.00%	25.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	48	47	97.92%	2.08%	10.64%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/24

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2021– 22	2022– 23	2021– 22	2022– 23	2021– 22	2022– 23
Science (grades 5, 8, and high school)	19.85%	26.56%	25.03%	25.46%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	128	99.22%	0.78%	26.56%
Female	70	70	100.00%	0.00%	17.14%
Male	59	58	98.31%	1.69%	37.93%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	121	120	99.17%	0.83%	26.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	37	100.00%	0.00%	5.41%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	67	67	100.00%	0.00%	22.39%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	13	12	92.31%	7.69%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Governing Board

The Governing Board is responsible for adopting a school-wide vision with programmatic goals, aligned school policies and procedures, and the yearly budget. The Board is composed of nine voting members elected by their peers and/or the LAS Community: three community members, three parent representatives, and three teacher/staff representatives. The combination of staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration. The Governing Board meets monthly; Board agendas are posted at the school office, on the school website (www.lasac.info), hard copies are available upon request at the school. Parents and community members are encouraged to attend Board meetings. Information on how to give input at Board meetings is available at all Board meetings.

Parent Council/Parent Association

The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council consists of non-voting officers such as President, Vice-President, Secretary, Treasurer that are elected by the existing Parent Council Members. In addition, voting classroom representative for each grade level that are elected by Language Academy parents. A language balance is sought within the Parent Council. All parents are encouraged to attend Parent Council meetings. Parent Council events will be attended by the School Administration, teachers, parents, and students.

All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language

Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents for these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

Academic and artistic events will be developed and organized by the administrators, the teachers, the Parent Council, and other volunteers. Examples of academic and artistic events include: Family Literacy Night, Winter Festival, Health and Science Fair, Día del Niño, Student Enrichment Presentations, as well as others.

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a Parental Council, School Site Council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

The Language Academy of Sacramento, in conjunction with other parent and school advisory councils, annually convenes the English Learners Advisory Committee (ELAC). The ELAC serves as the advisory body on the development of English Learners' curriculum, progress, training of teachers and attendance policies. The school works with the parents of English Learners and English speaking students to develop and adopt policies and strategies.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	623	620	100	16.1%
Female	329	328	52	15.9%
Male	294	292	48	16.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	10	10	3	30.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	582	579	95	16.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	8	8	1	12.5%
White	19	19	1	5.3%
English Learners	298	297	55	18.5%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Foster Youth	0	0	0	0.0%
Homeless	2	2	1	50.0%
Socioeconomically Disadvantaged	467	464	86	18.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	71	70	16	22.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.16%	2.76%	2.25%	0.04%	4.73%	6.16%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.25%	0.00%
Female	0.61%	0.00%
Male	4.08%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.89%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	5.26%	0.00%
English Learners	1.68%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.14%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.63%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

School Safety Plan (School Year 2020–2021)

The Language Academy of Sacramento has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers, applicable laws and regulations, and approved by the LAS Governing Board.

IMMUNIZATIONS

All LAS staff and students enrolled shall be required to provide records documenting immunizations as is required at public schools. Health and Safety Code Sections 120325-120375, and Title 17, CA Code of Regulations Sections 6000-6075.

SCREENINGS

LAS adheres to the requirement regarding screening of pupils for vision, hearing, and scoliosis as applicable to grade levels served by the school. Ed Code 49450, et seq.

ADMINISTRATION OF MEDICATIONS

LAS adheres to the requirement regarding administration of medication in school per the California Department of Education's guidance and applicable law. Ed Code 49423.

ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

LAS shall function as a drug, alcohol, marijuana, and tobacco free workplace.

BACKGROUND CHECK

LAS adheres to the requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.

MANDATED REPORTING

LAS adheres to the requirement that all staff, including teachers and non-teachers, shall be mandated child abuse reporters, and will be required to complete training on "Child Abuse: Mandatory Reporting," and will follow all applicable reporting laws.

EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

LAS adheres to the requirement that staff participate in school-wide training in response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

BLOODBORNE PATHOGENS

LAS adheres to the state and federal standards that address prevention of contact with bloodborne pathogens.

STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

LAS adheres to the requirement that staff are trained in emergency response, including appropriate "first responder" training or its equivalent.

SAFETY TRAINING

LAS shall comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers and fire alarms are in operable conditions. LAS shall conduct fire drills per required by law.

FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

LAS leases its facility from SCUSD and receives certification through SCUSD that school facilities have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school has facilities improvement plans to ensure that the school is accessible to all staff and students.

TUBERCULOSIS

LAS adheres to the requirement that all faculty and staff shall be tested/examined for tuberculosis prior to commencing employment. Ed. Code 49406

COVID-19 Safety Protocols: Posted on the school website

Last updated: 1/17/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020-21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		2	
4	22.00		3	
5	22.00		3	
6	18.00	20	24	
Other**	23.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	16.00	18	12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	4	0
1	22.00	0	3	0
2	22.00	0	3	0
3	22.00	0	3	0
4	22.00	0	3	0
5	22.00	0	3	0
6	15.00	18	12	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	0	0
Mathematics	22.00	7	3	0
Science	25.00	3	3	0
Social Science	25.00	1	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	0	0
Mathematics	22.00	7	3	0
Science	25.00	3	3	0
Social Science	25.00	1	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	0	0
Mathematics	22.00	7	3	0
Science	25.00	3	3	0
Social Science	25.00	1	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	616

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/23/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	0.80
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.57
Resource Specialist (non-teaching)	
Other	3.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/23/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11737.00	\$4414.00	\$7323.00	\$62366.00
District	N/A	N/A	--	\$87329.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/23/24

Types of Services Funded (Fiscal Year 2022–23)

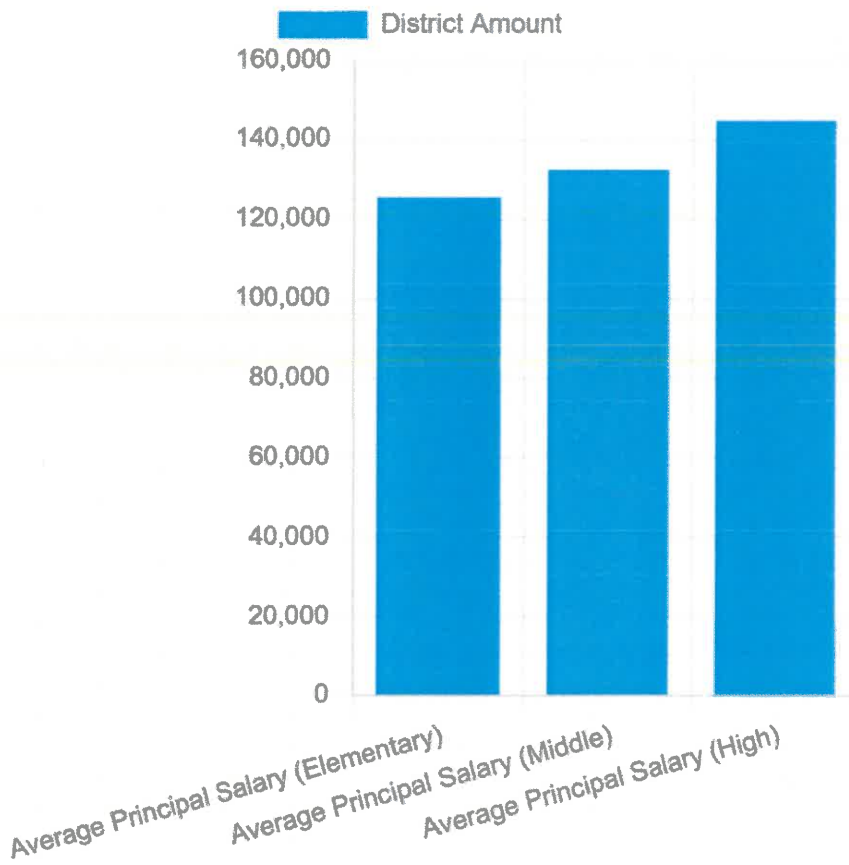
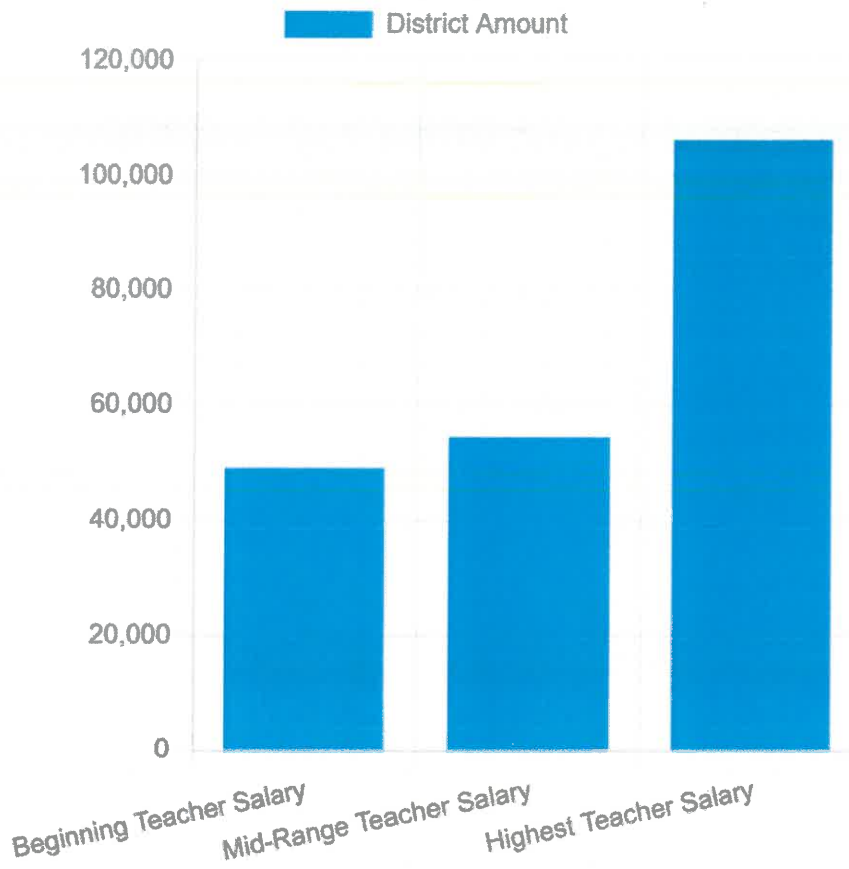
Recent years funding was directed to ensuring small group interventions are provided to students identified as academically at-risk based on state and MAP Growth data, prioritizing those who are socio-economically disadvantaged/low-income and ELs. Direct service to focus student will include: additional certificated staff supporting literacy and math, instruction aides in primary grades, as well as core-day, after-school and summer kick-off and summer school program certificated and classified staff.

Last updated: 1/18/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49228.00	\$55549.60
Mid-Range Teacher Salary	\$54542.00	\$80702.84
Highest Teacher Salary	\$106174.00	\$109417.68
Average Principal Salary (Elementary)	\$125578.00	\$137703.47
Average Principal Salary (Middle)	\$132459.00	\$143759.63
Average Principal Salary (High)	\$144817.00	\$159020.77
Superintendent Salary	\$327071.00	\$319442.91
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for Administrative Salaries	4.73%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/18/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	28	30	30

Last updated: 1/18/24

La Academia de Idiomas de Sacramento
Informe de Responsabilidad Escolar 2022-23
Informado utilizando datos del año escolar 2022-23
Departamento de Educación de California

DIRECCIÓN:	2850 49th St. Sacramento, CA, 95817-2303	Principal:	Sr. Eduardo De León, Director Ejecutivo/Superintendente
Teléfono:	(916) 277-7137	Rango de grados:	K-8

Antes del 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en <https://www.cde.ca.gov/fg/aa/lc/> .
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel de control escolar de California

El Panel Escolar de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

El acceso a Internet está disponible en bibliotecas públicas y otros lugares de acceso público (por ejemplo, la Biblioteca Estatal de California). El acceso a Internet en bibliotecas y lugares públicos generalmente se proporciona por orden de llegada. Otras restricciones de uso pueden incluir las horas de funcionamiento, el tiempo que se puede utilizar una estación de trabajo (según la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la capacidad de imprimir documentos.

