

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, June 23, 2023/viernes, 23 de junio del 2023
Location: Room N
5:30pm

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.	Fernando Aceves	Parent/ <i>Padre</i> (20-23)		
2.	Nailah Kokayi	Parent/ <i>Madre</i> (21-24) Vice President/ <i>Vice Presidenta</i>		
3.	Jose Luis Rodríguez	Parent/ <i>Padre</i> (22-25) President/ <i>Presidente</i>		
4.	Laura Lomeli	Staff/ <i>Personal</i> (20-23) Secretary/ <i>Secretaria</i>		
5.	Brenda Luna	Teacher/ <i>Maestra</i> (21-24)		
6.	Alex Hayes	Teacher/ <i>Maestro</i> (22-25)		
7.	Nina Sylvains	Community Member/ <i>Miembro Comunitario</i> (20-23) *Teleconference location: 2994 West Eight Mile Road, Stockton, CA 95209		
8.	Vacant/ <i>vacante</i>	Community Member/ <i>Miembro Comunitario</i> (22-25)		
9.	Ray Dizon	Community Member/ <i>Miembro Comunitario</i> (21-24) Treasurer/ <i>Tesorero</i>		
10.	Student Representative	Student Council President/ <i>Presidente del Concilio Estudiantil</i>		
11.	Teejay Bersola	Director of Academic Accountability/ <i>Directora de Responsabilidad Académica</i>		
12.	Judy Morales	Director of Business and Operations / <i>Directora de negocios y operaciones</i>		
13.	Eduardo de León	Executive Director/ <i>Director Ejecutivo</i>		

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: _____ Second: _____ Vote: _____

D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva
 a. *May 26, 2023 minutes/minutas del 26 de mayo 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. Parent Council/Association/*Concilio y asociación de padres* – Representative/*representante* (5 min)
- 2. Student Council/*Concilio estudiantil* – Representative/*representante* (5 min)

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

A. Local Control and Accountability Plan (LCAP) Annual Update & Approval/*Plan de control local y rendición de cuentas (LCAP): Noticias actuales y aprobación* – School Leadership (40 min.)

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

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

Motion: _____ Second: _____ Vote: _____

B. Verdaka School Security System/*Sistema de seguridad escolar de Verdaka* – School Leadership (20 min.)

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

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

Motion: _____ Second: _____ Vote: _____

C. LAS Fiscal Year 2023 Budget & Monthly Financials/*Presupuesto de LAS para el año fiscal 2023 & financieros mensuales* – School Leadership (20 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. Educational Protection Plan (EPA)/Resolución de EPA – School Leadership/Liderazgo (5 min)

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

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

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

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

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

F. Parent Involvement Policy Annual Review and School-Parent Compact Annual Review/ Revisión anual de la Póliza de participación de padres y Revisión anual del Acuerdo entre la escuela y los padres – School Leadership (10 min.)

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

G. Board Development/Desarrollo de la mesa directiva: Annual survey, Form 700, and Nominations and Elections Update/ Encuesta anual, forma 700 y actualización de nominaciones y elecciones - (5 min.)

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

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

V. FUTURE MEETINGS/Próxima Junta

A.) Regular Meeting: Friday, August 25, 2023 at 5:30pm – viernes, 25 de agosto de 2023 a las 5:30pm

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

VII. ADJOURNMENT/Clausura

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

Motion: _____ Second: _____ Vote: _____

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



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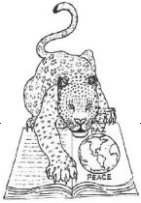
Minutes/Minutas
SPECIAL BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA ESPECIAL
Friday, May 26, 2023/ viernes, 26 de mayo del 2023
5:30 pm in Room N

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Alex Hayes at 5:34 PM. Roll call was taken./ La junta fue convocada por Alex Hayes a las 5:34 PM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Fernando Aceves	Parent/ <i>Padre</i> (20-23)	X	
	2. Nailah Kokayi	Parent/ <i>Madre</i> (21-24) Vice President/ <i>Vice Presidenta</i>	X	
	3. José Luis Rodríguez	Parent/ <i>Padre</i> (22-25)	X	
	4. Laura Lomeli	Staff/ <i>Personal</i> (20-23) Secretary/ <i>Secretaria</i>	X	
	5. Brenda Luna	Teacher/ <i>Maestra</i> (21-24)	X	
	6. Alex Hayes	Teacher/ <i>Maestro</i> (22-25)	X	
	7. Nina Sylvains	Community Member/ <i>Miembro Comunitario</i> (20-23)	X	
	Teleconference Location: 2994 West Eight Mile Road, Stockton, CA 95209			
	8. Ray Dizon	Community Member/ <i>Miembro Comunitario</i> (21-24)	X	
	9. Vacant/ <i>vacante</i>	Community Member/ <i>Miembro Comunitario</i> (22-25)		
	10. Student Representative	Student Council President/ <i>Presidente del Concilio Estudiantil</i>		
	11. Teejay Bersola	Director of Academic Accountability/ <i>Directora de Responsabilidad Académica</i>	X	
	12. Judy Morales	Director of Business and Operations/ <i>Directora de Negocios y Operaciones</i>	X	
	13. Eduardo de León	Executive Director/ <i>Director Ejecutivo</i>	X	
	Agenda/Agenda		Action/Acción	
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>		A motion was made to approve the May 26, 2023 agenda <i>Se hizo una moción para aprobar la agenda del 26 de mayo de 2023</i> 1 st Motion/ <i>1ª Moción</i> : Nailah Kokayi 2 nd Motion/ <i>2ª Moción</i> : Laura Lomeli Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho 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 April 28, 2023 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 28 de abril 2023.</i> 1 st Motion/ <i>1ª Moción</i> : Nailah Kokayi 2 nd Motion/ <i>2ª Moción</i> : Alex Hayes Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : none/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho 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/ <i>Ninguno</i>
III. INFORMATIONAL ITEMS/ARTICULOS DE COMUNICACIÓN		
III.1.	Parent Council/Association/Concilio y asociación de padres – Representative/representante	Brenda Luna shared the report. <i>Brenda Luna compartió el reporte.</i>
III.2.	Student Council/Concilio estudiantil – Representative/representante	Eduardo de León shared the report. <i>Eduardo de León compartió el reporte.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A.	Finance Committee: Monthly Financials, Preliminary Review 23-24 Budget/Comité de Finanzas: Financieros mensuales, Reviso preliminar del presupuesto 23-24 – Sylvains, Morales	<p>Judy Morales presented information about the preliminary 23-24 budget, including recommendations that the board approve the purchase of the Verdaka Security System and the cost associated with improving the soccer field.</p> <p><i>Judy Morales presentó información sobre el presupuesto preliminar 23-24, incluidas las recomendaciones de que la junta apruebe la compra del Sistema de Seguridad Verdaka y el costo asociado con la mejora de la cancha de fútbol.</i></p> <p>The board discussed the Verdaka Security system and decided to table the decision to purchase until June. They asked for more information before making a decision.</p> <p><i>La mesa directiva discutió el sistema Verdaka Security y decidió posponer la decisión de compra hasta junio. Pidieron más información antes de tomar una decisión.</i></p> <p>A motion was made to approve the cost associated with soccer field improvements. <i>Se hizo una moción para aprobar el costo relacionado con el mejoramiento de la cancha de fútbol.</i></p> <p>1st Motion/<i>1ª Moción</i>: Fernando Aceves 2nd Motion/<i>2ª Moción</i>: José Luis Rodríguez Absences/<i>Ausencias</i>: None/<i>ninguna</i> Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.B.	April Check Register/Registro de la cuenta bancaria de abril – School Leadership/Liderazgo	<p>A motion was made to approve the April 2023 check register <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de abril 2023</i></p> <p>1st Motion/<i>1ª Moción</i>: José Luis Rodríguez 2nd Motion/<i>2ª Moción</i>: Ray Dizón Absences/<i>Ausencias</i>: None/<i>ninguna</i> Abstentions/<i>Abstenciones</i>: Laura Lomelí, Alex Hayes The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.C.	Local Control and Accountability Plan (LCAP) Draft & Public Hearing/Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública – Bersola	Teejay Bersola shared the LCAP Draft. <i>Teejay Bersola compartió el borrador del LCAP.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>

IV.D.	Board Development: Nominations, Elections & Executive Member Elections/Desarrollo de la mesa directiva: Nominaciones, elecciones y elecciones de miembros ejecutivos	A nominations and elections update was provided to the board. <i>Se proporcionó una actualización de las nominaciones y elecciones a la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
V. FUTURE MEETINGS/PRÓXIMA JUNTA a. Regular Meeting: Friday, June 23, 2023 at 5:30pm – <i>viernes, 23 de junio de 2023 a las 5:30pm</i>		
VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VII. ADJOURNMENT/CLAUSURA A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1 st Motion/ <i>1ª Moción</i> : Alex Hayes 2 nd Motion/ <i>2ª Moción</i> : Nailah Kokayi Absences/ <i>Ausencias</i> : None/ <i>ninguna</i> Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i> The board meeting was adjourned at 7:40 PM. / <i>La reunión de la Mesa se terminó a las 7:40PM.</i>		



A California Public School

Agenda Item #III1

Board Meeting Date: June 23, 2023

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

Parent Connector, Brenda Luna, will provide the board with a summary of Parent Council activities in the month of June.



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Agenda Item #III1

Board Meeting Date: 23 de junio de 2023

Subject: Concilio de padres

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

Comité: Concilio de padres, Asociación de padres

Enlace de familias, Brenda Luna, proporcionará un resumen de las actividades del Concilio de Padres en el mes de junio a la mesa directiva.



A California Public School

Agenda Item# III.2

Board Meeting Date: June 23, 2023

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:

At the end of May, elections were held for the 2023-2024 executive member positions. The following are the results:

President: Bhima Meganathan
Vice President: Bryan Becerril
Secretary: Sofia Sarinana
Treasurer: Alfredo Vázquez

They look forward to planning another amazing school year for LAS students in 2023-2024!



A California Public School

Agenda Artículo #III.2

Fecha de la reunión: 23 de junio de 2023

Tema: Concilio estudiantil

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

Comité/Personal: Concilio estudiantil

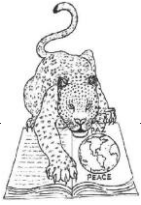
Información:

Informes del concilio estudiantil:

A finales de mayo se realizaron elecciones para los cargos de miembros ejecutivos 2023-2024.
Los siguientes son los resultados:

Presidente: Bhima Meganathan
Vice Presidente: Bryan Becerril
Secretaria: Sofia Sarinana
Tesorero: Alfredo Vázquez

¡Esperan planear otro año escolar increíble para los estudiantes de LAS en 2023-2024!



A California Public School

Agenda Item# IVA

Board Meeting Date: June 23, 2023

Subject: LCAP Annual Update

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

Committee: School Leadership

Information:

Part 1: LCFF and LCAP

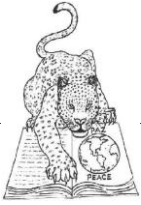
California adopted a formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF).

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

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

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

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



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Attachments:

- 1) LAS LCAP Part1: Plan for Annual Update FY23 and FY24
- 2) LAS LCAP Part2: Budget Action Tables for Annual Update FY23 and FY24
- 3) LAS LCAP Part3: Local Indicators

Recommendations:

It is recommended that the LAS Board review and approve the LAS LCAP Parts 1, 2, and 3 before the required submission date of July 1, 2023.

LCAP Annual Update				
Members	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Sylvains, Nina				
Dizon, Ray				
Hayes, Alex				
Rodriguez, Jose Luis				
Kokayi, Nailah				
Lomelí, Laura				
Luna, Brenda				
Totals:				

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 062023

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



Fecha de la Reunión: 23 de junio de 2023

Tema: Actualizaciones anuales de LCAP

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

Comité: Liderazgo Escolar

Información:

Parte 1: LCFF y LCAP

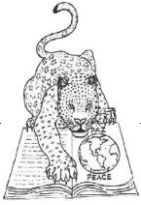
California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).

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

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

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

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



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

Adjunto:

- 1) LAS LCAP Parte1: Actualización anual FY23 y FY24
- 2) LAS LCAP Parte2: Tablas de Acción Presupuestaria para la Actualización Anual FY23 y FY24
- 3) LAS LCAP Parte3: Indicadores Locales

Recomendaciones:

Se recomienda que la Mesa de LAS revise y apruebe las Partes 1, 2 y 3 del LCAP de LAS antes de la fecha de presentación requerida del 1 de julio de 2023.