Acerca de esta escuela

Sr. Eduardo De León, Director Ejecutivo/Superintendente

📍 Director, Academia de Idiomas de Sacramento

Acerca de nuestra escuela

Contacto

The Language Academy of Sacramento
2850 49th St.
Sacramento, CA 95817-2303

Teléfono: [\(916\) 277-7137](tel:(916)277-7137)

Correo electrónico: edeleon@lasac.info

Información de contacto (año escolar 2023-24)

Información de contacto del distrito (año escolar 2023-24)

Nombre del distrito	Unificado de la ciudad de Sacramento
Número de teléfono	(916) 643-9000
Superintendente	allen, lisa
Dirección de correo electrónico	superintendente@scusd.edu
Sitio web	www.scusd.edu

Información de contacto de la escuela (año escolar 2023-24)

Nombre de escuela	La Academia de Idiomas de Sacramento
Calle	2850 49th St.
Código postal	Sacramento, CA, 95817-2303
Número de teléfono	(916) 277-7137
Principal	Sr. Eduardo De León, Director Ejecutivo/Superintendente
Dirección de correo electrónico	edeleon@lasac.info
Sitio web	https://www.lasac.info/
Código de condado-distrito-escuela (CDS)	34674390106898

Última actualización: 23/01/24

Descripción de la escuela y declaración de misión (año escolar 2023-24)

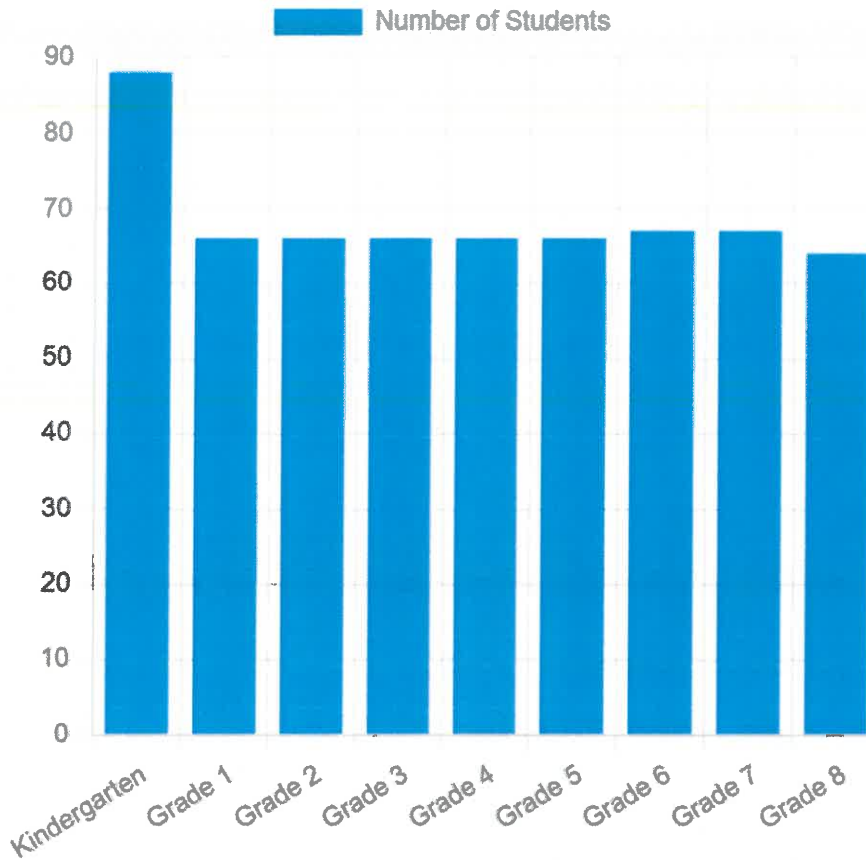
La misión de LAS es crear un entorno de aprendizaje donde los estudiantes: 1) Utilicen el bilingüismo y la alfabetización bilingüe (español e inglés) para lograr la excelencia académica y aplicar habilidades en situaciones del mundo real y entornos diversos. (BILalfabetización); 2) Desarrollar y exhibir autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás. (CONFIANZA Y

organo, cohesión y respeto por el mismo y por los demás (CONVIVENCIA Y HABILIDADES PARA LA VIDA); y, 3) Demostrar habilidades de liderazgo para construir puentes entre comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y generar cambios en la sociedad. (LIDERAZGO Y PENSAMIENTO CRÍTICO).

Última actualización: 23/01/24

Matriculación de estudiantes por nivel de grado (año escolar 2022-23)

Nivel de grado	Numero de estudiantes
Jardín de infancia	88
Grado 1	66
Grado 2	66
Grado 3	66
Grado 4	66
Grado 5	66
Grado 6	67
Grado 7	67
Grado 8	64
Matrícula Total	616



Última actualización: 13/12/23

Matrícula de estudiantes por grupo de estudiantes (año escolar 2022-23)

grupo de estudiantes	Porcentaje de inscripción total
Femenino	52,90%
Masculino	47,10%
No binario	0,00%
Indio americano o nativo de Alaska	0,00%
asiático	0,50%
Negro o afroamericano	1,60%

Grupo de estudiantes (otro)	Porcentaje de inscripción total
Estudiantes de inglés	47,70%
Jóvenes de crianza	0,00%
Sin hogar	0,30%
Inmigrante	0,00%
Desfavorecidos socioeconómicamente	74,20%
Estudiantes con discapacidades	9,10%

filipino	0,20%
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grupo de estudiantes	Porcentaje de inscripción total
hispano o latino	93,30%
Nativo de Hawái o de las islas del Pacífico	0,00%
Dos o mas carreras	1,30%
Blanco	3,10%

A. Condiciones de aprendizaje

Prioridad estatal: básica

El SARC proporciona la siguiente información relevante a la prioridad estatal: Básica (Prioridad 1):

- Grado en el que los maestros están adecuadamente asignados y plenamente acreditados en el área temática y para los alumnos a los que enseñan;
- Los alumnos tienen acceso a materiales educativos alineados con los estándares;
- y
- Las instalaciones escolares se mantienen en buen estado.

**Maestros acreditados asignados fuera de campo
(considerados "fuera de campo" según ESSA)**

Indicador	Número 2020-21	Número 2021-22
Maestros acreditados autorizados con un permiso o exención	0,00	0,00
Opciones de asignación local	1,60	0,50
Total de docentes fuera del campo	1,60	0,50

Última actualización: 2/11/23

Calidad, vigencia y disponibilidad de libros de texto y otros materiales educativos (año escolar 2023-24)

Año y mes en que se recogieron los datos: noviembre de 2023

Sujeto	Libros de texto y otros materiales educativos/año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes a los que no se les asignó su propia copia
Lectura/Artes del Lenguaje	GrK-5 McmillanMcGraw Hill Treasures, Plan de estudios de unidades de estudio de proyectos de lectura y escritura de Teacher's College de la Universidad de Columbia (TCRWP)Gr6-Gr8 McDougal Littell, Unidades de estudio de TCRWP, ERWC	Sí	0
Matemáticas	GrTK-5 Envision Pearson Scott Foresman MathGr6-Gr8 Matemáticas de preparación universitaria	Sí	0
Ciencia	GrTK-Gr5 Amplify: CA Integrated Model Gr6-Gr8 Stem Scopes (acelerar el aprendizaje)	Sí	0
Historia-Ciencias Sociales	Gr4-Gr5 Harcourt Brace Gr6-Gr8 McDougal Littell	Sí	0
Idioma extranjero	Alfabetización en español: GrK-Gr6 Macmillan McGraw Hill Tesoros,	Sí	0

Unidades de estudio de TCRWP Gr7-Gr8 McDougal			
Sujeto	Libros de texto y otros materiales educativos/año de adopción	¿De la adopción más reciente?	Porcentaje de estudiantes a los que no se les asignó su propia copia
Littell (Lengua y literatura AP), Unidades de estudio de TCRWP, ERWC			
Salud			0
Artes Visuales y Escénicas			0
Equipo de laboratorio de ciencias (grados 9 a 12)	N / A	N / A	0

Nota: Las celdas con valores N/A no requieren datos.

Última actualización: 18/01/24

Condiciones de las instalaciones escolares y mejoras planificadas

Las áreas principales del edificio (aulas AQ, MP, cocina, oficina y baños) se encuentran en condiciones de regular a malas. El área de rehabilitación y nueva construcción de LAS se encuentra en excelentes condiciones.

El sitio requiere una serie de mejoras que comienzan con, entre otras, 1. Reemplazo de los controladores de aire de techo Mammoth. Los enfriadores de aire son viejos y están en malas condiciones y deben reemplazarse. 2. Las unidades de tratamiento de aire son viejas, desgastadas y necesitan desesperadamente ser reemplazadas. La calefacción por resistencia eléctrica existente es muy costosa para la escuela. 3. Es necesario reemplazar el techo de una sola capa. Varias áreas a lo largo del sitio central han tenido fugas de agua y el techo se derrumbó durante los meses de mayor lluvia. 4. Drenaje deficiente, como resultado, el césped y las malas hierbas crecen a lo largo de la parte

superior del techo, creando una sensación esponjosa debajo del techo.5. Incrementar la eficiencia del agua en los alrededores del edificio central, incluido el reemplazo de bebederos en malas condiciones.6. La estructura de juego de Kinder requiere sombra, rampa que cumpla con la ADA, reemplazo de fibra de madera y techo rígido. 7. Niños, niñas que necesitan desesperadamente una modernización, incluidos, entre otros, grifos con fugas, cubículos montados en el piso (que no cumplen con las normas), mejoras de los accesorios para la eficiencia del agua y la energía. 8. Los baños para adultos necesitan desesperadamente una modernización, los cubículos actuales no son quejas de CBC, el ventilador en los baños está en malas condiciones (sin flujo de aire). 9. Las entradas al salón de usos múltiples no cumplen con CBC, daños por agua en todas partes, el mostrador de servicio debe modernizarse para que sea accesible.

LAS busca el apoyo monetario del distrito para rehabilitar y modernizar las áreas restantes del edificio principal: HVAC y techo. Esta es una cuestión de gran importancia debido al COVID-19.

La rehabilitación y modernización del edificio central, biblioteca, baño de niños y baño de niñas se encuentra actualmente hasta nuevo aviso.

Última actualización: 18/01/24

Buen estado de reparación de las instalaciones escolares

Utilizando los datos de la Herramienta de inspección de instalaciones (FIT) **recopilados más recientemente** (o equivalente), proporcione lo siguiente:

- Determinación del estado de reparación de los sistemas enumerados
- Descripción de cualquier mantenimiento necesario para garantizar una buena reparación.
- El año y mes en que se recogieron los datos.
- La tarifa para cada sistema inspeccionado.
- La calificación general

Año y mes del informe FIT más reciente: noviembre de 2023

Sistema inspeccionado	Clasificación	Reparación necesaria y acción tomada o planificada
Sistemas: fugas de gas, mecánicos/HVAC, alcantarillado	Justo	El HVAC del edificio central necesita actualizaciones de modernización
Interior: superficies interiores	Justo	
Limpieza: limpieza general, infestación de plagas/alimañas	Bien	
Eléctrico: Eléctrico	Bien	Es necesario modernizar el edificio central para alinearlos con el creciente uso de la tecnología en el aula.
Baños/Bebederos: Baños, Lavabos/Bebederos	Bien	
Seguridad: seguridad contra incendios, materiales peligrosos	Bien	
Estructural: Daños Estructurales, Techos	Justo	Es necesario modernizar el tejado del edificio principal.
Externo : patio de recreo/plantel escolar, ventanas/puertas/portones/cercas	Bien	

Tarifa general de la instalación

Año y mes del informe FIT más reciente: noviembre de 2023

Calificación general

Bien

Última actualización: 18/01/24

B. Resultados de los alumnos

Prioridad estatal: rendimiento estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal:

Rendimiento de los alumnos (Prioridad 4):

- **Evaluaciones estatales** (es decir, el Sistema de Evaluación de Rendimiento y Progreso Estudiantil de California [CAASPP] incluye las Evaluaciones Sumativas Smarter Balanced para estudiantes en la población de educación general y las Evaluaciones Alternativas de California [CAA] para artes del lenguaje inglés/alfabetización [ELA] y matemáticas dadas en grados tercero a octavo y grado once. Solo los estudiantes elegibles pueden participar en la administración de las CAA. Los elementos de la CAA están alineados con estándares de rendimiento alternativos, que están vinculados con los Estándares Estatales Básicos Comunes [CCSS] para estudiantes con las discapacidades cognitivas más significativas).

El sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones sumativas Smarter Balanced y CAA para ELA** en los grados tercero a octavo y undécimo grado.
 2. **Evaluaciones sumativas Smarter Balanced y CAA para matemáticas** en los grados tercero a octavo y undécimo grado.
 3. **Examen de Ciencias de California (CAST) y CAA para Ciencias** en los grados quinto, octavo y una vez en la escuela secundaria (es decir, grado décimo, undécimo o duodécimo).
- **Preparados para la universidad y la carrera:** el porcentaje de estudiantes que han completado con éxito cursos que satisfacen los requisitos para ingresar a la Universidad de California y la Universidad Estatal de California, o secuencias o programas de estudio de educación técnica profesional.

Resultados de las pruebas CAASPP en ELA y Matemáticas para todos los estudiantes

de los grados tercero a octavo y undécimo grado que tomaron y completaron la evaluación administrada por el estado

Porcentaje de estudiantes que alcanzaron o superaron el estándar estatal

Las investigaciones indican que todos los beneficios de la instrucción de inmersión bidireccional no se hacen evidentes hasta el sexto y séptimo grado (Thomas & Collier, 2002; Lindholm-Leary, 2011). Dado que la instrucción formal en alfabetización inglesa generalmente comienza en el tercer grado, los estudiantes bidireccionales a menudo van a la zaga de sus compañeros en las pruebas estandarizadas en inglés en los grados primario e intermedio.

A medida que los estudiantes pasan a la escuela intermedia, la brecha disminuye y, eventualmente, el rendimiento de los estudiantes bidireccionales supera al de los estudiantes en programas de inglés únicamente. De hecho, los profesores del programa de inmersión bidireccional en español del LAS han descubierto que, en los grados primarios, las pruebas estandarizadas en español tienen mayor validez para reflejar los conocimientos y habilidades de los estudiantes que las pruebas estandarizadas en inglés.

Sin embargo, en los grados sexto, séptimo y octavo, los estudiantes comienzan a superar a sus pares en programas exclusivamente en inglés en pruebas estandarizadas en inglés. Es precisamente por esta razón que el diseño de la escuela LAS se extiende hasta el octavo grado.

Sujeto	Escuela 2021- 22	Escuela 2022- 23	Distrito 2021- 22	Distrito 2022- 23	Estado 2021- 22	Estado 2022- 23
Artes del lenguaje inglés/alfabetización (grados 3-8 y 11)	35%	39%	38%	38%	47%	46%
Matemáticas (grados 3-8 y 11)	31%	33%	27%	28%	33%	34%

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Nota: Los resultados de las pruebas de ELA y Matemáticas incluyen la Evaluación Sumativa Smarter Balanced y la CAA. El "Porcentaje cumplido o excedido" se calcula tomando el número total de estudiantes que cumplieron o superaron el estándar en la Evaluación Sumativa Smarter Balanced más el número total de estudiantes que

cumplieron con el estándar (es decir, alcanzaron el Nivel 3-Alternativo) en la CAA. dividido por el número total de estudiantes que participaron en ambas evaluaciones.

Última actualización: 17/01/24

Resultados de la prueba CAASPP en ELA por grupo de estudiantes para estudiantes que tomaron y completaron la evaluación administrada por el estado de los grados tercero a octavo y undécimo grado (año escolar 2022-23)

grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	395	394	99,75%	0,25%	38,58%
Femenino	214	214	100.00%	0,00%	39,72%
Masculino	181	180	99,45%	0,55%	37,22%
Indio americano o nativo de Alaska	0	0	0%	0%	0%
asiático	--	--	--	--	--
Negro o afroamericano	--	--	--	--	--
filipino	0	0	0%	0%	0%
hispano o latino	368	367	99,73%	0,27%	37,06%
Nativo de Hawái o de las islas del Pacífico	0	0	0%	0%	0%
Dos o mas carreras	--	--	--	--	--
Blanco	11	11	100.00%	0,00%	63,64%
Estudiantes de inglés	145	145	100.00%	0,00%	11,72%
Jóvenes de crianza	0	0	0%	0%	0%
Sin hogar	0	0	0%	0%	0%

Militar	0	0	0%	0%	0%
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grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Desfavorecidos socioeconómicamente	198	198	100.00%	0,00%	28,28%
Estudiantes que reciben servicios de educación para inmigrantes	0	0	0%	0%	0%
Estudiantes con discapacidades	48	47	97,92%	2,08%	17,02%

Nota: Los resultados de la prueba ELA incluyen la Evaluación sumativa Smarter Balanced y la CAA. El "Porcentaje alcanzado o excedido" se calcula tomando el número total de estudiantes que cumplieron o superaron el estándar en la Evaluación Sumativa Smarter Balanced más el número total de estudiantes que cumplieron con el estándar (es decir, alcanzaron el Nivel 3-Alternativo) en la CAA, dividido por el número total de estudiantes que participaron en ambas evaluaciones.

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Nota: El número de estudiantes evaluados incluye a todos los estudiantes que participaron en la prueba, ya sea que hayan recibido una calificación o no; sin embargo, el número de estudiantes evaluados no es el número que se utilizó para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro se calculan utilizando únicamente los estudiantes que recibieron puntuaciones.

Última actualización: 17/01/24

Resultados de la prueba CAASPP en Matemáticas por grupo de estudiantes para estudiantes que tomaron y completaron la evaluación administrada por el estado de los grados tercero a octavo y undécimo grado (año escolar 2022-23)

grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	395	394	99,75%	0,25%	33,25%
Femenino	214	214	100,00%	0,00%	27,10%
Masculino	181	180	99,45%	0,55%	40,56%
Indio americano o nativo de Alaska	0	0	0%	0%	0%
asiático	--	--	--	--	--
Negro o afroamericano	--	--	--	--	--
filipino	0	0	0%	0%	0%
hispano o latino	368	367	99,73%	0,27%	31,88%

Nativo de Hawái o de las islas del Pacífico	0	0	0%	0%	0%
				Porcentaje no probado	Porcentaje alcanzado o superado
grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado		
Dos o mas carreras	--	--	--	--	--
Blanco	11	11	100.00%	0,00%	81,82%
Estudiantes de inglés	145	145	100.00%	0,00%	8,97%
Jóvenes de crianza	0	0	0%	0%	0%
Sin hogar	0	0	0%	0%	0%
Militar	0	0	0%	0%	0%
Desfavorecidos socioeconómicamente	198	198	100.00%	0,00%	25,25%
Estudiantes que reciben servicios de educación para inmigrantes	0	0	0%	0%	0%
Estudiantes con discapacidades	48	47	97,92%	2,08%	10,64%

Nota: Los resultados de las pruebas de matemáticas incluyen la Evaluación sumativa Smarter Balanced y la CAA. El "Porcentaje alcanzado o excedido" se calcula tomando el número total de estudiantes que cumplieron o superaron el estándar en la Evaluación Sumativa Smarter Balanced más el número total de estudiantes que cumplieron con el estándar (es decir, alcanzaron el Nivel 3-Alternativo) en la CAA, dividido por el número total de estudiantes que participaron en ambas evaluaciones. Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Nota: El número de estudiantes evaluados incluye a todos los estudiantes que

participaron en la prueba, ya sea que hayan recibido una calificación o no; sin

embargo, el número de estudiantes evaluados no es el número que se utilizó para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro se calculan utilizando únicamente los estudiantes que recibieron puntuaciones.

Última actualización: 17/01/24

Resultados de las pruebas CAASPP en ciencias para todos los estudiantes de los grados quinto, octavo y escuela secundaria
Porcentaje de estudiantes que cumplen o superan el estándar estatal

Sujeto	Escuela 2021- 22	Escuela 2022- 23	Distrito 2021- 22	Distrito 2022- 23	Estado 2021- 22	Estado 2022- 23
Ciencias (grados 5, 8 y escuela secundaria)	19,85%	26,56%	25,03%	25,46%	29,47%	30,29%

Nota: Los resultados de las pruebas de ciencias incluyen el CAST y el CAA. El "Porcentaje cumplido o excedido" se calcula tomando el número total de estudiantes que cumplieron o superaron el estándar en el CAST más el número total de estudiantes que cumplieron con el estándar (es decir, alcanzaron el Nivel 3–Alternativo) en el CAA dividido por el Número total de estudiantes que participaron en ambas evaluaciones.

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Nota: El número de estudiantes evaluados incluye a todos los estudiantes que participaron en la prueba, ya sea que hayan recibido una calificación o no; sin embargo, el número de estudiantes evaluados no es el número que se utilizó para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro se calculan utilizando únicamente los estudiantes que recibieron puntuaciones.

Última actualización: 17/01/24

Resultados de la prueba CAASPP en ciencias por grupo de estudiantes de quinto, octavo grado y escuela secundaria (año escolar 2022-23)

grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
Todos los estudiantes	129	128	99,22%	0,78%	26,56%
Femenino	70	70	100.00%	0,00%	17,14%
Masculino	59	58	98,31%	1,69%	37,93%
Indio americano o nativo de Alaska	0	0	0%	0%	0%
asiático	0	0	0%	0%	0%
Negro o afroamericano	--	--	--	--	--
filipino	0	0	0%	0%	0%
hispano o latino	121	120	99,17%	0,83%	26,67%
Nativo de Hawái o de las islas del Pacífico	0	0	0%	0%	0%
Dos o mas carreras	--	--	--	--	--
Blanco	--	--	--	--	--
Estudiantes de inglés	37	37	100.00%	0,00%	5,41%
Jóvenes de crianza	0	0	0%	0%	0%
Sin hogar	0	0	0%	0%	0%
Militar	0	0	0%	0%	0%
Desfavorecidos socioeconómicamente	67	67	100.00%	0,00%	22,39%
Estudiantes que	0	0 ²¹¹	0%	0%	0%

grupo de estudiantes	Matrícula Total	Número probado	Porcentaje probado	Porcentaje no probado	Porcentaje alcanzado o superado
estudiantes que reciben servicios de educación para inmigrantes					
Estudiantes con discapacidades	13	12	92,31%	7,69%	0,00%

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Última actualización: 17/01/24

Prioridad estatal: otros resultados de los alumnos

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros resultados de los alumnos (Prioridad 8):

- Resultados de los alumnos en la materia de educación física.

C. Compromiso

Prioridad estatal: participación de los padres

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación de los padres (Prioridad 3):

- Esfuerzos que hace el distrito escolar para buscar la opinión de los padres al tomar decisiones con respecto al distrito escolar y en cada sitio escolar

Oportunidades para la participación de los padres (año escolar 2023-24)

Junta de Gobierno

La Junta Directiva es responsable de adoptar una visión a nivel escolar con metas programáticas, políticas y procedimientos escolares alineados y el presupuesto anual. La Junta está compuesta por nueve miembros votantes elegidos por sus pares y/o la comunidad LAS: tres miembros de la comunidad, tres representantes de los padres y tres representantes de maestros/personal. La combinación de personal, padres y miembros de la comunidad garantiza que se tenga en cuenta la voz de cada grupo de partes interesadas. La Junta de Gobierno se reúne mensualmente; Las agendas de la junta se publican en la oficina de la escuela, en el sitio web de la escuela (www.lasac.info), y hay copias impresas disponibles previa solicitud en la escuela. Se anima a los padres y miembros de la comunidad a asistir a las reuniones de la Junta. La información sobre cómo dar aportes en las reuniones de la Junta está disponible en todas las reuniones de la Junta.

Consejo de padres/Asociación de padres

El Consejo de Padres es el organismo electo que representa a los padres de LAS y la organización responsable de involucrar a los padres en las actividades de la escuela con el propósito de fortalecer la comunidad de LAS. El Consejo de Padres está formado por funcionarios sin derecho a voto, como el Presidente, el Vicepresidente, el Secretario y el Tesorero, que son elegidos por los miembros existentes del Consejo de Padres. Además, los representantes votantes del salón de clases para cada nivel de grado son elegidos por los padres de Language Academy. Se busca un equilibrio lingüístico dentro del Consejo de Padres. Se anima a todos los padres a asistir a las reuniones del Consejo de Padres. A los

eventos del Consejo de Padres asistirán la administración escolar, maestros, padres y estudiantes.