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 062023

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

Language Academy
LCAP Data
Apr Forecast 2023

Budget Overview for Parents		2023-24
Revenue		
Total LCFF Funds		7,604,884
<i>LCFF Supplemental & Concentration Grants</i>		1,560,760
All Other State Funds		2,194,901
All Local Funds		83,300
All Federal Funds		954,225
Total Projected Revenue		10,837,310
Expenses		
Total General Fund Expenses		9,986,700

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	1,560,760
2023-24	Projected Additional LCFF Concentration Grant (15 percent)	138,342
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)	1,453,577
2022-23	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	5,622,469
2023-24	Projected LCFF Base Grant (Data Entry Table)	5,996,695
2023-24	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,560,760

Local Control and Accountability Plan: LAS Draft v062123 12PM

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Language Academy of Sacramento	Teejay Bersola Director, Academic Accountability	tbersola@lasac.info 916-277-7137

Plan Summary [FY23]

General Information

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

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school’s opening in 2004, LAS enrollment has grown from 228 students to 616 students for the FY23 school year. As of April 2023, there are 801 children on the LAS waiting list.

LAS Demographics

For FY23, LAS demographic data constitutes 80% Unduplicated, 74% Socio-economically Disadvantaged, 48% English Learners and 9% qualifying for Special Education services. About 93% of the students are Latino, 2% Black/African Americans, 3% White, 0.5% Asian, and 1.3% Two or more races. Additionally, there is 0 Foster youth and a total of 2 Homeless students.

LAS Mission

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

LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 19th year,

LAS has become Sacramento’s premier TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

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

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

Reflections: Successes

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

LAS External Accountability:

CA Dashboard Data for FY20 and FY21 are not available due to COVID-19 school closure. TABLE 1 below is the FY22 CA Dashboard LAS data. Success Highlight 1: English Learner Progress Indicator at High Level

TABLE 1

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



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.

TABLE 2

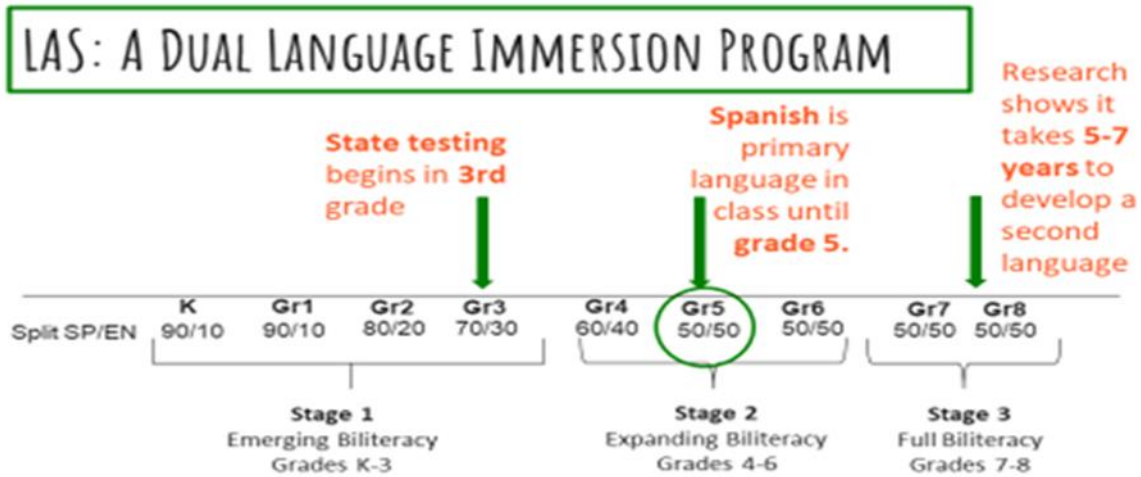


TABLE 3

HOW DID WE DO COMPARED TO SCUSD & THE STATE?

Aggregate score comparison: (grades 3-8 combined)

English Language Arts:

LAS	35%
SCUSD	38%
STATE	47%

Math:

LAS	31%
SCUSD	27%
STATE	33%

But WAIT!

Our aggregate scores do NOT tell our story!

TABLE 4

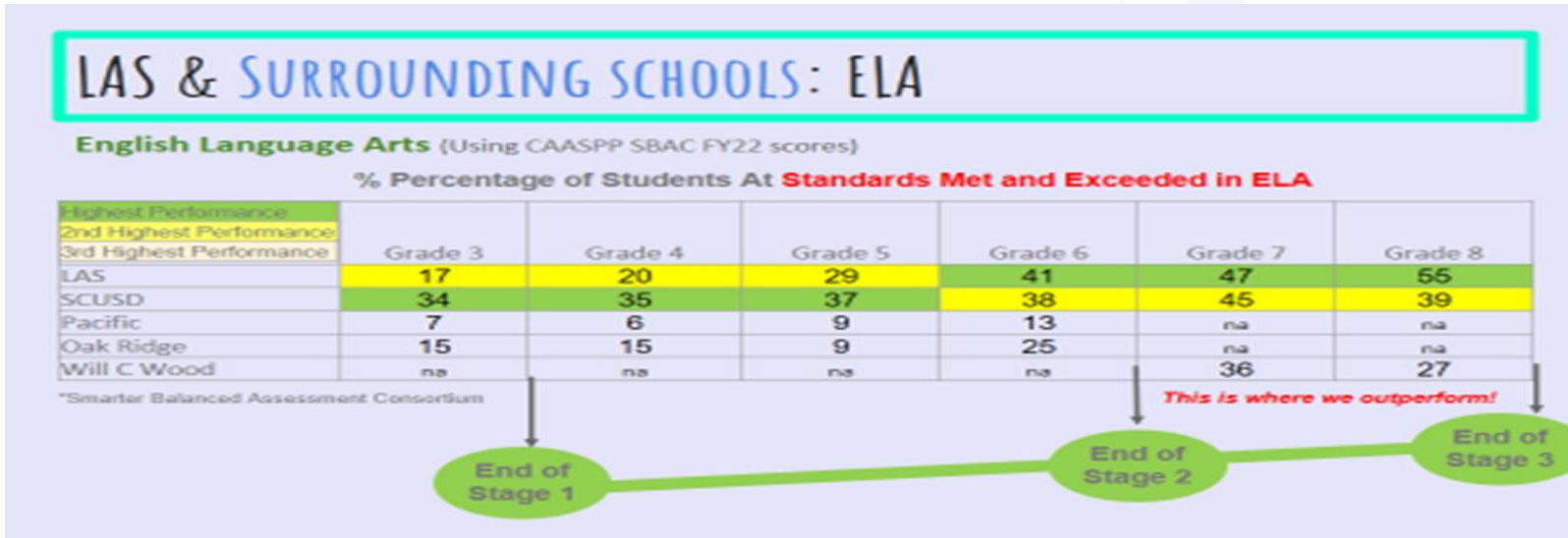
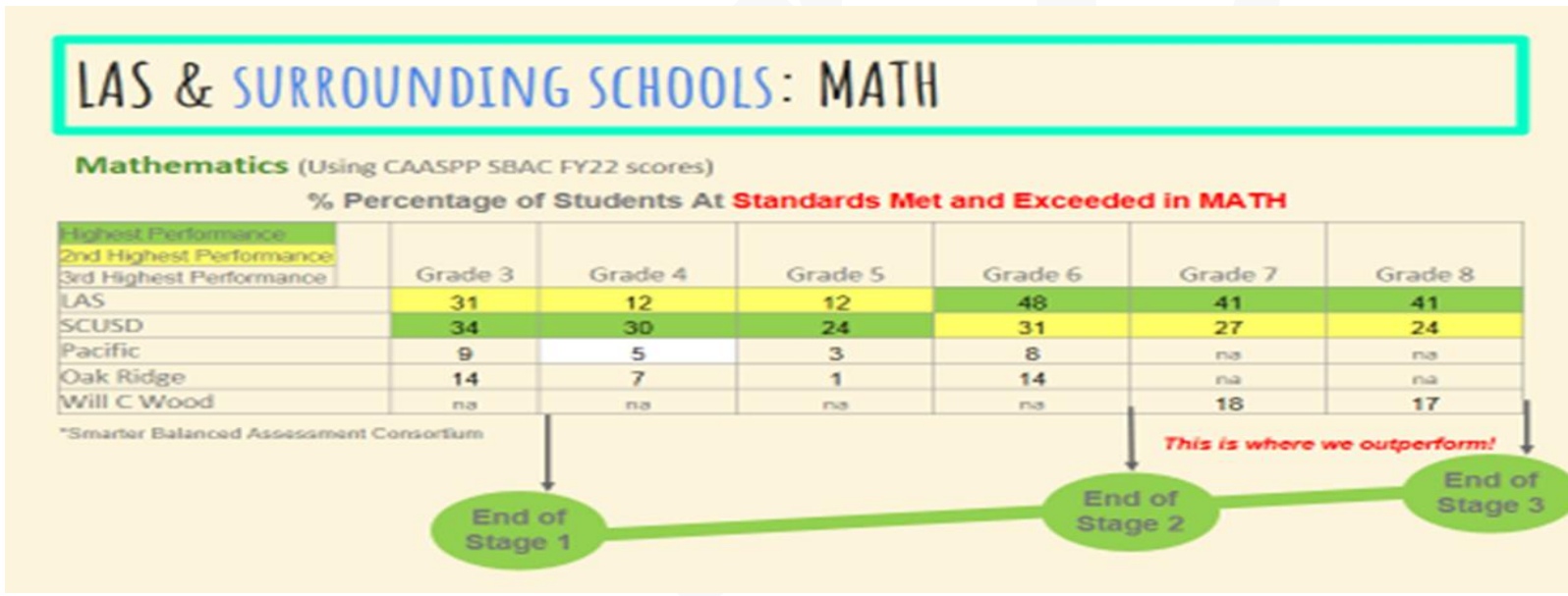
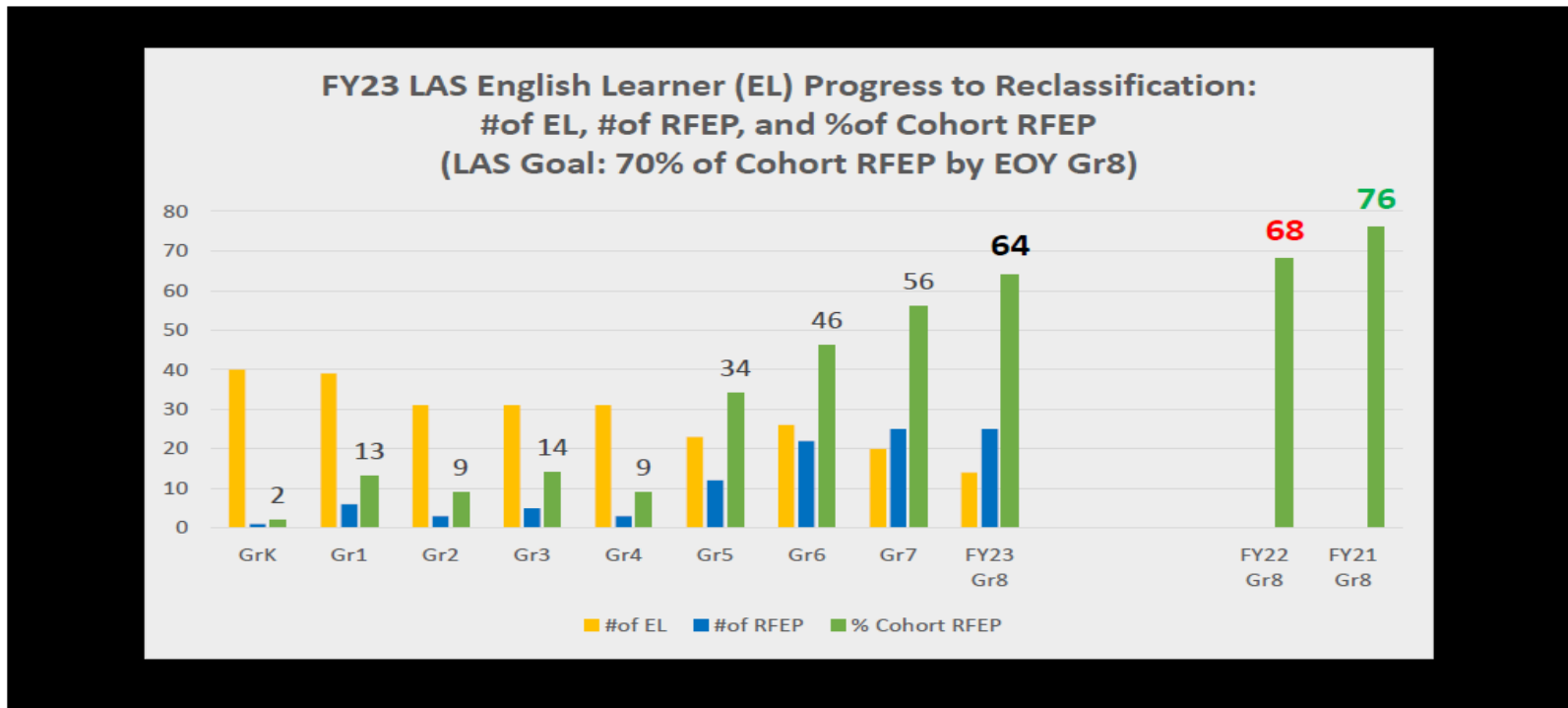


TABLE 5



Success Highlight 2: Gr8 Cohort Reclassification Rate. Another success highlight is that LAS continues to show an upward trajectory of its English Learner achievement. The green bars on TABLE 6 below illustrate this as they show the percentage of reclassified students per cohort upon completion of the LAS Bilingual End of Stage 3 in Grade 8. (Note: FY23 data is pending finalization as SBAC and Summative ELPAC for spring 23 become available).