Todos los padres de estudiantes de LAS son miembros de la Asociación de Padres. El único propósito de la Asociación de Padres es apoyar la misión de Language Academy of Sacramento. Las reuniones de la Asociación de Padres se llevarán a cabo mensualmente y serán planificadas y dirigidas por el liderazgo escolar y el Consejo de Padres. El Consejo de Padres generará temas de interés de los padres para estas reuniones. Estas reuniones brindarán una oportunidad para que los padres se comuniquen con el personal de la escuela y conozcan a otros padres.

Los eventos académicos y artísticos serán desarrollados y organizados por los administradores, los maestros, el Consejo de Padres y otros voluntarios. Ejemplos de eventos académicos y artísticos incluyen: Noche de Alfabetización Familiar, Festival de Invierno, Feria de Ciencias y Salud, Día del Niño, Presentaciones de Enriquecimiento Estudiantil, entre otros.

Participación en Consejos Consultivos

Un padre o tutor tiene derecho a participar como miembro del Comité Asesor del Idioma Inglés, un Consejo de Padres, un Consejo Escolar o una Junta Directiva de acuerdo con las reglas que rigen la membresía de padres o tutores en esas organizaciones.

Comité Asesor de Estudiantes de Inglés

La Academia de Idiomas de Sacramento, junto con otros consejos asesores escolares y de padres, convoca anualmente al Comité Asesor de Estudiantes de Inglés (ELAC). El ELAC sirve como organismo asesor sobre el desarrollo del plan de estudios, el progreso, la capacitación de los maestros y las políticas de asistencia de los estudiantes de inglés. La escuela trabaja con los padres de estudiantes de inglés y de habla inglesa para desarrollar y adoptar políticas y estrategias.

Prioridad estatal: participación de los alumnos

El SARC proporciona la siguiente información relevante a la prioridad estatal:

Participación de los alumnos (Prioridad 5):

- Tasas de abandono de la escuela secundaria;
- Tasas de graduación de la escuela secundaria; y
- Ausentismo crónico

Ausentismo crónico por grupo de estudiantes (año escolar 2022-23)

grupo de estudiantes	Inscripción acumulativa	Inscripción elegible para el ausentismo crónico	Recuento de ausentismo crónico	Tasa de ausentismo crónico
Todos los estudiantes	623	620	100	16,1%
Femenino	329	328	52	15,9%
Masculino	294	292	48	16,4%
No binario	0	0	0	0,0%
Indio americano o nativo de Alaska	0	0	0	0,0%
asiático	3	3	0	0,0%
Negro o afroamericano	10	10	3	30,0%
filipino	1	1	0	0,0%
hispano o latino	582	579	95	16,4%
Nativo de Hawái o de las islas del Pacífico	0	0	0	0,0%
Dos o mas carreras	8	8	1	12,5%

grupo de estudiantes	Inscripción acumulativa	Inscripción elegible para el ausentismo crónico	Recuento de ausentismo crónico	Tasa de ausentismo crónico
Blanco	19	19	1	5,3%
Estudiantes de inglés	298	297	55	18,5%
Jóvenes de crianza	0	0	0	0,0%
Sin hogar	2	2	1	50,0%
Desfavorecidos socioeconómicamente	467	464	86	18,5%
Estudiantes que reciben servicios de educación para inmigrantes	0	0	0	0,0%
Estudiantes con discapacidades	71	70	dieciséis	22,9%

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Última actualización: 17/01/24

Prioridad estatal: clima escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Clima escolar (Prioridad 6):

- Tasas de suspensión de alumnos;
- Tasas de expulsión de alumnos; y
- Otras medidas locales sobre la sensación de seguridad

Suspensiones y Expulsiones

Tasa	Escuela 2020- 21	Escuela 2021- 22	Escuela 2022- 23	Distrito 2020- 21	Distrito 2021- 22	Distrito 2022- 23	Estado 2020- 21	Estado 2021- 22	Estado 2022- 23
suspensiones	0,16%	2,76%	2,25%	0,04%	4,73%	6,16%	0,20%	3,17%	3,60%
Expulsiones	0,00%	0,00%	0,00%	0,00%	0,01%	0,05%	0,00%	0,07%	0,08%

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil seleccionada es diez o menos.

Última actualización: 17/01/24

Suspensiones y expulsiones por grupo de estudiantes (año escolar 2022-23)

grupo de estudiantes	Tasa de suspensiones	Tasa de expulsiones
Todos los estudiantes	2,25%	0,00%
Femenino	0,61%	0,00%
Masculino	4,08%	0,00%
No binario	0,00%	0,00%
Indio americano o nativo de Alaska	0,00%	0,00%
asiático	0,00%	0,00%
Negro o afroamericano	0,00%	0,00%
filipino	0,00%	0,00%
hispano o latino	1,89%	0,00%
Nativo de Hawái o de las islas del Pacífico	0,00%	0,00%
Dos o mas carreras	0,00%	0,00%
Blanco	5,26%	0,00%
Estudiantes de inglés	1,68%	0,00%
Jóvenes de crianza	0,00%	0,00%
Sin hogar	0,00%	0,00%
Desfavorecidos socioeconómicamente	2,14%	0,00%
Estudiantes que reciben servicios de educación para inmigrantes	0,00%	0,00%
Estudiantes con discapacidades	5,63%	0,00%

Nota: Para proteger la privacidad de los estudiantes, se utilizan guiones dobles (--) en la tabla cuando el tamaño de celda dentro de una población estudiantil es diez o

la tabla cuando el tamaño de cada celda dentro de una población es diez o menos.

Última actualización: 17/01/24

Plan de seguridad escolar (año escolar 2023-24)

Plan de seguridad escolar (año escolar 2020-2021)

La Language Academy of Sacramento ha adoptado e implementado un conjunto integral de políticas de salud, seguridad y gestión de riesgos. Estas políticas se desarrollaron en consulta con las compañías de seguros de la escuela, las leyes y regulaciones aplicables y fueron aprobadas por la Junta Directiva de LAS.

VACUNAS

Todo el personal y los estudiantes matriculados de LAS deberán proporcionar registros que documenten las vacunas, como se requiere en las escuelas públicas. Código de Salud y Seguridad, Secciones 120325-120375, y Título 17, Código de Regulaciones de CA, Secciones 6000-6075.

PROYECCIONES

LAS cumple con los requisitos relacionados con los exámenes de visión, audición y escoliosis de los alumnos según corresponda a los niveles de grado atendidos por la escuela. Código de Educación 49450, y siguientes.

ADMINISTRACIÓN DE MEDICAMENTOS

LAS cumple con los requisitos relacionados con la administración de medicamentos en la escuela según la guía del Departamento de Educación de California y la ley aplicable. Código de Educación 49423.

TOLERANCIA CERO PARA EL CONSUMO DE DROGAS Y TABACO

LAS funcionará como un lugar de trabajo libre de drogas, alcohol, marihuana y tabaco.

VERIFICACIÓN DE ANTECEDENTES

LAS cumple con el requisito de que cada empleado de la escuela se someta a una verificación de antecedentes penales y proporcione un resumen de antecedentes penales según lo exige la Sección 44237 del Código de Educación.

INFORMES OBLIGATORIOS

LAS cumple con el requisito de que todo el personal, incluidos maestros y no maestros, deberán ser denunciantes obligatorios de abuso infantil y deberán completar una capacitación sobre "Abuso infantil: denuncia obligatoria" y seguirá todas las leyes de denuncia aplicables.

PREPARACIÓN PARA TERREMOTOS Y DESASTRES NATURALES

LAS cumple con el requisito de que el personal participe en capacitación a nivel escolar en respuesta a desastres naturales y otras emergencias, incluidas inundaciones, disturbios civiles, incendios y terremotos.

PATÓGENOS TRANSMITIDOS POR LA SANGRE

LAS cumple con los estándares estatales y federales que abordan la prevención del contacto con patógenos transmitidos por la sangre

del contacto con patógenos transmitidos por la sangre.

CAPACITACIÓN DEL PERSONAL PARA INCLUIR RESPUESTA DE EMERGENCIA Y PRIMEROS AUXILIOS

LAS cumple con el requisito de que el personal esté capacitado en respuesta a emergencias, incluida la capacitación adecuada de "primeros intervinientes" o su equivalente.

ENTRENAMIENTO DE SEGURIDAD

LAS deberá cumplir con los protocolos de seguridad, como realizar simulacros de incendio según lo exige el Código de Educación 32001 y verificar que el sistema de rociadores, los extintores y las alarmas contra incendios estén en condiciones operativas. LAS realizará simulacros de incendio según lo exige la ley.

INSTALACIONES CUMPLIMIENTO DE ADA Y SEGURIDAD SÍSMICA

LAS alquila sus instalaciones al SCUSD y recibe la certificación a través del SCUSD de que las instalaciones escolares han recibido la aprobación del Jefe de Bomberos del estado y han sido evaluadas por un ingeniero estructural calificado que ha determinado que las instalaciones no presentan ningún riesgo sustancial de seguridad sísmica. La escuela tiene planes de mejora de las instalaciones para garantizar que la escuela sea accesible para todo el personal y los estudiantes.

TUBERCULOSIS

LAS cumple con el requisito de que todos los profesores y el personal se sometan a pruebas/exámenes de tuberculosis antes de comenzar a trabajar. Ed. Código 49406

Protocolos de seguridad COVID-19: publicados en el sitio web de la escuela

Última actualización: 17/01/24

D. Otra información del SARC

Se requiere que la información en esta sección esté en el SARC pero no está incluida en las prioridades estatales para LCFF.

Tamaño promedio de clase y distribución del tamaño de clase (primaria) (año escolar 2020-21)

Nivel de grado	Tamaño promedio de clase	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
k	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		2	
4	22.00		3	
5	22.00		3	
6	18.00	20	24	
Otro**	23.00		1	

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles múltiples.

Tamaño promedio de clase y distribución del tamaño de clase (primaria) (año escolar 2021-22)

Nivel de grado	Tamaño promedio de clase	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
k	21.00	1	3	
1	22.00		3	
2	22.00		3	
3	22.00		3	
4	22.00		3	
5	22.00		3	
6	16.00	18	12	
Otro**				

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles múltiples.

Tamaño promedio de clase y distribución del tamaño de clase (primaria) (año escolar 2022-23)

Nivel de grado	Tamaño promedio de clase	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
k	22.00	0	4	0
1	22.00	0	3	0
2	22.00	0	3	0
3	22.00	0	3	0
4	22.00	0	3	0
-	- - - -	223	-	-

5	22.00	0	3	0
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Nivel de grado	Tamaño promedio de clase	Número de clases* 1-20	Número de clases* 21-32	Número de clases* 33+
6	15.00	18	12	0
Otro**	0.00	0	0	0

* El número de clases indica cuántas clases caen en cada categoría de tamaño (un rango del total de estudiantes por clase).

** La categoría "Otro" es para clases de niveles múltiples.

Tamaño promedio de clase y distribución del tamaño de clase (secundaria) (año escolar 2020-21) (ESCUELA SECUNDARIA)

Sujeto	Tamaño promedio de clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Artes del lenguaje inglés	22.00	6	0	0
Matemáticas	22.00	7	3	0
Ciencia	25.00	3	3	0
Ciencias Sociales	25.00	1	3	0

* El número de clases indica cuántas aulas se encuentran en cada categoría de tamaño (un rango del total de estudiantes por aula). En el nivel de escuela secundaria, esta información se reporta por área temática en lugar de por nivel de grado.

Tamaño promedio de clase y distribución del tamaño de clase (secundaria) (año escolar 2021-22) (ESCUELA SECUNDARIA)

Sujeto	Tamaño promedio de clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Artes del lenguaje inglés	22.00	6	0	0

Sujeto	Tamaño promedio de clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Matemáticas	22.00	7	3	0
Ciencia	25.00	3	3	0
Ciencias Sociales	25.00	1	3	0

* El número de clases indica cuántas aulas se encuentran en cada categoría de tamaño (un rango del total de estudiantes por aula). En el nivel de escuela secundaria, esta información se reporta por área temática en lugar de por nivel de grado.

Tamaño promedio de clase y distribución del tamaño de clase (secundaria) (año escolar 2022-23) (ESCUELA SECUNDARIA)

Sujeto	Tamaño promedio de clase	Número de clases* 1-22	Número de clases* 23-32	Número de clases* 33+
Artes del lenguaje inglés	22.00	6	0	0
Matemáticas	22.00	7	3	0
Ciencia	25.00	3	3	0
Ciencias Sociales	25.00	1	3	0

* El número de clases indica cuántas aulas se encuentran en cada categoría de tamaño (un rango del total de estudiantes por aula). En el nivel de escuela secundaria, esta información se reporta por área temática en lugar de por nivel de grado.

Última actualización: 23/01/24

Proporción de alumnos por consejero académico (año escolar 2022-23)

Título	Relación
Alumnos al Consejero Académico*	616

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 23/01/24

Personal de servicios de apoyo estudiantil (año escolar 2022-23)

Título	Número de FTE* asignados a la escuela
Consejero (académico, social/conductual o de desarrollo profesional)	1,50
Profesor de Medios de Biblioteca (Bibliotecario)	0,80

Personal de servicios multimedia de la biblioteca	
Título	Número de FTE* asignados a la escuela
(paraprofesional)	
Psicólogo	1.00
Trabajador social	
Enfermero	
Especialista en habla/lenguaje/audición	0,57
Especialista en Recursos (no docente)	
Otro	3.00

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento de tiempo completo.

Última actualización: 23/01/24

Gastos por alumno y salarios de los maestros del plantel escolar (año fiscal 2021-22)

Nivel	Gastos totales por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario promedio de los maestros
Sitio escolar	\$11737.00	\$4414.00	\$7323.00	\$62366.00
Distrito	N / A	N / A	--	\$87329.00
Diferencia porcentual: sitio escolar y distrito	N / A	N / A	--	--
Estado	N / A	N / A	\$7606.62	\$87885.00
Diferencia	N / A	N / A	--	--

porcentual:

Nivel	Gastos totales por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario promedio de los maestros
sitio escolar y estado				

Nota: Las celdas con valores N/A no requieren datos.

Última actualización: 23/01/24

Tipos de servicios financiados (año fiscal 2022-23)

Los fondos de los últimos años se dirigieron a garantizar que se brinden intervenciones en grupos pequeños a los estudiantes identificados como en riesgo académico según los datos estatales y de crecimiento de MAP, dando prioridad a aquellos que están en desventaja socioeconómica/bajos ingresos y a los EL. El servicio directo para enfocar a los estudiantes incluirá: personal certificado adicional que apoya la alfabetización y las matemáticas, asistentes de instrucción en los grados primarios, así como personal certificado y clasificado durante el día central, después de la escuela y el inicio del programa de escuela de verano.

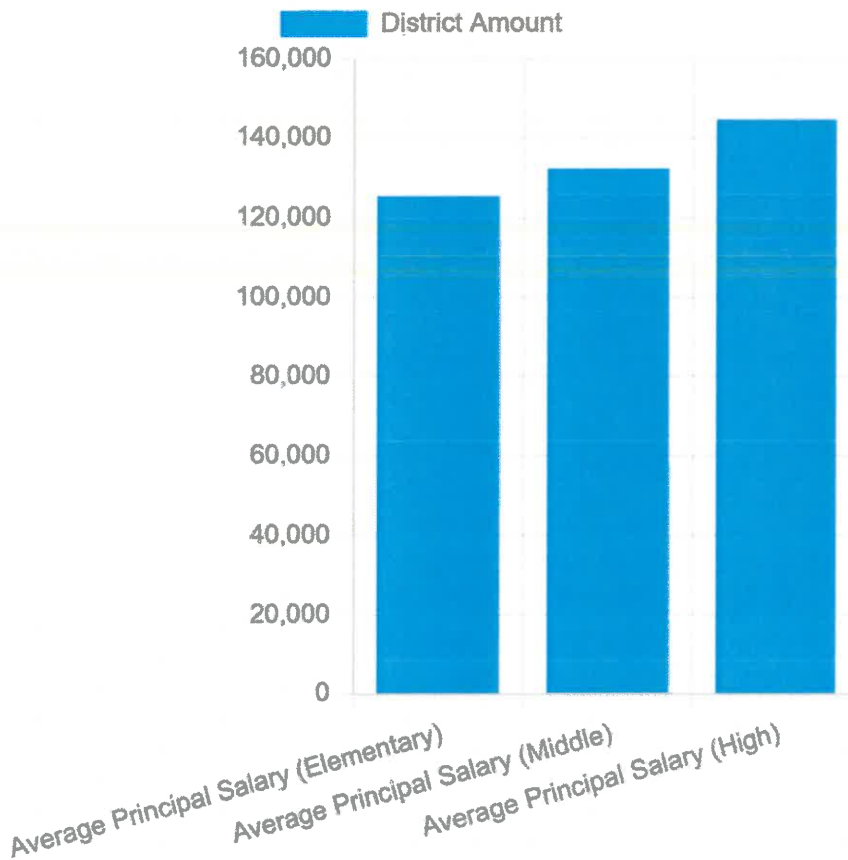
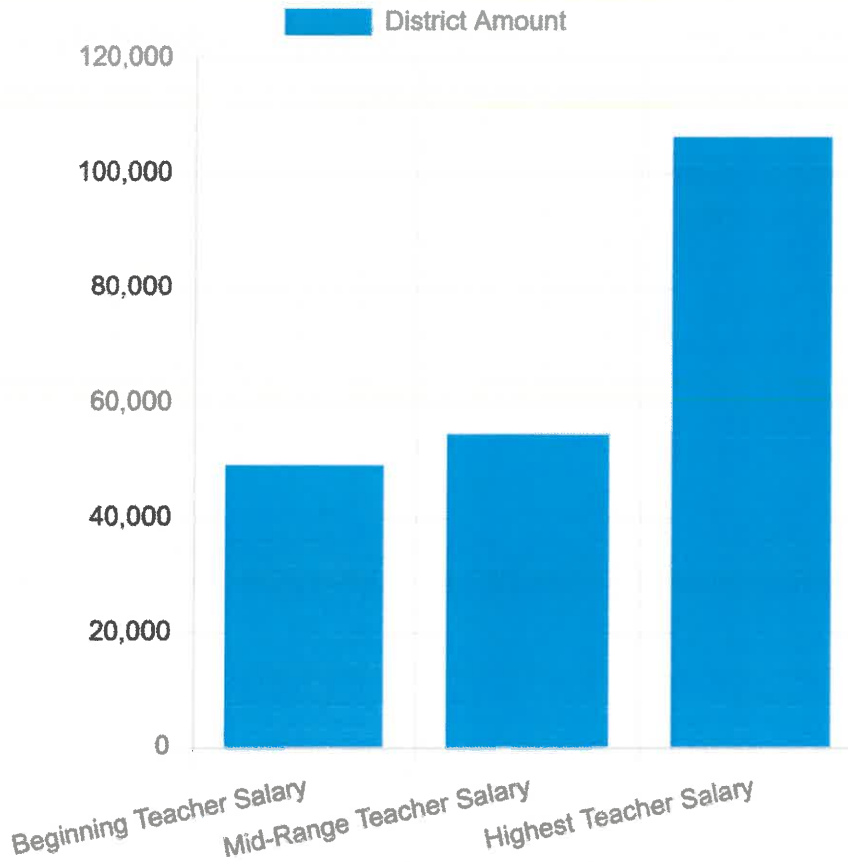
Última actualización: 18/01/24

Salarios administrativos y docentes (año fiscal 2021-22)

Categoría	Monto del distrito	Promedio estatal para distritos de la misma categoría
Salario del maestro principiante	\$49228.00	\$55549.60
Salario docente de rango medio	\$54542.00	\$80702.84
El salario más alto de un maestro	\$106174.00	\$109417.68
Salario principal promedio (primaria)	\$125578.00	\$137703.47
Salario principal promedio (medio)	\$132459.00	\$143759.63
Salario principal promedio (alto)	\$144817.00	\$159020.77
Salario del superintendente	\$327071.00	\$319442.91
Porcentaje del presupuesto para salarios docentes	29,04%	30,35%
Porcentaje del presupuesto para salarios administrativos	4,73%	4,87%

Para obtener información detallada sobre salarios, consulte la página web de Salarios

y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/td/cs/> .



Última actualización: 18/01/24

Medida	2021- 22	2022- 23	2023- 24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	28	30	30

Última actualización: 18/01/24



A California Public School

Agenda Item #IVE

Board Meeting Date: January 26, 2024

Subject: September, October, November and December 2024 Check Registers

- 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 September, October, November and December 2024 check registers.

Documents Attached:

1. September 2024 Check Register
2. October 2024 Check Register
3. November 2024 Check Register
4. December 2024 Check Register

September 2024				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

October 2024				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				



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

A California Public School

November 2024				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

December 2024				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 01.23.2024

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



A California Public School

Agenda Artículo #IVE

Fecha de la Reunión: 26 de enero de 2024

Tema: Registros de la cuenta bancaria setiembre, octubre, noviembre y diciembre 2024

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe los registros de la cuenta bancaria de setiembre, octubre, noviembre y diciembre 2024.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de septiembre 2024
2. Registro de la cuenta bancaria del mes de octubre 2024
3. Registro de la cuenta bancaria del mes de noviembre 2024
4. Registro de la cuenta bancaria del mes de diciembre 2024

Language Academy of Sacramento

Check Register

September, 2023

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
9/1/2023	10592	Paola Carrillo	Custodial Services	1,216.00
9/12/2023	10593	Amazon Capital Services	Instructional/Office materials, Classroom libraries,	5,484.25
9/12/2023	10594	AMS.NET	Security system installation	58,346.45
9/12/2023	10595	Ana Laura Garcia-Cardenas	Reimb: Live Scan	20.00
9/12/2023	10596	Charter Safe	October: Package Premium / Workers Compensation	15,830.00
9/12/2023	10597	Companion	Educational Software	1,530.00
9/12/2023	10598	Cynthia Alfaro	Reimb: Conference travel expenses	21.85
9/12/2023	10599	DocuSign	Educational Software	2,955.96
9/12/2023	10600	Elevator Industries	Elevator maintenance: September 2023	105.00
9/12/2023	10601	Gopher	P.E. Instructional Materials: Mercado	432.35
9/12/2023	10602	JCL Electronics, LLC	Technology materials	5,928.38
9/12/2023	10603	Junior Library Guild	Library books	988.32
9/12/2023	10604	Ana Novoa	Reimb: Instructional materials	338.75
9/12/2023	10605	Occupational Therapy for Children	SPED Services	332.50
9/12/2023	10606	Office Depot	Instructional materials, office supplies, printer ink	1,959.04
9/12/2023	10607	PCS/Aspire	Vendor Correction	2,300.00
9/12/2023	10608	Priscilla Chapa	Reimb: Instructional materials	64.47
9/12/2023	10609	Ramona Hernaes	PC Fundraising event: Finding Nemo Theatrical	227.84
9/12/2023	10610	Evelyn Sandoval	Reimb: Professional Development Resources	250.00
9/12/2023	10611	SchoolMint, Inc.	Student Enrollment Software	6,048.00
9/12/2023	10612	The Home Depot Pro	Custodial materials	84.39
9/14/2023	10613	Paola Carrillo	Custodial Services	1,368.00
9/28/2023	10614	Amazon Capital Services	Instructional materials	1,625.69
9/28/2023	10615	Attainment Company	SPED Curriculum Textbooks	1,880.29
9/28/2023	10616	B Street Theatre	Field Trip admission fees: 5th Grade	814.00
9/28/2023	10617	Charter Safe	(3600) Workers' Compensation Audit 22/23	8,663.77
9/28/2023	10618	Department of Justice	Live Scan	448.00
9/28/2023	10619	Edpuzzle	Educational Software Subscription	2,180.00
9/28/2023	10620	Escarenos Construction 1014226	(5827) Construction services (stage)	4,872.50
9/28/2023	10621	Gabriela Stewart	Reimb: Live Scan	15.00
9/28/2023	10622	Tiffany Gellie	Reimb: Conference travel expenses	22.79
9/28/2023	10623	Rebecca Heredia	Reimb: Instructional materials/ Classroom libraries	576.56
9/28/2023	10624	Jasmine Camacho	Reimb: Live Scan	15.00
9/28/2023	10625	JCL Electronics, LLC	Technical support, technology supplies	7,123.50
9/28/2023	10626	Jessica Ramos	Reimb: Live Scan	15.00
9/28/2023	10627	Learning Solutions	SPED Services	671.26
9/28/2023	10628	Leslie Alvarez	Reimb: Live Scan / TB Testing	62.00
9/28/2023	10629	Evelia Melchor	Reimb: Instructional materials	50.36
9/28/2023	10630	Nancy Fuentes	Reimb: Instructional materials	1,507.07
9/28/2023	10631	NCS Pearson, Inc.	SPED Testing Materials	119.35
9/28/2023	10632	Nereyda Padilla	Reimb: Live Scan	15.00
9/28/2023	10633	Network Office Systems	Printer lease (July, August 2023)	854.65
9/28/2023	10634	Office Depot	Instructional materials Classroom furniture	2,029.32
9/28/2023	10635	Pacific Office Automation	Copier maintenance, Copier ink	762.21
9/28/2023	10636	Ariana Pantoja	SPED Instructional materials, Conference Travel	212.80
9/28/2023	10637	Pedro Miranda	Landscaping Services	580.00
9/28/2023	10638	Rosio Perez	Reimb: Custodial supplies	32.60
9/28/2023	10639	Sac County Office of Education	Teacher of the Year Ceremony	364.00
9/28/2023	10640	Evelyn Sandoval	Reimb: SPED Assessment Forms	35.00
9/28/2023	10641	Scholastic Inc	Classroom libraries: Chapa	418.78
9/28/2023	10642	Scholastic Inc	Classroom libraries: 5th Grade	401.62
9/28/2023	10643	School Health Corporation	P.E. Instructional materials: Franco	42.30
9/28/2023	10644	The Home Depot Pro	Custodial supplies	53.42
9/28/2023	10645	Tiffany Sanchez	Reimb: Live Scan	30.00
9/28/2023	ACH	Mutual of Omaha	Health Benefits - October 2023	5,203.59
9/28/2023	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - October 2023	39,728.31
9/25/2023	ACH	Vision Service Plan - CA	Health Benefits - October 2023	1,241.74
9/28/2023	ACH	Western Health Advantage	Health Benefits - October 2023	8,801.05
9/25/2023	ACH	Vision Service Plan - CA	Health Benefits - October 2023	1,241.74
9/28/2023	ACH	Sutter Health Plus	Health Benefits - October 2023	16,652.70