TABLE 6

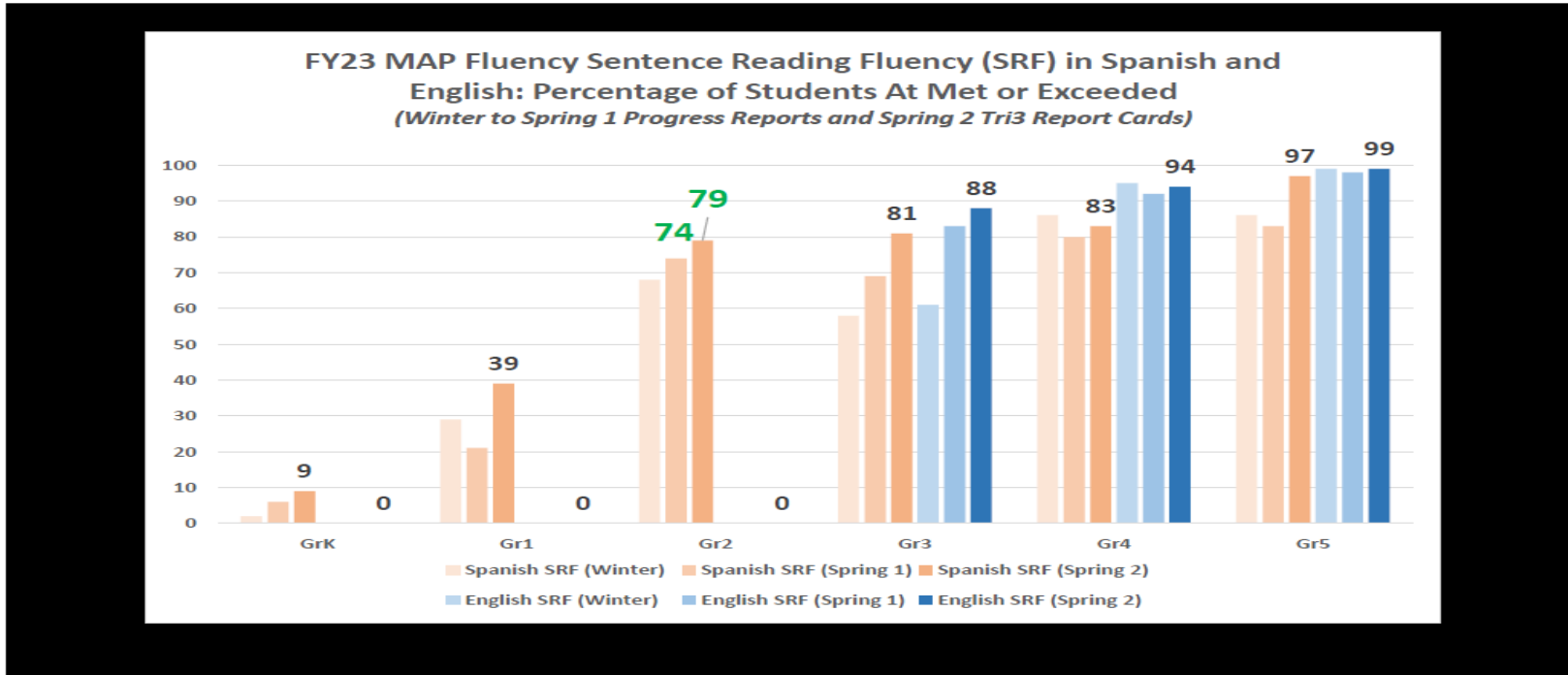


Success Highlight 3: LAS Internal Accountability: NWEA MAP Growth and MAP Fluency School-wide Implementation and Overall Performance Growth

Another success highlight in FY23 is that LAS implemented NWEA MAP Growth, a SBE Approved AB1505 Verifiable Data for Charter School Renewal, along with MAP Fluency, school-wide. This milestone has created an efficient and aligned way for LAS to monitor student achievement growth in Foundational Literacy Skills in Spanish and English, Spanish Language Arts, English Language Arts, and Mathematics from primary to middle school years. LAS has yet to fully decipher the

magnitude of this internal accountability system and its capacity to streamline student support and intervention; the preliminary results for MAP Fluency assessing foundational literacy skill of Sentence Reading Fluency (SRF) seem promising as indicated on TABLE 7 below.

TABLE 7



Moreover, the MAP Growth FY23 Gr3- Gr8 School Conditional Growth Index (CGI) Spring to Spring Term data for core subject areas: Math TABLE 8 and ELA TABLE 9 both show, with the exception of Gr7 in ELA, an overall growth in all grade levels meeting/exceeding MAP Grade Level Norms Projected Growth. CGI values expresses student growth relative to the growth projection in standard deviation units. Student CGI can be averaged and is comparable across grades and subjects. According to NWEA’s definition, for both student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure (MAP Growth Data for AB1505, May, 2023)

TABLE 8.1

Math: Math K-12

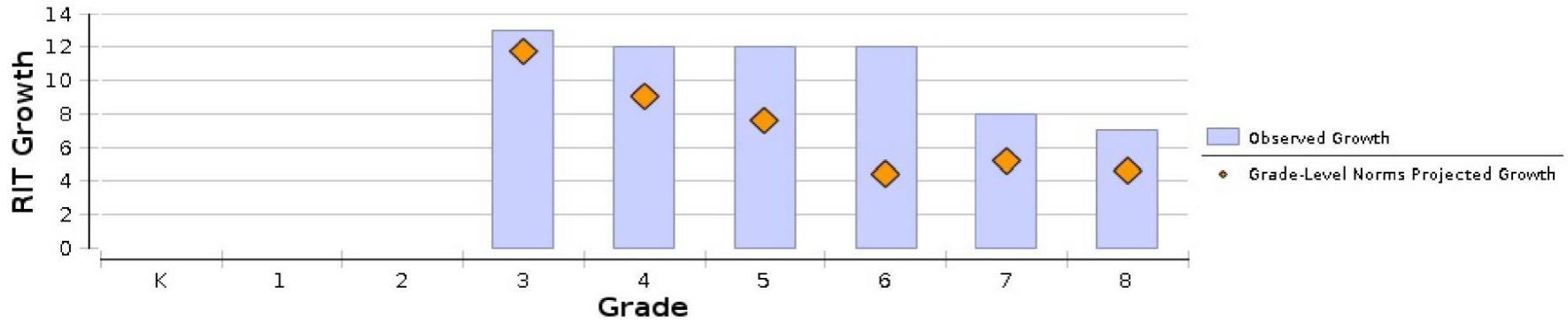


TABLE 9.1

Language Arts: Reading



TABLE 8.2

FY23 MAP Growth School CGI Spring to Spring Analysis 061423 (Available for Math and ELA only)

MATH Gr3-Gr8 Note: FY21 is the 1st Year of Gr3-8 MAP Growth Implementation starting in Spring; hence, FY22 is the first year with Spring to Spring CGI Data Comparison
 Below Average Growth Average Growth Above Average Growth

	Below -2.0	2nd	7th	16th	31st	42nd	50th	58th	69th	84th	93rd	98th	Above 2.0
	-2.0	-1.5	-1.0	-0.5	-0.2	0.0	0.2	0.5	1.0	1.5	2.0		
FY23 Gr8									0.57	1.01			
FY22 Gr8													
FY21 Gr8													
FY23 Gr7										1.25			
FY22 Gr7													2.53
FY21 Gr7													
FY23 Gr6													2.91
FY22 Gr6													4.69
FY21 Gr6													
FY23 Gr5												1.75	
FY22 Gr5						-0.18							
FY21 Gr5													
FY23 Gr4												1.18	
FY22 Gr4			-1.45										
FY21 Gr4													
FY23 Gr3												0.51	
FY22 Gr3	-3.07												
FY21 Gr3													

Note: FY21 is the 1st Year of Gr3-8 MAP Growth Implementation starting in Spring; hence, FY22 is the first year with Spring to Spring CGI Data Comparison

TABLE 9.2

FY23 MAP Growth School CGI Spring to Spring Analysis 061423 (Available for Math and ELA only)

ELA Gr3-Gr8 Below Average Growth Average Growth Above Average Growth

	Below -2.0	2nd	7th	16th	31st	42nd	50th	58th	69th	84th	93rd	98th	Above 2.0
	-2.0	-1.5	-1.0	-0.5	-0.2	0.0	0.2	0.5	1.0	1.5	2.0		
FY23 Gr8									0.35				
FY22 Gr8				-0.93									
FY21 Gr8													
FY23 Gr7					-0.37								
FY22 Gr7								0.59					
FY21 Gr7													
FY23 Gr6													3.64
FY22 Gr6												1.92	
FY21 Gr6													
FY23 Gr5											1.27		
FY22 Gr5	-2.87												
FY21 Gr5													
FY23 Gr4									0.34				
FY22 Gr4				-1.09									
FY21 Gr4													
FY23 Gr3													
FY22 Gr3													
FY21 Gr3													

Note: FY21 is the 1st Year of Gr3-8 MAP Growth Implementation starting in Spring; hence, FY22 is the first year with Spring to Spring CGI Data Comparison

Success Highlight 4: FY23 School-wide Intervention Data:

As of May, 2023, of the total of 239 intervention services rendered in literacy, 237 showed post assessment growth indicating 99% success rate. Moreover, out of 49 students provided math interventions afterschool, 47 indicated post assessment growth indicating 96% success rate. These results are consistent with the previous year's intervention program data with an overall average achievement growth of 93%. When learning took a dive due to Covid-19, the LAS community organized and focused on creating the best systems of support for students. The comprehensive intervention program implementation led by expert teacher leaders in the last three years is most definitely a collective team work that LAS can be proud of!

Reflections: Identified Need

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

Although final end-of-year data is not yet available, LAS has had an on-going conversation as a community as to the emerging learning recovery needs of students academically and socio-emotionally. LAS staff needs continued professional development time to learn about the efficacy of state and MAP, and other local assessments as well as its analysis and reporting elements. Starting in FY22, LAS has expanded its teacher leadership and identified core staff members for short-term special assignment positions with the intent to build leadership capacity for various components of the charter school such as learning recovery program development and opportunities. LAS' school wide expanded learning programs need to continue to be innovative and all-encompassing in nature, in order to holistically address the needs of students. In FY23, LAS continued its implementation of intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

In addition, per the FY22 LAS CA Dashboard data, there are three main categories where targeted focus for improvement need to be addressed in the category of Students with Disabilities (SWD): 1) Chronic Absenteeism (Very High with 22.5% of 71 SWD approximately 16 students), 2) English Language Arts Achievement (Average Distance from Standard (DFS) SWD: -107 vs All Students: -32.7), and Mathematics Achievement (DFS of SWD: -129.5 vs All Students -46.9). Because of this, the SWD subgroup has become the qualifier that places LAS as an Additional Targeted Support and Improvement (ATSI) school under the federal Every Student Succeeds Act (ESSA) and the CA Accountability System.

LCAP Highlights

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

LAS is laser focus on strategically addressing the teaching and learning gaps exacerbated by the global pandemic. LAS's three-year LCAP design is rooted in the LAS Charter and is also purposefully aligned with the available state and federal funding sources and applicable plans. All plans utilize the three main categories: AP=

Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate, as the backbone in organizing the collective galvanized effort to meet the gargantuan task of educating school children in the midst of unprecedented health crisis. With diligence and accountability, LAS plans to continue its momentum of expanded teaching and learning support in the upcoming school year.

Comprehensive Support and Improvement (Not Applicable to LAS; LAS ATSI plan will be addressed in the Goals and Actions Section)

Engaging Educational Partners

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

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

WHAT – WHEN - WHERE:

ITEM 1: LAS Community Survey Distribution

April 11 – May 12, 2023

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 12, 2023

Online at: www.lasac.info

LCAP Educational Partner Outreach and Consultation Dates 2022-2023:

Educational Partner Group and Meeting Dates

Governing Board Meeting and Retreat

2022: 8/26, 9/23, 10/21, 11/18, 12/16

2023: 1/27, 2/24, 3/24, 4/28, 5/26, 6/23

Parent Council Meeting/ELAC/SSC

2022: 9/7, 10/5, 11/9

2023: 1/11, 2/8, 3/8, 4/12, 5/11

Parent Association Meeting

2022: 9/14, 10/12, 12/7

2023: 1/18, 2/1, 3/22, 4/19, 5/16

Staff Meeting and PD Meetings

2022: 8/25, 8/26, 9/22, 9/23, 10/14, 10/20, 11/17, 12/9, 12/15

2023: 1/20, 1/26, 2/17, 2/23, 2/24, 3/10, 3/23, 4/21, 4/27, 5/5, 5/12, 5/25, 6/1-6/9

CDT Committee Meeting

2022: 9/1, 10/6, 11/3, 12/1

2023: 2/2, 3/2, 5/4, 5/24

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 26, 2023 and June 23, 2023 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137 or

provide feedback online via the LAS Educational Partners Survey: Know/Want to Know

https://www.surveymonkey.com/r/LCP_Surveys

A summary of the feedback provided by specific educational partners.

LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). During educational partners meetings, participants were invited to complete "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for FY21, FY22, and FY23:

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's overall budget.
- 2) A continuation from previous year, LAS LCAP advisory group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 3) As of May 2023, LAS has collected 667 (FY16: 182, FY17: 88, FY18: 51, FY19: 50, FY20: 29, FY21: 38, FY22: 122, FY23: 107) "What I Know" and 600 (FY16: 183, FY17: 36, FY18: 45, FY19: 71, FY20: 32, FY21: 30, FY22: 116, FY23: 87) "What I Want to Know" statements. Thus far, 1267 total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.
- 4) An emerging theme from the stakeholder comments is the area of Academic Performance (AP), particularly in mathematics and Academic Engagement (AE), specifically, attendance as it relates to being on campus full time. Moreover, families are continuing to share glimpses of socio-emotional and academic concerns such as lack of practice for the target language in a more authentic way and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners. Meanwhile, staff concerns are specific to advancing the conversations about curriculum and assessments, particularly having them aligned with ELD instruction, science of reading research and school-wide implementation and alignment.

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

LAS's collective work towards meeting its LAS Charter and LCAP goals continues with diligence and focus on three main categories: AP= Academic Performance, AE= Academic Engagement, and CC= Conditions and Climate. The following are examples of successes and challenges experiences of the LAS learning community thus far:

Successes: Goals- AP, AE and CC

AP Goals:

- Expanded Tier 1 literacy coaching and mathematics cohort lead support; release time for peer observation and learning
- Expanded core-day and after-school intervention program leadership and opportunities for Tier 2 focus
- Expanded supplemental curricular materials and supplies for both core day and after-school programs
- School-wide implementation of MAP Growth and MAP Fluency AB1505 charter school renewal verified data assessment
- Overall student achievement growth in Math, ELA, and SLA
- Effective intervention program cycles with post assessments showing 90% or higher post assessment results

AE Goals:

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

CC Goals:

- Maintenance of expanded classified staff to support maintenance of health and safety standards and protocols for a clean learning environment.
- Expanded on more recess and lunchtime structured activities for students to participate in.
- Expanded Parent As Partners (PAP) Workshops since its start three years ago addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.
- Survey participation goals are above 90% for all educational partner groups.

Challenges: Goals- AP, AE, and CC

- Additional professional development for MAP Growth and MAP Fluency and Amplify Science TK-Gr5)
- Continued enormous effort of balancing of curriculum (science, math, writing and ELD) and assessment (MAP Growth and MAP Fluency) adoption needs to ensure instructional quality and time management efficiency between planning, instruction, and reflection
- Continued staffing shortages has greatly impacted support program implementation: substitute teachers, intervention staff, ground supervision staff

- Attendance continues to be problematic and the consequent anticipated revenue and planned expenditures have been impeded by the constant uncertainties, particularly at the start of the school year
- Invested on more recess and lunchtime structured activities for students to participate in but full implementation of PlayWorks has been challenging due to recess staff turn-over and training.
- Governing board new member recruitment continues to be a challenge
- Student survey new area of improvement is student’s lower perception that “All rules are fair” which dropped from 85% to 67% along with “All students are treated the same when they break the rules”- a change from 59% to 53% in agreement.

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Academic Engagement related concerns dominate the FY23 educational partners’ feedback. There is a consensus that even before the pandemic, many students need support to bridge performance gaps, particularly in reading and mathematics. From the teachers’ perspective, there continues to be a huge concern in the subject of writing. Not only has distance learning created an enormous challenge to teach writing but also to provide feedback and conduct evaluation, particularly with the primary grade students. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios.

Goals and Actions

Goal: Academic Performance Goal 1 (AP.G1)

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

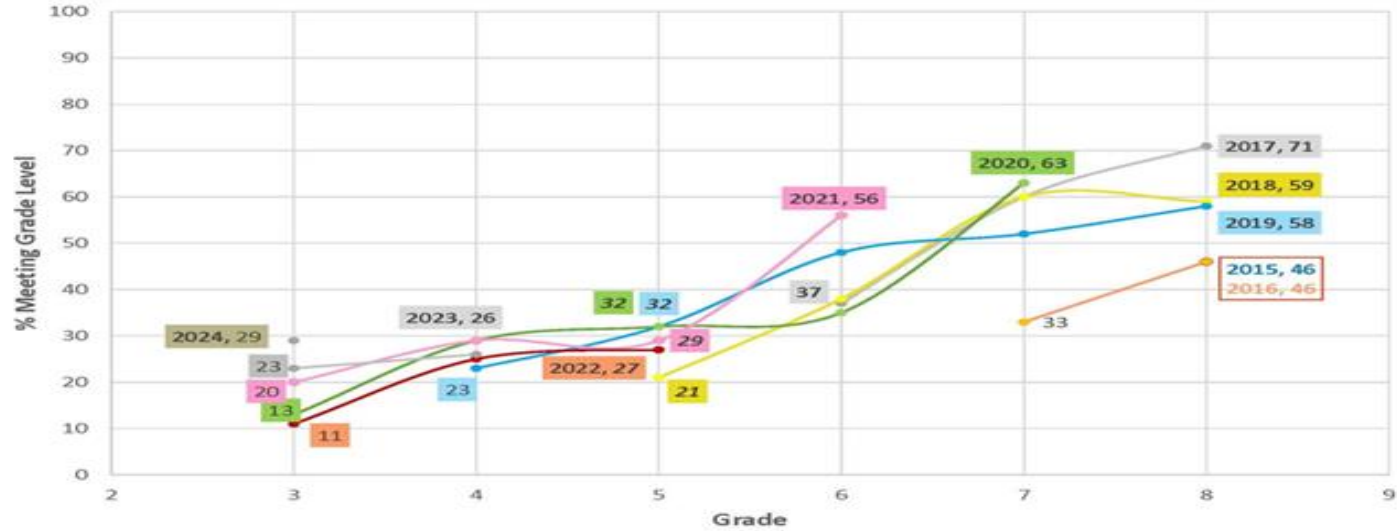
An explanation of why the LEA has developed this goal.

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

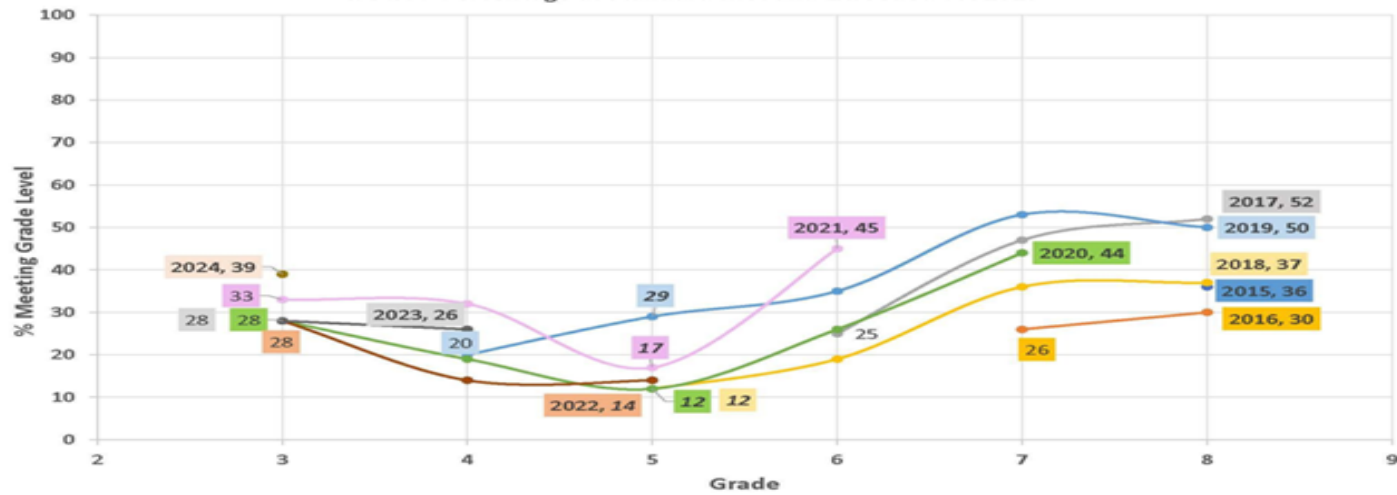
Metric	Baseline (FY21)
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>External Accountability: (FY23 Data TBD- August, 2023)</p> <p>Overview of LAS History of Academic Performance (AP):</p> <p>There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.</p> <p>TABLES 12 and TABLE 13 shoe how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.</p>

COHORT TRENDS: Pre-Pandemic

LAS Cohort Trends by Graduation Year: English Language Arts (ELA)
CAASPP Percentage at Standard Met and Exceeded v091019



LAS Cohort Trends by Graduation Year: Mathematics
CAASPP Percentage at Standard Met and Exceeded v091019



COHORT TRENDS: Pandemic and Present Recovery

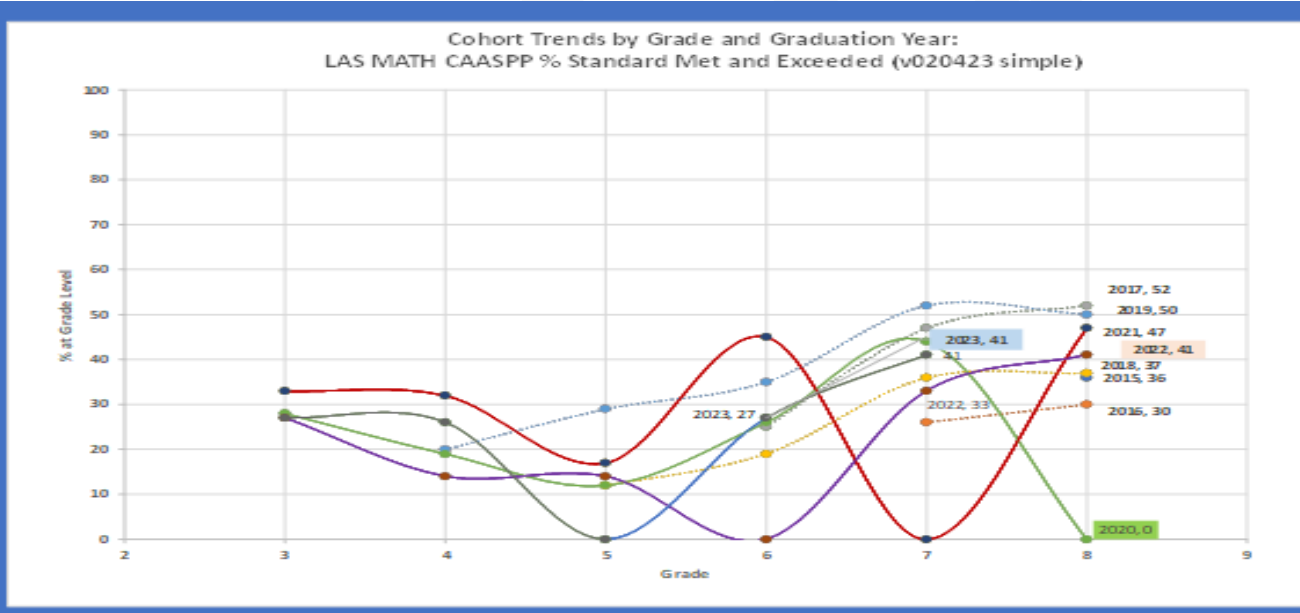
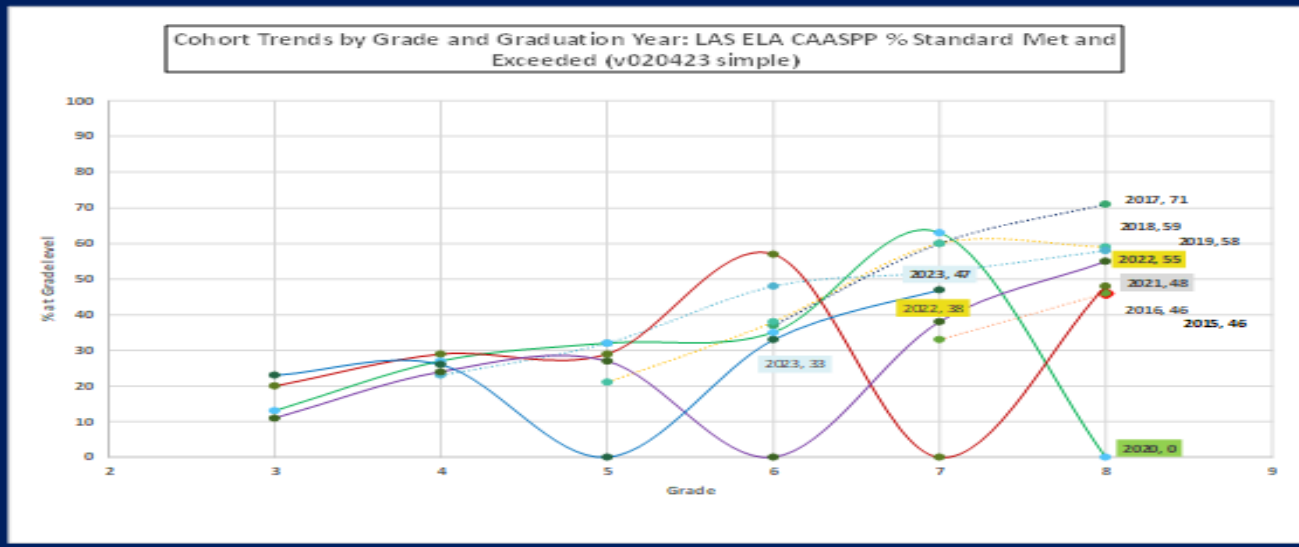


TABLE 14 and TABLE 15 reflect the historical trend of LAS Gr8 Cohort meeting/exceeding the academic performance in ELA and Math for all its subgroups. This remains to be true for the FY22 SBAC results as well.