9/7/2023	ACH	California Credit Union	Various	5,162.38
9/28/2023	ACH	California Credit Union	Various	1,943.93
9/20/2023	ACH	Employment Development Dept.	Payroll taxes	869.01
9/1/2023	ACH	Navitas Credit Corp.	Phone Equipment Leasing	917.82
Total:				224,087.66

Language Academy of Sacramento
Check Register
October, 2023

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
10/2/2023	10646	B Street Theatre	Fieldtrip admission fees: 4th grade	803.00
10/2/2023	10647	Paola Carrillo	Custodial services	760.00
10/2/2023	10648	Sacramento City Unified School District	Facility lease: November 2023 /December 2023	15,675.46
10/2/2023	10649	Worthington Direct	Classroom furniture	1,755.32
10/11/2023	10650	B Street Theatre	Field trip admission fees: 2nd Grade / 3rd Grade	1,716.00
10/11/2023	10651	Division of the State Architect	Core Facilities Modernization	45,300.00
10/11/2023	10652	Paola Carrillo	Custodial Services	304.00
10/17/2023	10653	Vierra Farms	Fieldtrip admission fees: TK	126.00
10/17/2023	10654	Kei'yana Dillard	Basketball Coaching Sub / Reimb: Fingerprinting fees	530.00
10/17/2023	10655	ACCO Brands USA, LLC	Office Laminator Supplies	750.00
10/17/2023	10656	Alex Dickson	Reimb: Live Scan	15.00
10/17/2023	10657	Alondra Leon	Reimb: Live Scan	15.00
10/17/2023	10658	Amazon Capital Services	Office supplies, Instructional materials	3,493.38
10/17/2023	10659	AP fbo Edlogical Group Corp	SPED Services	241.00
10/17/2023	10660	Becky Van Nest	Reimb: Live Scan	15.00
10/17/2023	10661	Black Oak Therapy	SPED Services	517.50
10/17/2023	10662	Bullseye LLC	Professional Development (Teacher Evaluation Tools)	6,000.00
10/17/2023	10663	Center for the Collaborative Classroom	Curriculum Materials: SIPPS (SPED & Core day)	2,907.08
10/17/2023	10664	Charter Safe	November: Package Premium/ Workers Comp	15,830.00
10/17/2023	10665	Charter Schools Development Center	Membership Fees	1,842.00
10/17/2023	10666	Corrie Calderon	Reimb: Live Scan	35.00
10/17/2023	10667	Department of Justice	Live Scan	224.00
10/17/2023	10668	Dianna Dominguez	Reimb: Conference Travel Expenses	186.97
10/17/2023	10669	DocuSign	Document Signing Services: (Core day, SPED)	8,280.00
10/17/2023	10670	EdTec Inc.	Back office services: October 2023	7,791.67
10/17/2023	10671	EYNC (Effie Yeaw Nature Center)	Field trip admission fees: 3rd Grade	1,230.00
10/17/2023	10672	Ann C Hubbell	Reimb: Instructional Materials / Fieldtrip Expenses	1,941.73
10/17/2023	10673	Gemma Jauregui	Reimb: Curriculum Supplementary Materials	15.00
10/17/2023	10674	Jennifer Cervantes	Reimb: Conference travel expenses	148.69
10/17/2023	10675	K12 Health	SPED Health Services	1,264.00
10/17/2023	10676	Kahoot! ASA	Educational Software	1,188.00
10/17/2023	10677	Kelly Flores Velasco	Reimb: Live Scan	15.00
10/17/2023	10678	Lauren Wiseman	Reimb: Live Scan	35.00
10/17/2023	10679	Law Office of Jennifer McQuarrie	Legal Services	308.00
10/17/2023	10680	Learning Solutions	SPED Services	1,103.40
10/17/2023	10681	Lillian Elliot	Reimb: Live Scan	41.00
10/17/2023	10682	Liminex, Inc.	Go Guardian Digital Safety	5,214.58
10/17/2023	10683	Lizette Acosta-Caro	Reimb: Instructional materials	361.62
10/17/2023	10684	Nancy Fuentes	Reimb: Fieldtrip transportation	85.00
10/17/2023	10685	Network Office Systems	Printer Lease (August-September, 2023)	511.35
10/17/2023	10686	Nicholas Morales	Reimb: Live Scan	62.00
10/17/2023	10687	Office Depot	Copy paper, Instructional materials, Printer Ink	2,668.08
10/17/2023	10688	Roselle Angeline Castro	Reimb: Live Scan	15.00
10/17/2023	10689	Sacramento City Unified School District	Facility utility fees: July 2023	12,651.72
10/17/2023	10690	Mayra Tejada	Reimb: Instructional Materials	100.81
10/17/2023	10691	The Reading League	Professional Development Materials: Jauregui	100.00
10/17/2023	10692	Viviana Call	Reimb: Live Scan	30.00
10/23/2023	10693	EdTec Inc.	Back Office Services: September 2023	7,791.67
10/23/2023	10694	Great Minds	Math Curriculum: Grades K-3 2023/24	15,830.52
10/23/2023	10695	Veronica Kovats Art	Instructional services: Art Classes	937.50
10/23/2023	10696	Vierra Farms	Jaguar Camp Student Pumpkins	358.00
10/23/2023	10697	Esquire IMAX Theatre	Field trip admission fees: 4th Grade	1,157.50
10/23/2023	10698	Kei'yana Dillard	Basketball Coach Sub	500.00
10/27/2023	10699	Pedro Aguilera	Reimb: ELOP Instructional materials	42.85
10/27/2023	10700	Amina Wilson	Reimb: Live Scan	15.00
10/27/2023	10701	Cynthia Alfaro	Fieldtrip transportation: B Street Theatre	60.00
10/27/2023	10702	Alex Hayes	Reimb: Conference Travel Expenses	434.96
10/27/2023	10703	Library and Educational Services	School Library Books	1,110.79
10/27/2023	10704	LIFT Aftermath Basketball	Enrichment: Basketball Coaching Services	1,275.00
10/27/2023	10705	Laura Lomeli	Reimb: Jaguar Camp: Pumpkin transportation	13.76

10/27/2023	10706	Office Depot	Copy paper, Office/ Instructional supplies, Printer ink	3,259.34
10/27/2023	10707	Paola Carrillo	Custodial services	800.00
10/27/2023	10708	Rosio Perez	Reimb: PC Day of the Dead Decorations	105.39
10/27/2023	10709	Really Good Stuff, LLC	Instructional materials: Martin	255.89
10/27/2023	10710	Karina Rodriguez	Reimb: Jaguar Camp: Pumpkin transportation	13.76
10/27/2023	10711	Sacramento Theatre Company	Enrichment: Theatre Instruction	6,538.40
10/27/2023	10712	The Home Depot Pro	Custodial supplies, Mitigation supplies	3,079.82
10/27/2023	10713	Total Education Solutions	SPED Services	27,596.50
10/30/2023	10714	Kei'yana Dillard	Basketball Coach Sub	500.00
10/31/2023	10715	Paola Carrillo	Custodial Services	720.00
10/31/2023	10716	Robert Rodriguez	Basketball Coaching Services	1,000.00
10/20/2023	ACH	Mutual of Omaha	Health Benefits - November 2023	5,490.27
10/20/2023	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - November 2023	39,697.20
10/20/2023	ACH	Western Health Advantage	Health Benefits - November 2023	5,859.95
10/24/2023	ACH	Vision Service Plan - CA	Health Benefits - November 2023	1,106.54
10/20/2023	ACH	Sutter Health Plus	Health Benefits - November 2023	17,640.39
10/5/2023	ACH	Marlin Leasing Corp	Copier Lease	2,533.69
10/12/2023	ACH	Windstream Communication Inc	Phone Services _Final Reconciliation	0.05
10/4/2023	ACH	California Credit Union	Various	1,233.00
10/23/2023	ACH	California Credit Union	Various	3,285.11
10/24/2023	ACH	California Credit Union	Various	3,026.99
10/2/2023	ACH	Navitas Credit Corp.	Phone Equipment Leasing	917.82
Total:				297,473.20

Language Academy of Sacramento

Check Register

November, 2023

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
11/13/2023	10717	Pedro Aguilera	Reimb: ELOP Instructional materials	29.30
11/13/2023	10718	AllTeam Sportswear	Basketball Team Uniforms	2,437.00
11/13/2023	10719	Amazon Capital Services	Instructional materials	7,006.40
11/13/2023	10720	Arcstrem LLC	Enrichment: Robotics	5,314.00
11/13/2023	10721	Ascensus	Administrative fees	745.00
11/13/2023	10722	Charter Schools Development Center	Professional Development: Conference Fees	2,700.00
11/13/2023	10723	Consort On Reaching Excellence In Ed	Professional Development (SIPPS)	4,500.00
11/13/2023	10724	EdTec Inc.	Back Office Services (November 2023)	7,791.67
11/13/2023	10725	EYNC	Fieldtrip admission fees (3rd Grade)	630.00
11/13/2023	10726	K12 Health	SPED Health Services	2,528.00
11/13/2023	10727	Lizzet Knight	Rimb: Live Scan	15.53
11/13/2023	10728	Margarita Radon	Reimb: Live Scan	15.00
11/13/2023	10729	Network Office Systems	Printer lease: September, October 2023	353.20
11/13/2023	10730	Ana Novoa	Reimb: Instructional materials: 4th Grade	198.42
11/13/2023	10731	Occupational Therapy for Children	SPED Services	1,112.50
11/13/2023	10732	Office Depot	Instructional materials, Printer ink	171.52
11/13/2023	10733	Ogla Martinez	Rimb: Live Scan	15.00
11/13/2023	10734	Orca Book Publishers	School library books	125.40
11/13/2023	10735	Pacific Office Automation	Printer ink	122.89
11/13/2023	10736	Paola Carrillo	Custodial Services	1,368.00
11/13/2023	10737	SCUSD	Facility lease: (Jan-Feb 2024), Fieldtrip Transportation	15,975.96
11/13/2023	10738	Scholastic Inc	Classroom libraries: Garcia, F.	887.01
11/13/2023	10739	The Home Depot Pro	Custodial supplies	1,939.56
11/13/2023	10740	ULINE	Custodial supplies	937.17
11/13/2023	10741	Veronica Kovats Art	ELOP: Art Instructional Services	981.25
11/13/2023	10742	Yohana Perez	Reimb: Live Scan	15.00
11/20/2023	10743	AMS.NET	Campus Security Services	16,087.60
11/20/2023	10744	Black Oak Therapy	SPED Services	690.00
11/20/2023	10745	Graciela Castaneda	Student Council Instructional Materials / Supplemental Materials	257.55
11/20/2023	10746	Charter Safe	December: Package Premium / Workers' Compensation	15,830.00
11/20/2023	10747	Veronica Corona	Reimb: Conference Travel Expenses	24.00
11/20/2023	10748	Eduardo De Leon	Reimb: Conference Travel Expenses	124.86
11/20/2023	10749	Department of Justice	Live Scan	593.00
11/20/2023	10750	El Dorado County of Education	Teacher Induction Program	4,000.00
11/20/2023	10751	Ana Luna Franco	Reimb: Instructional Materials	106.85
11/20/2023	10752	JCL Electronics, LLC	Technology Materials, Technology support	2,983.91
11/20/2023	10753	Jose Luis Rodriguez	Reimb: Conference Travel Expenses	193.08
11/20/2023	10754	Laura Santana	Reimb: PC: Fundraising materials: DDLM Event	100.00
11/20/2023	10755	Michael's Transporation Service	Field trip transportation: 1st Grade: S.F. Academy of Science	1,789.00
11/20/2023	10756	Ana Novoa	Reimb: Instructional materials	186.00
11/20/2023	10757	Office Depot	Copy paper, Office supplies	386.18
11/20/2023	10758	Paola Carrillo	Custodial Services	1,368.00
11/20/2023	10759	Rosio Perez	Reimb: PC DOD Event Materials / Instructional materials	169.25
11/20/2023	10760	Sacramento County Office of Education	FY 2023/2024 Annual STRS Retirement Processing Fee	1,500.00
11/20/2023	10761	The Home Depot Pro	Custodial Materials	482.41
11/20/2023	10762	Total Education Solutions	SPED Services	15,436.00
11/20/2023	10763	Veronica Kovats Art	Enrichment Instruction: Art Classes	568.75
11/20/2023	10764	World's Finest Chocolate	Fundraising supplies: M.S. Chocolate Sales	14,475.00
11/20/2023	10765	Rosario Adriana Yanez-Gutierrez	Reimb: Employee Appreciation	113.23
11/20/2023	10766	HMC Architects C/O Rainforth Grau	Core Facilities Modernization- Phase 2	57,000.00
11/1/2023	ACH	California Credit Union	Various	5,228.96
11/15/2023	ACH	California Credit Union	Various	468.00
11/28/2023	ACH	California Credit Union	Various	2,590.72
11/5/2023	ACH	Marlin Leasing Corp	Copier Lease	2,533.69
11/13/2023	ACH	Marlin Leasing Corp	Copier Lease	2,533.69
Total:				205,734.51

Language Academy of Sacramento
Check Register
December, 2023

Check Date	Check Num	Vendor	Inv Description (Bill)	Amount
12/1/2023	10767	Robert Rodriguez	Intermural League: Basketball Coaching Services: October	1,000.00
12/7/2023	10768	Kei'yana Dillard	Intermural League: Basketball Coaching Services: Oct-Dec	2,500.00
12/12/2023	10769	Alicia Macias	Reimb: Day of the Dead Fundraising Materials: 3rd Grade	254.00
12/12/2023	10770	Amazon Capital Services	Instructional materials, Office Materials	1,626.81
12/12/2023	10771	AMS.NET	Security System Network Equipment	15,809.31
12/12/2023	10772	Baker Tilly, US, LLP	Audit Services 2023	36,750.00
12/12/2023	10773	Perla Campos	Reimb: Instructional materials	19.96
12/12/2023	10774	Graciela Castaneda	Reimb: Student Council Day of the Dead Materials	59.90
12/12/2023	10775	Charter Safe	January: Package Premium / Workers Comp	15,830.00
12/12/2023	10776	EdTec Inc.	Back Office Services: December 2023	7,791.67
12/12/2023	10777	Fagen Friedman & Fulfrost LLP	SPED Legal Services	204.00
12/12/2023	10778	Henry Fisk	Art instruction services	480.00
12/12/2023	10779	Rebecca Heredia	Reimb: Instructional materials / Classroom libraries	706.43
12/12/2023	10780	Janesa Luz Rodriguez	Reimb: Live Scan	15.53
12/12/2023	10781	Jaqueline Hernandez	Reimb: Jaguar Camp Instructional Materials	15.10
12/12/2023	10782	K12 Health	SPED Health Services	1,264.00
12/12/2023	10783	Learning Solutions	SPED Services	52.75
12/12/2023	10784	LIFT Aftermath Basketball	Enrichment: Basketball Coaching Services	1,987.50
12/12/2023	10785	Lizette Acosta-Caro	Reimb: Instructional materials / Student Council Materials	498.66
12/12/2023	10786	Xana C Macias	Reimb: Instructional Materials	131.94
12/12/2023	10787	Michael's Transporation Service	Field Trip transportation: ELOP Fall Camp	875.00
12/12/2023	10788	NCS Pearson, Inc.	SPED Assessment Materials	115.82
12/12/2023	10789	Network Office Systems	Printing Supplies	198.08
12/12/2023	10790	Ana Novoa	Reimb: Field trip public transportation: 4th Grade	95.00
12/12/2023	10791	Occupational Therapy for Children	SPED Services	593.75
12/12/2023	10792	Office Depot	Printer ink, Copy paper, Office materials	2,423.62
12/12/2023	10793	Olivia Quintero	Reimb: Dia de los Muertos fundraising supplies: 7th Grade	147.83
12/12/2023	10794	Pedro Miranda	Landscaping Services	5,000.00
12/12/2023	10795	SCUSD/Accounting Services	Facility Utilities August-October 2023	34,464.05
12/12/2023	10796	Evelyn Sandoval	Reimb: SPED Instructional Materials	43.54
12/12/2023	10797	Scholastic Inc	Classroom libraries: M. Perez	466.28
12/12/2023	10798	Scholastic Inc	Classroom libraries: Novoa	356.37
12/12/2023	10799	The Home Depot Pro	Custodial Materials	837.55
12/12/2023	10800	The Stage Depot	Stage for Theatrical Performances	12,684.23
12/12/2023	10801	Veronica Kovats Art	Art instructional services	975.00
12/13/2023	10802	Paola Carrillo	School Event Decoration Services	160.00
12/13/2023	10803	Robert Rodriguez	Intermural League: Basketball Coaching Services: November	1,000.00
12/13/2023	10804	Paola Carrillo	School Event Decoration Services	160.00
12/13/2023	10805	Robert Rodriguez	Intermural League: Basketball Coaching Services: December	1,000.00
12/15/2023	10806	Veronica Amador	Staff Services	1,275.00
12/19/2023	10807	Department of Justice	Fingerprinting Fees	288.00
12/19/2023	10808	Alex Hayes	Reimb: Conference Travel Expenses	116.44
12/19/2023	10809	Evelia Melchor	Reimb: ELOP: Jaguar Camp instructional materials	19.32
12/19/2023	10810	Nancy Castignetti	Reimb: Student Incentives	38.93
12/19/2023	10811	Paola Carrillo	Custodial Services	95.00
12/19/2023	10812	Rosio Perez	Reimb: Instructional Materials	81.89
12/19/2023	10813	Veronica Kovats Art	Enrichment Instruction: Art Instruction	493.75
12/19/2023	10814	Rosario Adriana Yanez-Gutierrez	Reimb: Employee Appreciation	48.64
12/1/2023	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - December 2023	36,412.60
12/6/2023	ACH	Western Health Advantage	Health Benefits - December 2023	7,330.50
12/2/2023	ACH	Vision Service Plan - CA	Health Benefits - December 2023	1,206.18
12/1/2023	ACH	Sutter Health Plus	Health Benefits - December 2023	16,981.93
12/21/2023	ACH	Vision Service Plan - CA	Health Benefits - January 2023	1,184.82
12/4/2023	ACH	California Credit Union	Various	2,998.67
12/26/2023	ACH	California Credit Union	Various	3,339.58
Total:			240	214,166.68



A California Public School

Agenda Item #IVF

Board Meeting Date: January 26, 2024

Subject: Facilities

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

Background:

In the spring of 2020, the LAS modernization project underwent a competitive bidding process, resulting in the acceptance of a contractor's bid. Unfortunately, the project was postponed due to the COVID-19 pandemic.

The comprehensive scope of the project encompasses the following phases:

- Phase 3: Modernization of the Library, student bathrooms, and staff bathrooms.
- Phase 4: Focused on enhancements to ADA pathways, core classrooms, and Special Education (SPED) offices.

As of now, the project is scheduled to resume, with the bidding process slated for February 2024.

Fiscal Impact:

The anticipated financial commitment for the project is estimated to fall within the range of 6.2 - 6.8 million dollars.

Estimated Time of Presentation: 15 min
Submitted By: School Leadership
Date: 01/24/2024

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



Fecha de la Reunión: 26 de enero de 2024

Tema: Plantel

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

Antecedentes:

En la primavera de 2020, el proyecto de modernización de LAS se sometió a un proceso de licitación competitiva, que dio como resultado la aceptación de la oferta de un contratista general. Lamentablemente, el proyecto se aplazó debido a la pandemia de COVID-19.

El alcance general del proyecto abarca las siguientes fases:

- Fase 3: Modernización de la Biblioteca, los baños de los estudiantes y los baños del personal.
- Fase 4: Se centra en el remplazo de los caminos ADA, las aulas principales y las oficinas de Educación Especial (SPED).

A partir de ahora, el proyecto está programado para reintegrarse, con el proceso de licitación programado para febrero de 2024.

Impacto fiscal:

Se estima que el compromiso financiero previsto para el proyecto se situará entre 6.2 y 6.8 millones de dólares.

Tiempo estimado para la presentación: 15 min
Entregado por: Liderazgo escolar
Fecha: 01.24.2024

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



Core Modernization

LANGUAGE ACADEMY OF SACRAMENTO

Project Update

January 26, 2024

History of Construction at LAS

2004 - 2010

- LAS occupied 12 classrooms and 1 small office at Fruitridge Elementary
- Rented neighboring old Victorian house for additional office space
- Rehabilitated abandoned lot into a soccer field for community use (\$10K)

2011 - 2024

- 2015 - \$9.8 million: New Gym, 16 classrooms, Student restrooms, soccer field, blacktop, playground and kitchen hood
- 2017 - \$743K: Rehabilitation of front parking lot
- 2024 - Estimated \$7.15 million: modernization of core building classrooms, library, student restrooms and staff restrooms

Total Projected Investments: \$17,693,000.00

Project Overview

Modernization of Core Classrooms and Offices

- Permanent walls between classrooms
- New wall, floor, and ceiling finishes
- New lighting
- New casework/cabinets and classroom sink
- Reconfigured office and workroom spaces
- Updated data, power and low voltage