TABLE 14

FY22 LAS and Surrounding Middle School: Subgroups for Gr8 Only

	Gr8 Only	Gr8 Only Economically Disadvantaged	Gr8 Only English Learners (ELs)	Gr8 Only Reclassified Fluent English Proficient (RFEPs)	Gr8 Only Latino	Gr8 Only SPED	Gr8 Only English Only
LAS ELA	55	51	18	57	52	na	73
STATE	47	35	7	53	36	12	51
SCUSD	39	28	5	58	28	8	43
Will C Wood	27	24	2	58	15	2	28

TABLE 15

	Gr8 Only	Gr8 Only Economically Disadvantaged	Gr8 Only English Learners (ELs)	Gr8 Only Reclassified Fluent English Proficient (RFEPs)	Gr8 Only Latino	Gr8 Only SPED	Gr8 Only English Only
LAS Math	41	35	6	52	38	na	50
STATE	29	18	3	31	17	6	33
SCUSD	24	15	3	34	14	4	27
Will C Wood	17	14	5	36	7	0	17

By the End of Stage 3 Gr8 achievement goals:

(FY21) G3.0 SBAC 48% of students who met/exceeded ELA standards (FY22: 55%)

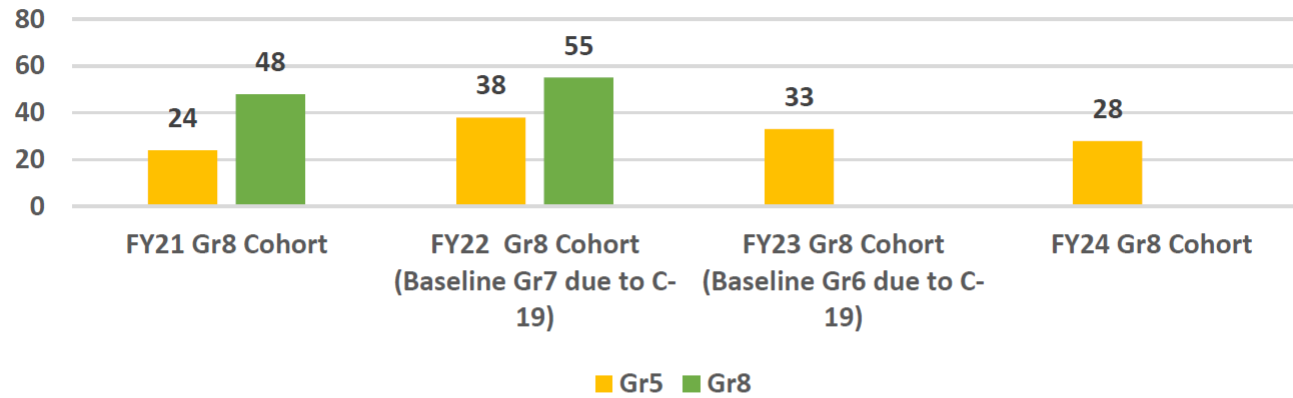
G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC ELA baseline (Refer to TABLE 16.1-TABLE 16.5)

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

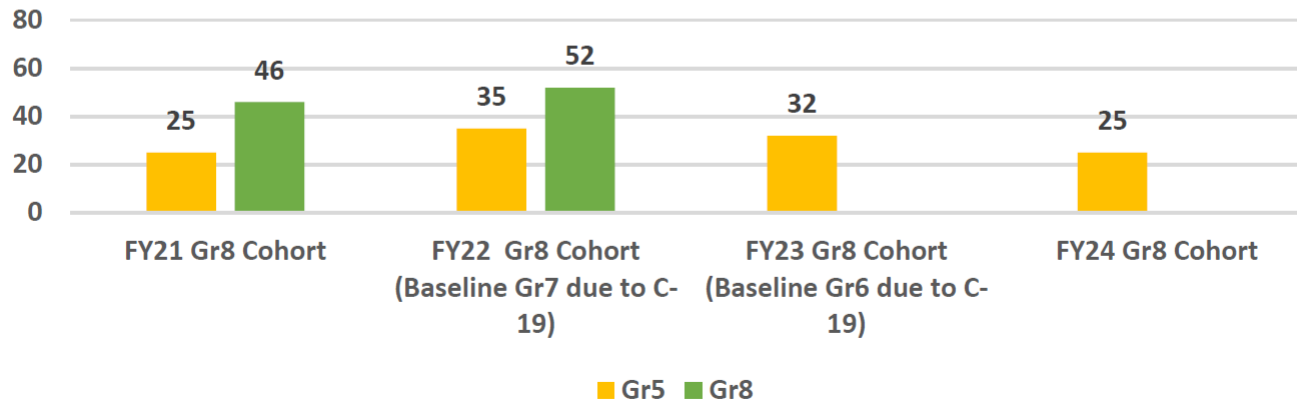
G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools (Refer to TABLE 14 and TABLE 15)

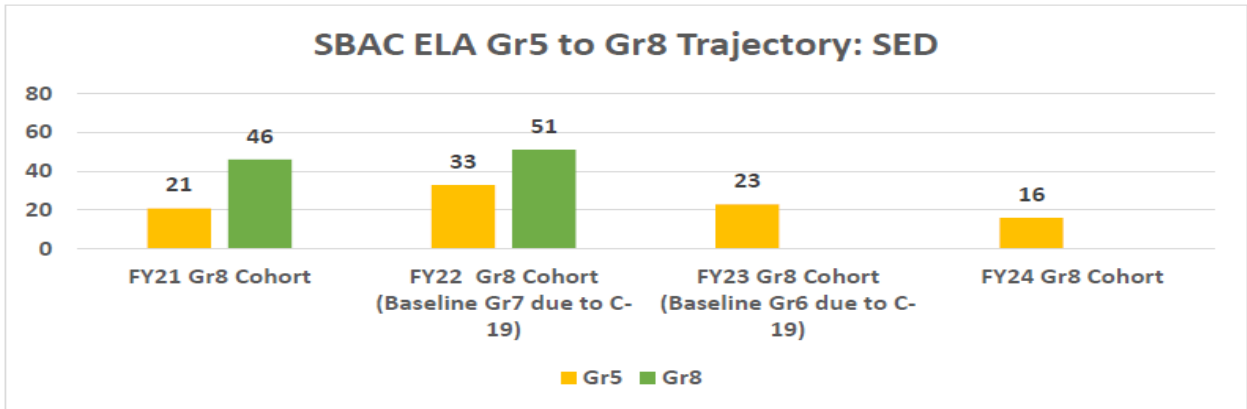
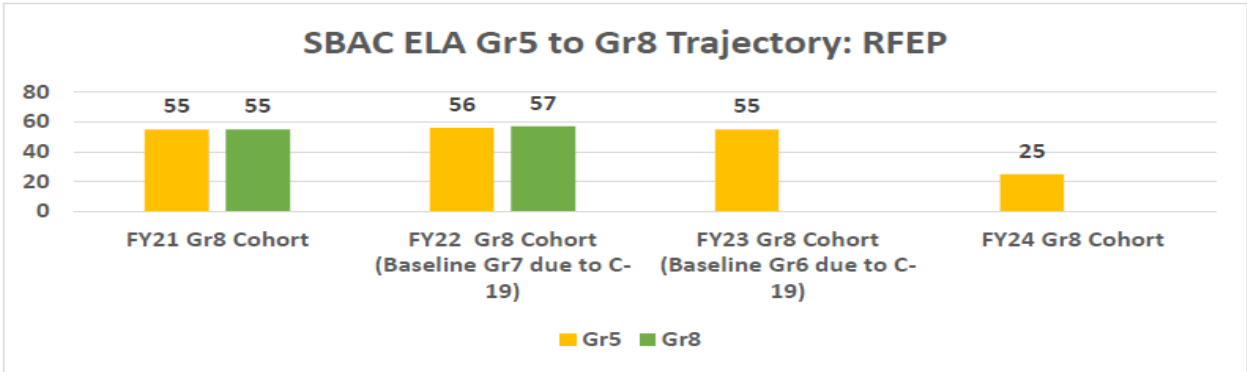
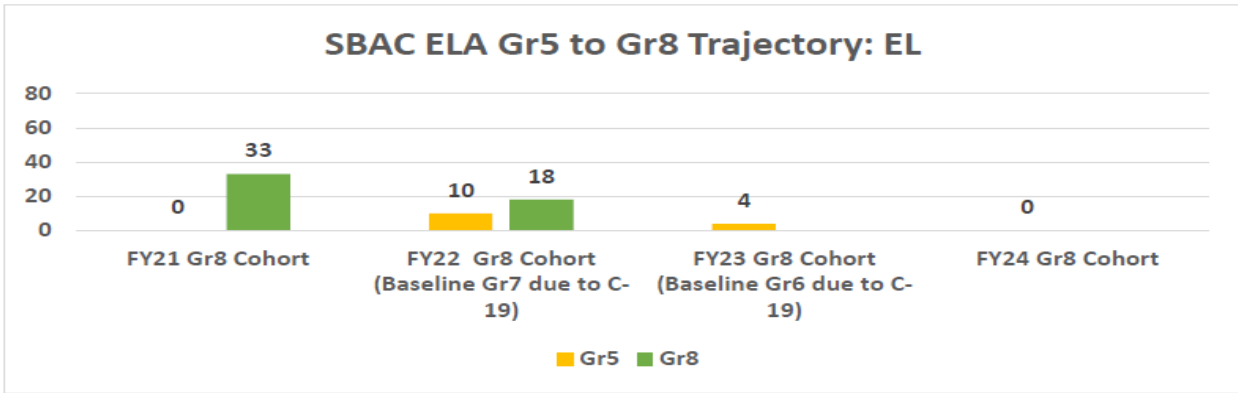
	LAS FY21: Gr8	State FY21: Gr8	District FY21: Gr8	Neighbor Schools FY21: Gr8
<i>All FY21 Gr8 Cohort Students</i>	48%	47%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>Latinx</i>	46%	36%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>English Learner (EL)</i>	33%	7%	<i>No Data C-19</i>	<i>No Data C-19</i>
<i>RFEP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

SBAC ELA Gr5 to Gr8 Trajectory: All Cohort



SBAC ELA Gr5 to Gr8 Trajectory: Latinx





Internal Accountability:

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

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

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

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

G3.21B Subgroups:

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

TABLE 17

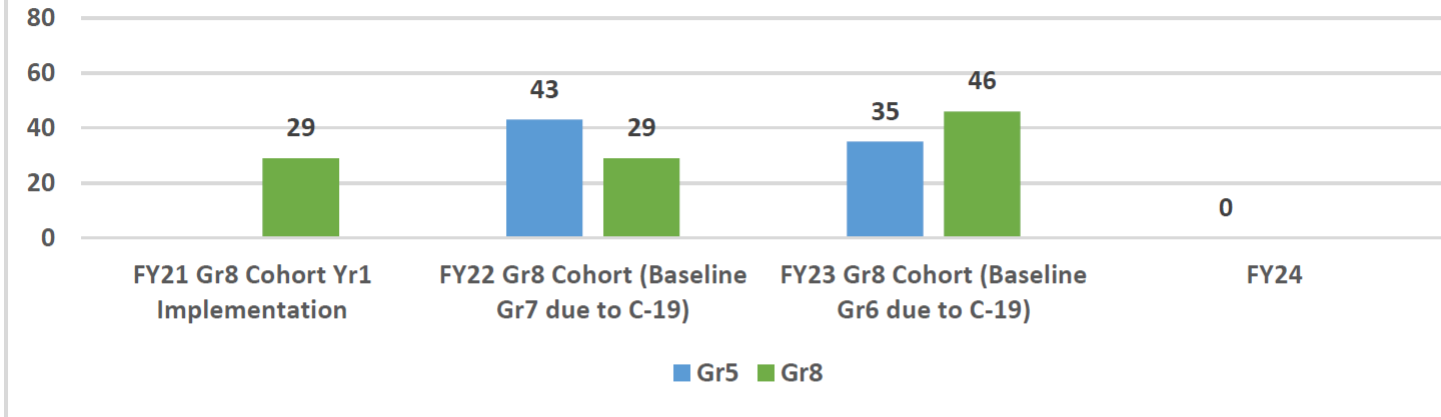
FY23 MAP Growth PMP Fall to Spring Analysis 061423

ELA Gr3-Gr8

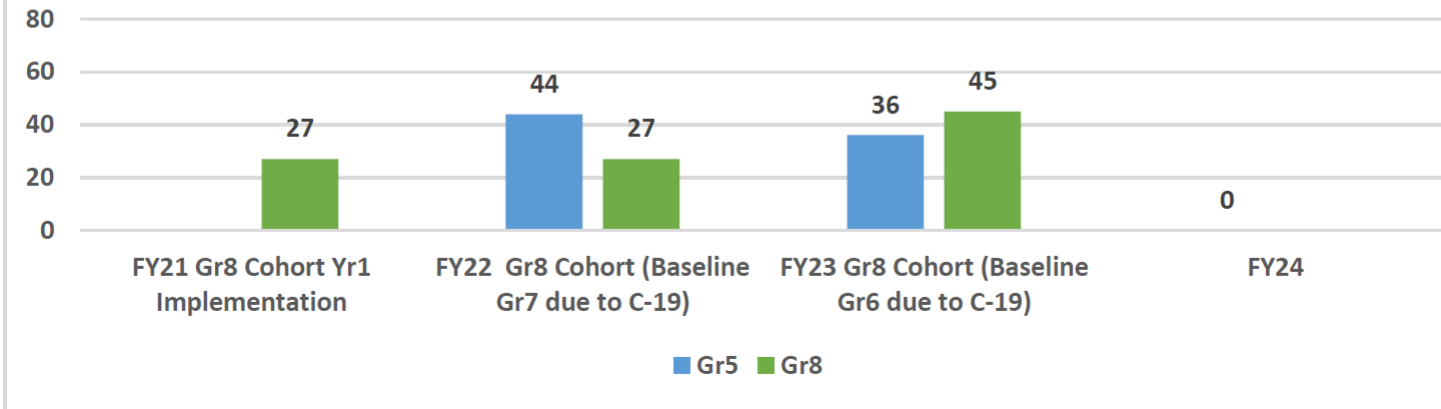
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8				46						
FY22 Gr8		29								
FY21 Gr8		29								
FY23 Gr7				44						
FY22 Gr7					52					
FY21 Gr7				43						
FY23 Gr6			33							
FY22 Gr6					50					
FY21 Gr6			35							
FY23 Gr5					59					
FY22 Gr5		29								
FY21 Gr5										
FY23 Gr4			36							
FY22 Gr4		20								
FY21 Gr4										
FY23 Gr3			39							
FY22 Gr3		23								
FY21 Gr3										

TABLE 18.1 and TABLE 18.2

MAP Growth PMP Fall to Spring ELA Trajectory: All Cohort



MAP Growth PMP Fall to Spring ELA Trajectory: Latinx



AP.G1.3 MAP Growth Spanish Reading based on Student Growth Summary Report – *Percent Met Projection (PMP) Column*

SLA: MAP
Growth
Spanish
Reading

G3.21 LAS Benchmark MAP Growth Spanish Reading

G3.21A By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.

G3.21B Subgroups: LAS Benchmark MAP Growth Spanish Reading

By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.

TABLE 19

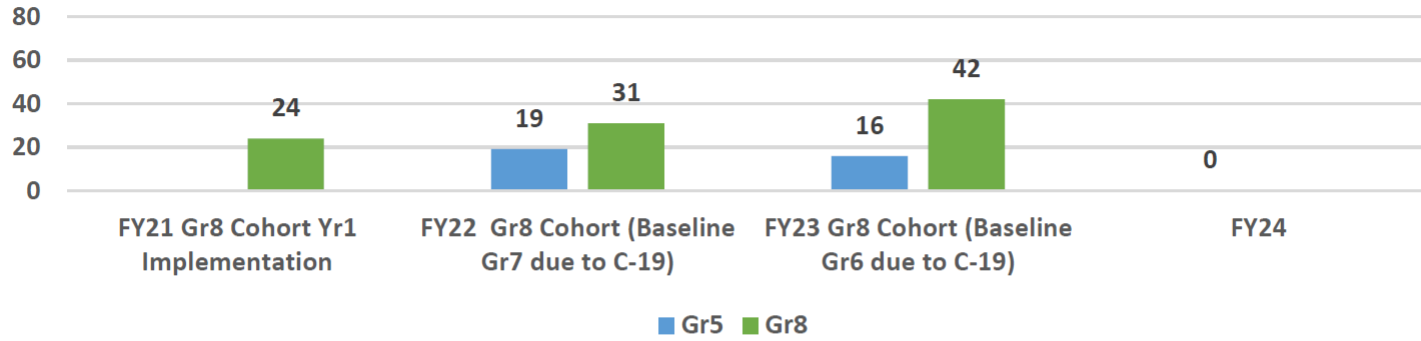
FY23 MAP Growth PMP Fall to Spring Analysis 061423

SLA Gr3-Gr8

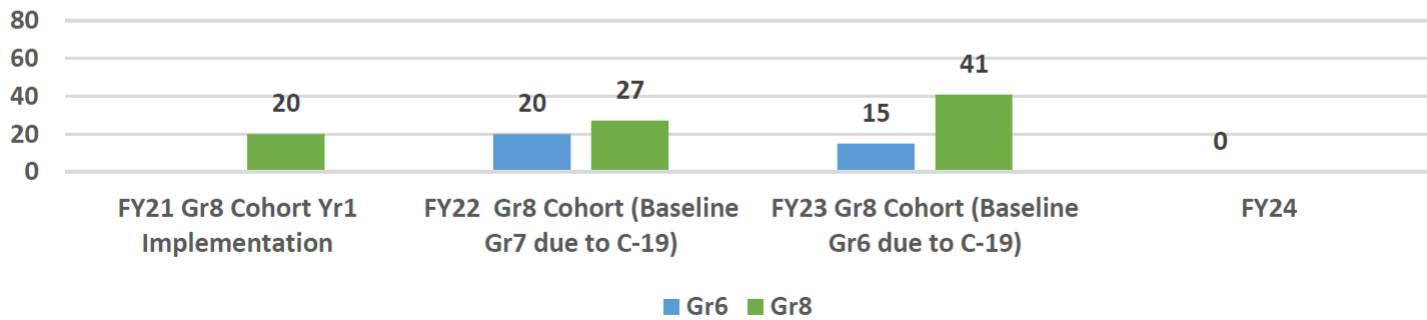
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8				42						
FY22 Gr8			31							
FY21 Gr8		24								
FY23 Gr7			33							
FY22 Gr7		27								
FY21 Gr7	19									
FY23 Gr6				40						
FY22 Gr6		27								
FY21 Gr6	16									
FY23 Gr5			31							
FY22 Gr5	15									
FY21 Gr5										
FY23 Gr4		25								
FY22 Gr4		25								
FY21 Gr4										
FY23 Gr3		23								
FY22 Gr3			34							
FY21 Gr3										

TABLE 20.1 and TABLE 20.2

MAP Growth PMP Fall to Spring SLA Trajectory: All Cohort



MAP Growth PMP Fall to Spring SLA Trajectory: Latinx



AP.G1.4
MATH: State
SBAC and
Verifiable
Data MAP
Growth Math

External Accountability:

By the End of Stage 3 Gr8 achievement goals:

External Accountability

G4.0 SBAC 48% of students who met/exceeded Math standards-

G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC Math baseline

G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline

FY21 Gr8 Cohort Comparative Math Data: Gr5 vs Gr8

G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools. Refer to TABLE 15

Internal Accountability

G4.0 LAS Benchmark MAP Growth Mathematics

G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics

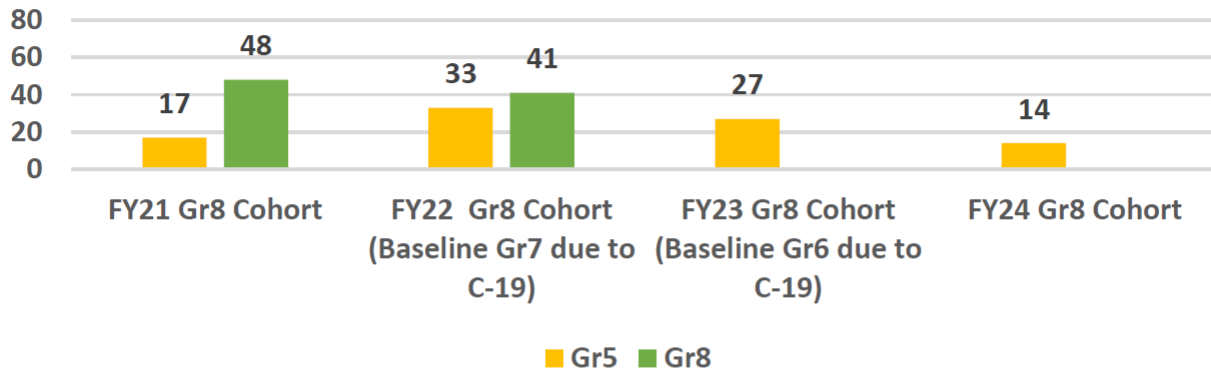
By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.

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

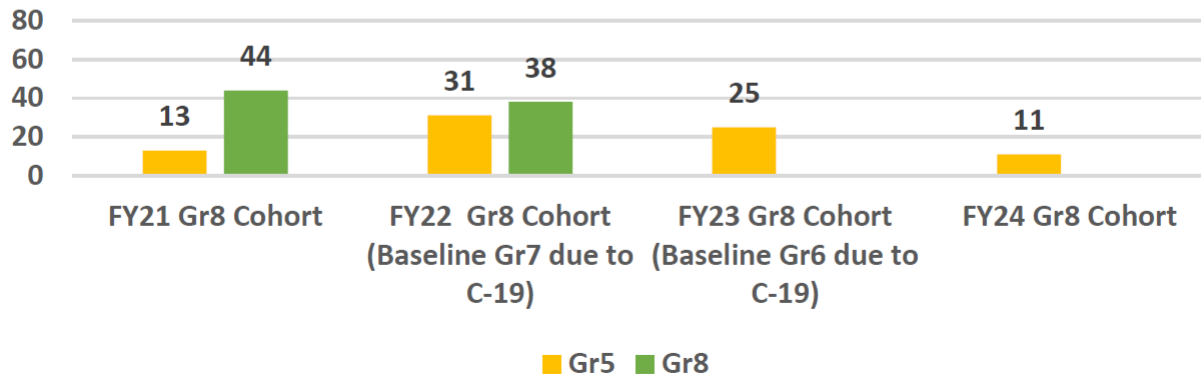
For further reference, review the following:

- TABLE 5
- TABLE 11
- TABLE 13
- TABLE 15
- TABLES 22.1-21.5

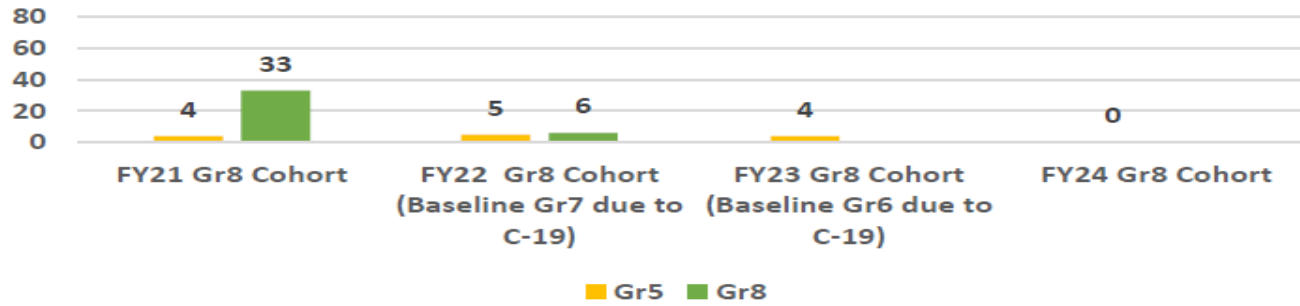
SBAC Math Gr5 to Gr8 Trajectory: All Cohort