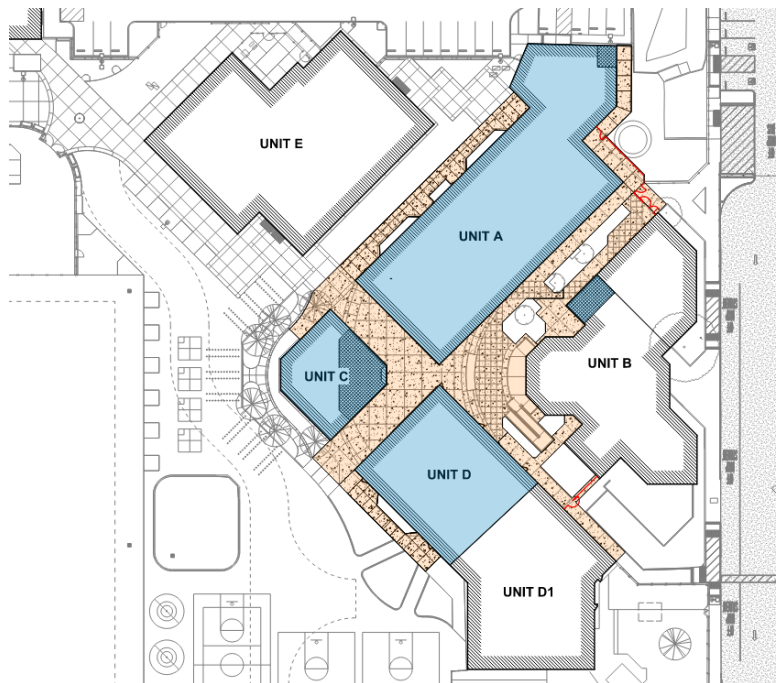
Required Code Upgrades

- Replace sidewalks for Americans with Disabilities Act (ADA) compliance
- Upgrade exterior stage and ramp for ADA compliance
- Modernize student and staff toilet rooms for ADA compliance
- Update doors and gates for ADA compliance
- Update fire alarm in area of work

3 Core Modernization

Site Plan

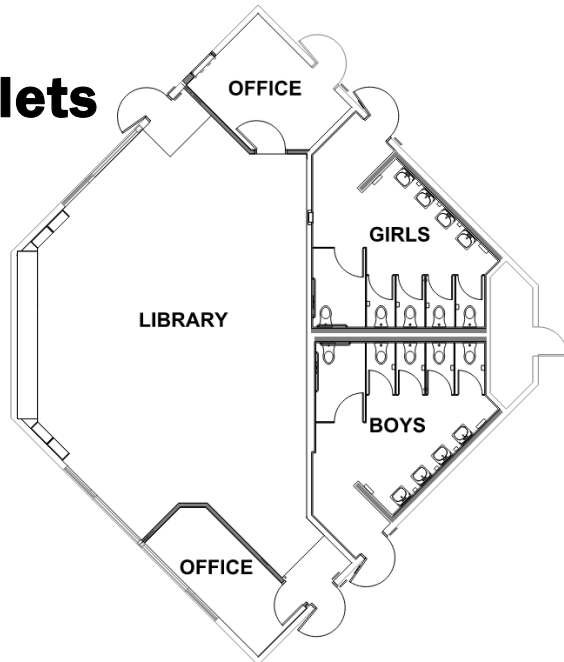
- Concrete sidewalk replacement
- Entrance gate replacement
- ADA upgrades at exterior stage



4 Core Modernization

Library & Student Toilets

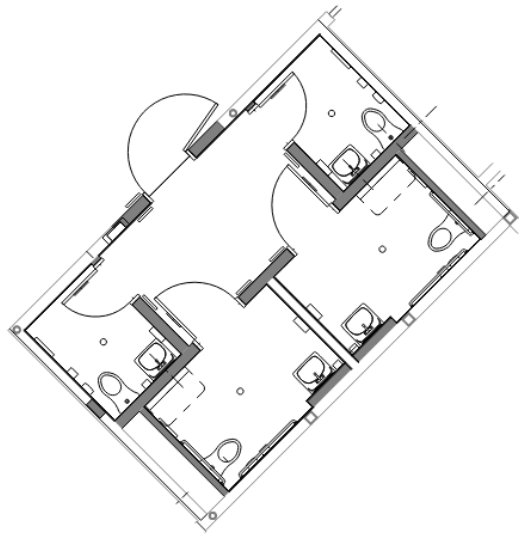
- Reconfigure library space; remove old office for larger useable space
- Built-in “learning wall”, bookshelves to be furniture
- (2) new private offices
- Complete renovation of student toilet rooms with new fixtures and finishes
- Electrical upgrades including power, data, and fire alarm



5 Core Modernization

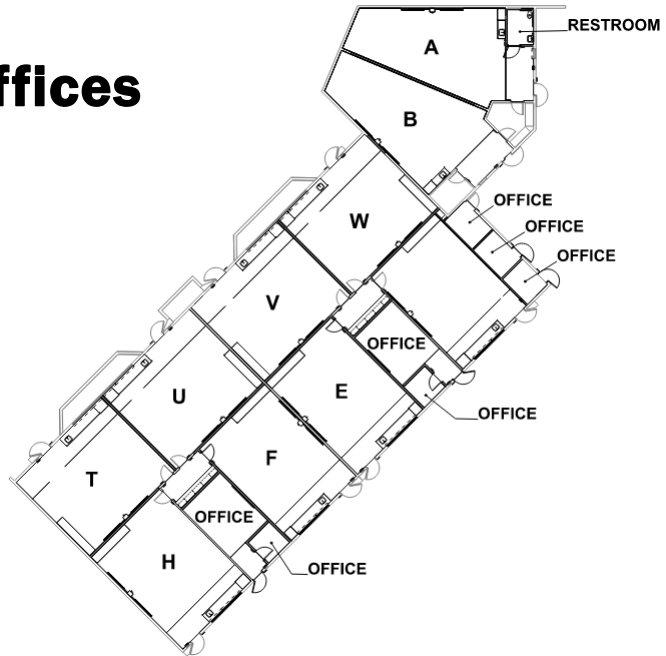
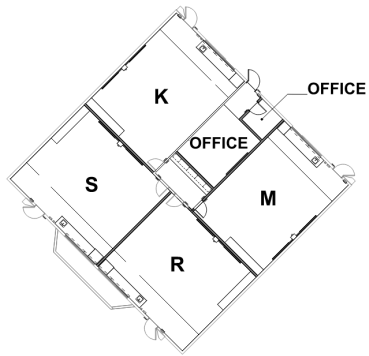
Staff Toilets

- Reconfigure staff toilets for ADA
- Converting men/women to unisex
- (4) single-accommodation toilets rooms accessed from a vestibule
- New finishes and fixtures



6 Core Modernization

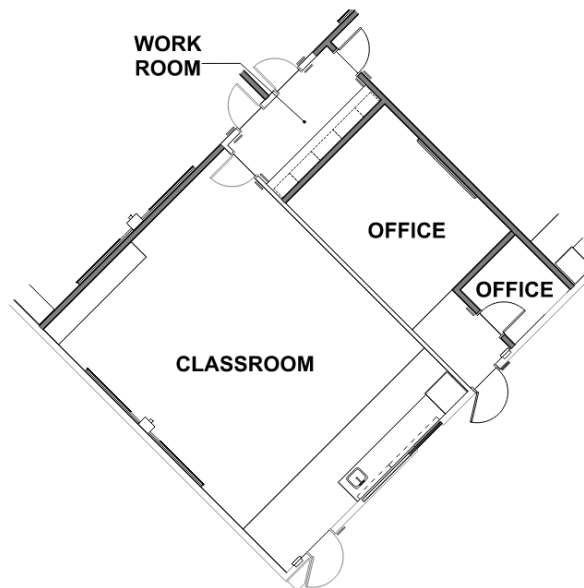
Classrooms & Offices



7 Core Modernization

Typical Classroom & Offices

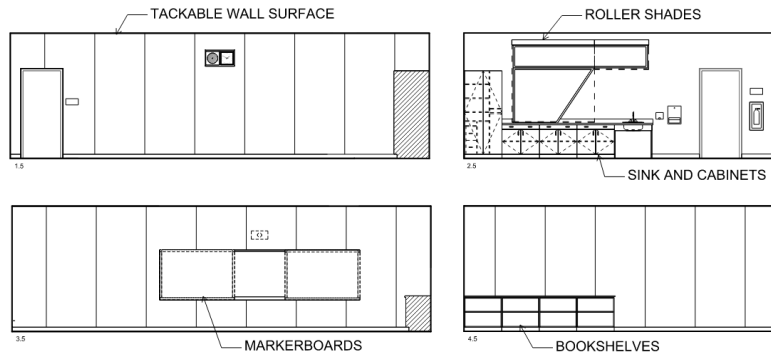
- New permanent walls with sound insulation and power
- New flooring, wall finishes, ceiling tiles, lighting
- Electrical upgrades including power, data, and fire alarm
- Small shared workroom with cabinets
- Separate offices at each classroom cluster – small group and individual



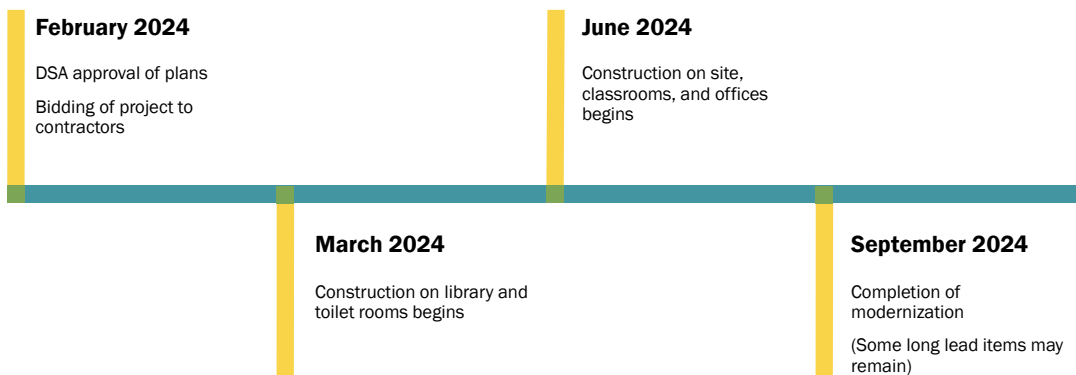
8 Core Modernization

Typical Classroom

- Tackable wall finish
- New cabinets and bookshelves
- New roller shades at windows
- ADA sinks and signage
- Updated power, data, technology



Construction Schedule



Board and Staff Schedule

February 2024

Board: Review Project and timeline

Board: Approve General Contractor

April - June 2024

Staff: Begin to pack unused classroom materials

Staff: June 3rd-5th will be focused packing days with additional staff available to assist

March 2024

Staff: Move school library to Room P (if approved by SCUSD)

September 2024

Preliminary proposed 24-25 first day of school: September 3, 2024

Potential for some lead items to continue through September

Schedule Considerations

Division of the State Architect (DSA):

- DSA provides design and construction oversight for K-12 schools, community colleges, and various other state-owned and state-leased facilities to ensure that they comply with all structural, accessibility, and fire and life safety codes.
- Ongoing process between DSA and Architects, with a final approval expect within the next two weeks

Budget

Construction Estimate: \$5.5 million

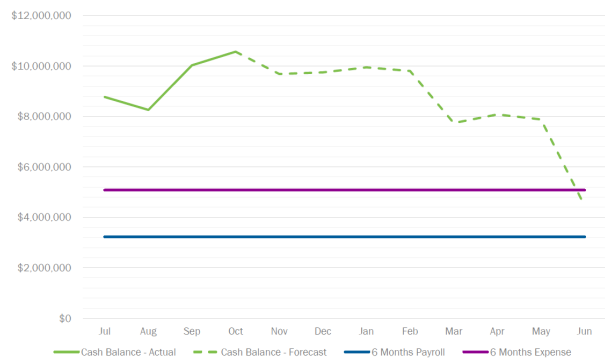
20% Soft Costs*: \$1.1 million

Total Estimate: \$6.6 million (up from \$6.2 million)

10% Contingency: \$550,000**

Total Estimate with Contingency: \$7.15 million

\$6.2 million factored in for construction project



*Soft Costs: Architectural fees, inspections, testing, DSA

** Contingency: Unforeseen circumstance and or added scope

Source: Finance 101, December 2023

Budget Considerations

Competitive bidding process:

- The law in California requires school districts and community college districts to competitively bid.
- LAS Competitive Bid criteria:
 1. Cost (lowest bid)
 Additional Considerations
 1. Projected implementation timeline based on prior performance
 2. Vendor Qualifications
 3. Contract terms and conditions
 4. Quality of proposal documents

Budget Considerations

- **Prevailing wage:**

- All workers employed on public works projects must be paid the prevailing wage determined by the Director of the Department of Industrial Relations, according to the type of work and location of the project. The prevailing wage rates are usually based on rates specified in collective bargaining agreements.

Next Steps

- **Facilities Committee:**

- Refine new item costs
- Determine final cost for Finance Committee review

- **Finance Committee:**

- Review additional project costs fiscal solvency

- **Governing Board:**

- Review for approval or further information at February 2024 Board Meeting