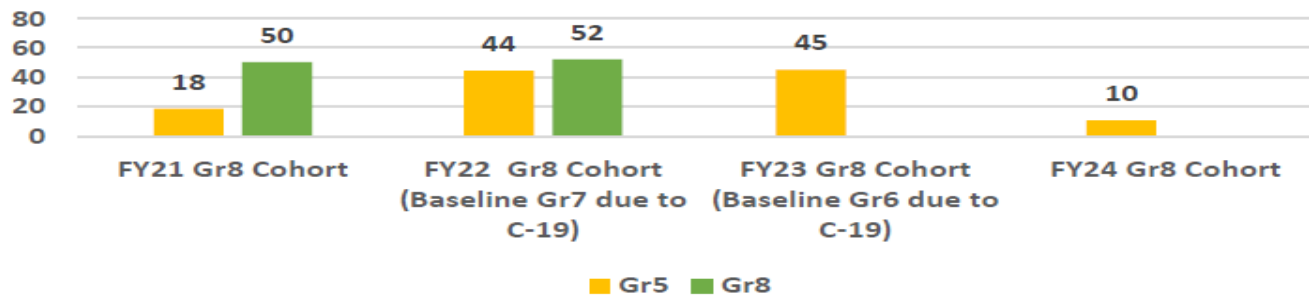
SBAC Math Gr5 to Gr8 Trajectory: Latinx



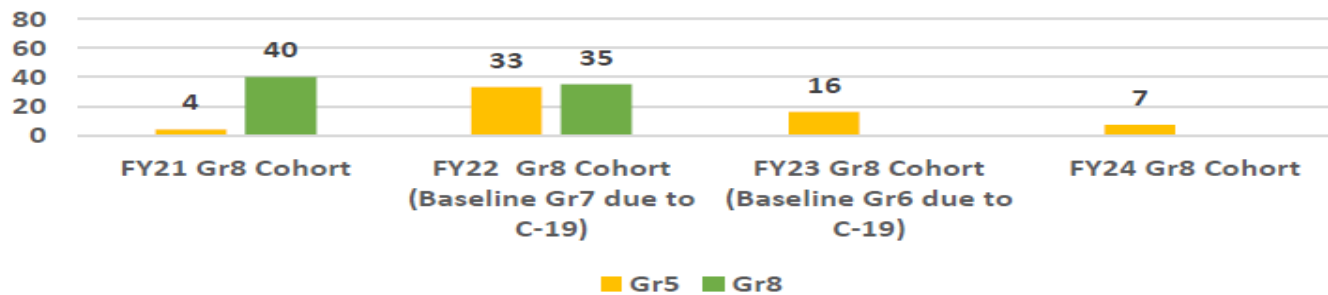
SBAC Math Gr5 to Gr8 Trajectory: EL



SBAC Math Gr5 to Gr8 Trajectory: RFEP



SBAC Math Gr5 to Gr8 Trajectory: SED



Internal Accountability:

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

TABLE 22

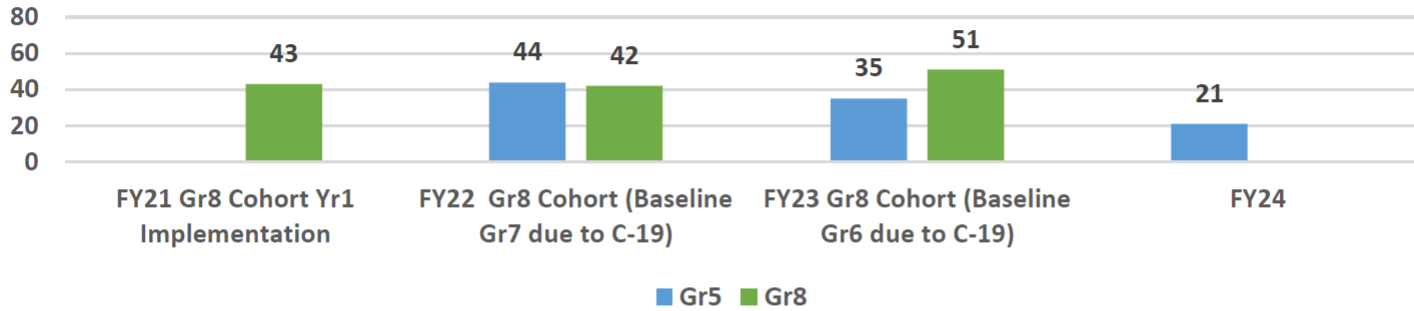
FY23 MAP Growth PMP Fall to Spring Analysis 061423

MATH Gr3-Gr8

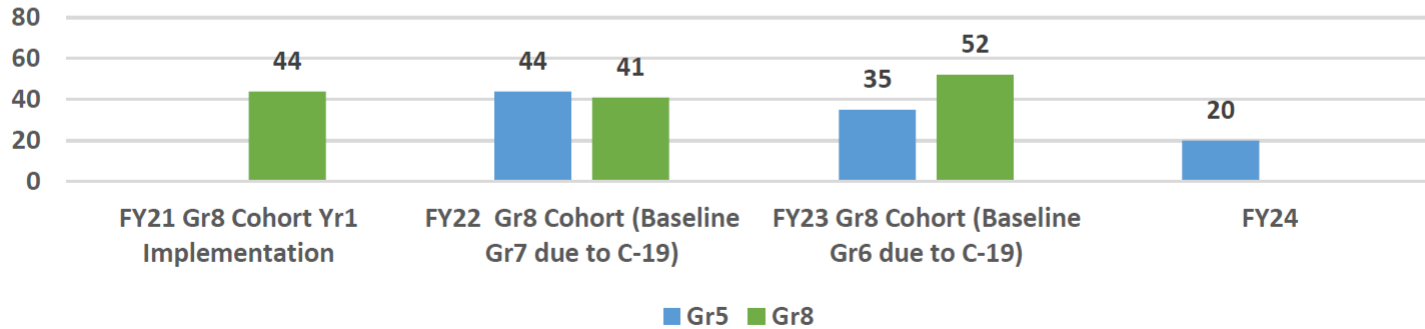
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8					51					
FY22 Gr8				42						
FY21 Gr8				43						
FY23 Gr7				47						
FY22 Gr7					51					
FY21 Gr7				44						
FY23 Gr6					55					
FY22 Gr6						68				
FY21 Gr6			35							
FY23 Gr5				48						
FY22 Gr5		23								
FY21 Gr5		21								
FY23 Gr4				46						
FY22 Gr4		22								
FY21 Gr4	18									
FY23 Gr3			38							
FY22 Gr3		25								
FY21 Gr3	14									

TABLE 23.1 and TABLE 23.2

MAP Growth PMP Fall to Spring Math Trajectory: All Cohort



MAP Growth PMP Fall to Spring Math Trajectory: Latinx



AP.G1.5

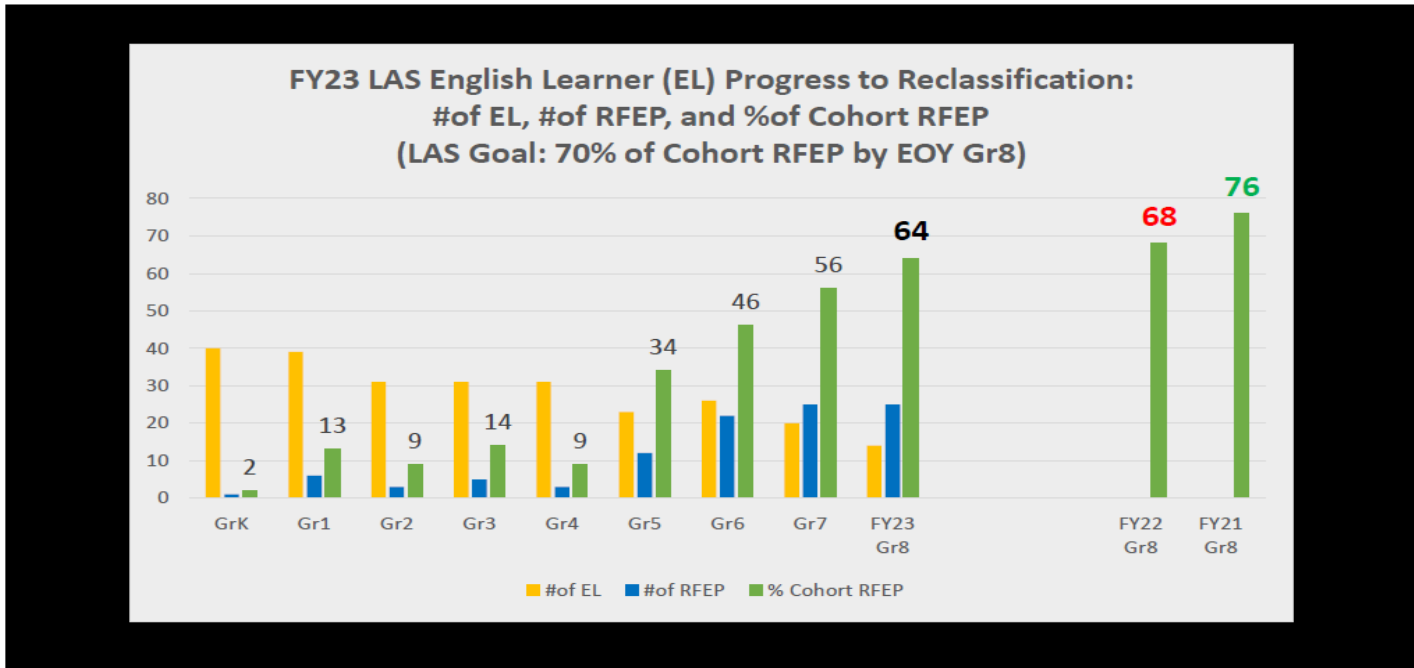
ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math

External Accountability:

TBD based on FY21 Data G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8.

(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)

TABLE 24 (Same as TABLE 6)



Internal Accountability:

G5.1 LAS MAP English Reading and Math - TBD as MAP Growth Subgroup Data becomes available



Draft

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>Upward trajectory and comparable data (TABLES above)</p>	<p>Goals Met except for FY22 Gr8 MAP Growth Cohort All and Latinx subgroup</p>	<p>Goals Met</p>		<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p>Internal Accountability:</p> <p>MAP Growth English Reading based on Student Growth Summary Report – <i>Percent Met Projection (PMP) Column</i></p> <p><i>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</i></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p>

				<p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP</p> <p><u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p>
<p>AP.G1.3</p> <p>SLA: MAP Growth Spanish Reading</p>	<p>Upward trajectory and comparable data (TABLES above)</p>	<p>Goals Met</p>	<p>Goals Met</p>	<p>New Assessment: MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8, PMP= 31%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p> <p><u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth Spanish Reading-</u> Baseline FY22: End of Stage 3 Gr8 ELLs, PMP= TDB</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p>
<p>AP.G1.4</p> <p>MATH: State SBAC and Verifiable Data MAP Growth Math</p>	<p>Upward trajectory and comparable data (TABLES above)</p>	<p>Goals Met except for FY22 Gr8 MAP Growth Cohort All and Latinx subgroup</p>	<p>Goals Met</p>	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC 48% of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p>

					<p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p>Internal Accountability:</p> <p>MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column</p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p><u>G4.2</u> Subgroups: <u>LAS Benchmark MAP Growth Mathematics</u>- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p>
<p>AP.G1.5</p> <p>ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math</p>	<p>70% RFEP</p>	<p>Goal Not Met</p>	<p>TBD</p>		<p>External Accountability:</p> <p>Based on FY21 Data G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Internal Accountability: TBD</p> <p><u>G5.1 LAS MAP English Reading Benchmark</u>- See above MAP Growth English Reading baseline and goal for ELLs</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>Upward trajectory and comparable data (TABLES above)</p>	<p>Goals Met except for FY22 Gr8 MAP Growth Cohort All and Latinx subgroup</p>	<p>Goals Met</p>		<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p>Internal Accountability:</p> <p>MAP Growth English Reading based on Student Growth Summary Report – <i>Percent Met Projection (PMP) Column</i></p> <p><i>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</i></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p>
					<p>G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs</p>

Actions

Note: FY21 MAP Growth Data is from *NWEA Assessment Summary* (from Illuminate Data) vs. FY22 and FY23 MAP Growth Data if from NWEA Student Growth Summary Report (from NWEA Norms). Based on current data, there is clearly a learning loss/recovery opportunity in English Literacy during the FY23.

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

Action #	Title	Description	Total Funds (FY24)	Contributing
AP.G1.3a	ELA	<p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p>OC 1000-3000, 5000 series) \$6,376,365</p> <p>SPED, LCFF (Base, EPA, S&C) Title 1</p>	Y
AP.G1.4a	SLA	<p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Analyze SLA achievement data by schoolwide, grade level and subgroups</p>	See above	N

Action #	Title	Description	Total Funds (FY24)	Contributing
AP G1.5a	MATHEMATICS	<p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	See above	N

Action #	Title	Description	Total Funds (FY24)	Contributing
AP.G1.6a	English Language Learners	ELL Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	See above	N
AP G1.7a	Schoolwide	<p>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</p> <p>All core subjects instruction are based on Common Core State Standards</p> <p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</p> <p>School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p> <p>Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic fine-tuning using one-time funding for learning recovery due to school closure</p>	<i>See detailed budget below for items that increase and improve services to ELs and SED</i>	Y

Action #	Title	Description	Total Funds (FY24)	Contributing
		<i>Increased services: Literacy coach and interventions</i>	<i>See APG1.3a above</i>	Y
		<i>Increased services: (One Year Only) Part-time teacher on special assignment</i>	<i>OC 1100: \$35,000 ESSER</i>	Y
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	<i>OC 2100: \$188,087 LCFF, ESSER</i>	Y
		<i>Increased services: Intervention Tutors (School year)</i>	<i>OC 1102: \$337,737 ESSER</i>	Y
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$925,879 Title 1, ESSER 3</i>	Y
		<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	<i>OC 5210, 5215, 5220, 5863: \$120,000 ELOP</i>	Y

Goal Analysis [FY23]

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

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

Prior to COVID-19 schooling interruption, LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments, including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a

huge data gap for the purpose of analysis. LAS looks forward to analyzing the comparative spring SBAC and MAP Growth results for the FY22 and FY23 and to planning consequent actions to address emerging needs. LAS had to restructure literacy coaching capacity due to staff exit, creating a change in expenditure line. Otherwise, during both the FY22 and FY23, there has been a collective effort to mobilize and increase support in personnel in all aspects of teaching and learning – i.e. professional development, instructional support staff and additional tutoring as well as in curriculum and instructional materials investments in new electronic devices and improved internet access to primary grades.

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

Major differences between budgeted expenditures and estimated actual expenditures are evident in 1) despite a change in literacy coaching capacity due to staff exit, there has been an increase in staffing -particularly in instructional support -i.e., learning hubs, intervention support, enrichment and 2) increase in digital platform needs for teaching and learning, including purchase of MAP Growth, MAP Fluency, and MAP Accelerator.

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

MAP Growth Math’s initial implementation was insightful in terms of the efficacy of having a flexible setting (in-person or remote) for administration and expeditious results for analysis. Consequently, LAS has expanded the use of this assessment school-wide in addition to MAP Fluency to address the monitoring of student progress towards mastery of foundational reading skills. (See previous feature on LCAP Success Highlights)

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

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

Goal: Academic Engagement Goal 2 (AE.G2)

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

An explanation of why the LEA has developed this goal.

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school had a slight drop in attendance in FY19. These recent years, attendance in general has been tumultuous with distance learning redefining attendance protocols in FY21, FY22 adherence to independent study for quarantine protocols, and in FY23, adjustment to full time in-person learning without strict Covid-19 protocols such as masking and personal distance requirements. LAS is looking forward to continue to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

Metric	Baseline (FY21)
AE.G2 Illuminate and CALPADS Attendance Data	<p>FY23 TDB</p> <p>FY22 EOY: (96% attendance rate per recent change in law)</p> <p>FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ol style="list-style-type: none"> 1) (FY22 MOY: 91%) Latino: 97.4% and 97.3% 2) (FY22 MOY: 90%) EL: 97.2% and 97.2% 3) (FY22 MOY: 90%) SED: 97.2% and 97.2% 4) ATSI Subgroup Focus (FY22 MOY: 89%) SWD: 97% and 97.1% <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>FY22 MOY: 7% Chronic Absenteeism</p> <p>Subgroups (FY22 MOY) and FY2018:</p> <ol style="list-style-type: none"> 1) (FY22 MOY: 7%) Latino: 3.3% 2) (FY22 MOY: 11%) EL: 3.4% 3) (FY22 MOY: 8%) SED: 3.6% 4) ATSI Subgroup Focus (FY22 MOY: 4%) SWD: 2.7% <p>Dropout for middle school at zero rate</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
AE.G2 Illuminate and CALPADS Attendance Data	97% ADA and 3% Chronic Absenteeism	Goals Met	TBD		<p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% <i>(Annual middle school dropout rate)</i></p>

Actions

Action #	Title	Description	Total Funds (FY24)	Contributing
AE.G2.1a	Attendance and Reengagement Support	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Infinite Campus SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p> <p>Wrap around health and mental health supports provided to subgroups with identified need (Focus: ATSI SWD Subgroup)</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas (Focus: ATSI SWD Subgroup)</p>	<p>OC 2000 and 5000 series</p> <p>\$967,565</p> <p>SPED, LCFF</p>	Y
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	<p><i>OC 2905, 3000 series, 4354</i></p> <p><i>\$238,718</i></p> <p><i>LCFF, ASES</i></p>	Y

Action #	Title	Description	Total Funds (FY24)	Contributing
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	OC 2905,2908,5827, 5852 \$1,149,857 ELOP	Y
	<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional PT Counselor</i>	OC 5880 \$32,000 ESSER	Y

Goal Analysis [FY23]

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

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

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement. In FY23, LAS had all students in person without Covid-19 protocols and hence, the closest to “normal” schooling experience in four years. That said, student engagement needed to be magnified to ensure stability in student attendance. In FY23, expanded counseling services with an additional part-time staff and also greatly increased ASES and Enrichment programs both in quality offerings and staff quantity.

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

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

expanded for this year. Additional expenditures is evident in both the ASES and Enrichment programs – a necessity to create a welcoming in-person learning and holistic schooling experience.

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

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery. Lastly, LAS has been able to maintain a 95% ADA for FY23.

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

FY19-20 and FY20-21 were truly unique attendance gathering settings; neither can be used for parallel comparison since both years are very different scenarios. In adherence to the law for FY22, LAS expanded its definition of independent study program (ISP) to: 1) TISP: Traditional, 2) LISP: Long-term, and 3) QISP: Quarantine, early in the school year. In FY23, LAS returned to setting attendance goals per pre-Covid-19 times – changing the historical 97% ADA goal to more realistic 95%. LAS has consciously expanded its ASES and Enrichment programs with hope that student engagement will continue to improve for the upcoming years.

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

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

An explanation of why the LEA has developed this goal.

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

Metric	Baseline (FY21)
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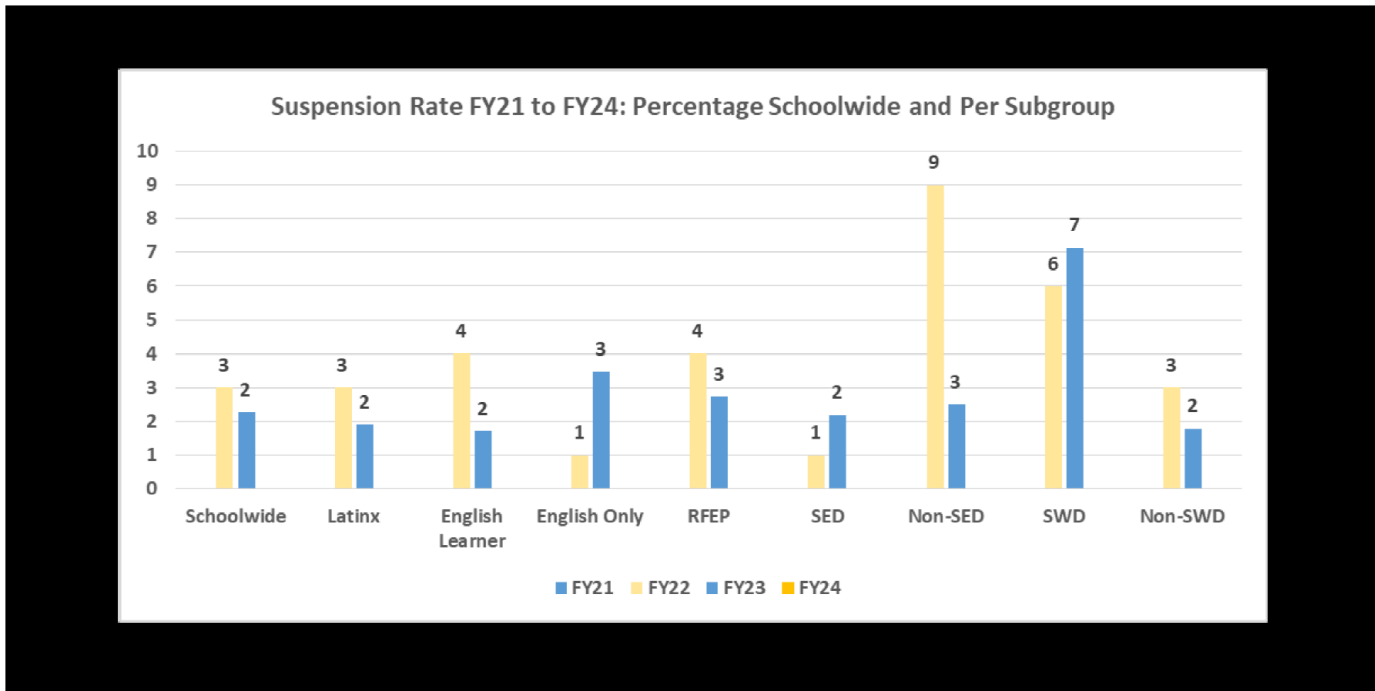
CC.G3.2
 Illuminate and
 CALPADS Data

Note: FY21 Data: 0% suspension rate (Distance Learning)

G2.0 Suspension rate lower than 2%

G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.

TABLE 25



Metric	Baseline (FY21)
<p>CC.G3.6</p> <p>LAS: Stakeholder Satisfaction</p> <p>(Annual stakeholder survey data)</p>	<p><i>High participation rate: 90% or higher</i></p> <p><i>FY21 data: 95% Gr3-8 student participation</i> <i>(FY22: TK-Gr8 97% student participation)</i> <i>(FY23: TK-Gr8 97% student participation)</i></p> <p><u>G6.0 Student Annual Survey Data:</u></p> <p>90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92% (FY22: 90%) (FY23: 93%)</p> <p><u>G6.1 Family Annual Survey Data:</u></p> <p>90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96% (FY22: 99%) (FY23: 98%)</p> <p><u>G6.2 Staff Annual Survey Data:</u></p> <p>90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100% (FY22: 98%) (FY23: 96%)</p>
<p>CC.G3.7</p> <p>LAS: Volunteerism</p> <p>LAS: Voter participation</p>	<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p>FY22 Board Election (11/2021): 80% voter participation</p> <p>FY23 Board Election (Nov, 2022): 82%</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>

Metric	Baseline (FY21)
CC.G3.8a <i>Local Indicator</i>	FY21: Goal Met Maintain state expectation on Teacher Quality
CC.G3.8b <i>Local Indicator</i>	FY21: Goal Met Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c <i>Local Indicator</i>	FY21: Goal Met Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.2 Illuminate and CALPADS Data TABLE #	Goals Met (Distance Learning Provision)	Goals Met except Schoolwide and SWD subgroup rate	Goal Met except SWD subgroup rate		G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
<p>CC.G3.6</p> <p><i>LAS: Stakeholder Satisfaction</i></p> <p><i>(Annual stakeholder survey data)</i></p>	90% + participation	Goals Met	Goals Met		<p><i>High participation rate: 90% or higher</i></p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.”</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.”</p> <p>G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”</p>
<p>CC.G3.7</p> <p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	<p>FY21</p> <p>Board Election (10/2020)</p> <p>29%</p>	Goal Met	Goal Met		<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>
<p>CC.G3.8a</p> <p><i>Local Indicator</i></p>	As stated	Goal Met	Goal Met		Maintain state expectation on Teacher Quality

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24
CC.G3.8b <i>Local Indicator</i>	As stated	Goal Met	Goal Met		Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c <i>Local Indicator</i>	As stated	Goal Met	Goal Met		Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards

Actions

Action #	Title	Description	Total Funds (FY24)	Contributing
CC.G3.2a	AE: Low Suspension	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p> <p>Focus: ATSI SWD Subgroup: Begin EOY FY23 administration of yearly SWD student satisfaction survey</p> <p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	SPED, LCFF <i>(duplicate from Goal2- AE.G2.1a)</i>	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N

Action #	Title	Description	Total Funds (FY24)	Contributing
CC.G3.7	<i>LAS: Volunteerism</i> <i>LAS: Voter participation</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	OC 2925 \$1,318 <i>Title 1</i>	Y
		Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	OC 5804 \$7,100 <i>Title 1</i>	Y
CC.G3.8b <i>Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements <i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	OC 4200, 4201, 4320, 4325, 4420 \$589,100 LCFF, ESSER	Y
CC.G3.8c <i>Local Indicator</i>	Facility Quality per new health and safety	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards	OC 5000 \$1,597,995 LCFF, ASES	Y

Goal Analysis [FY23]

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

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

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings and in FY23, return to full in-person learning without strict Covid-19 mandates. Although suspension rate shows an overall improvement from last year, LAS remains vigilant in creating community interdependency and responsibility to lower the rate even more. In FY23, LAS had a limited parent volunteer opportunities but increased parent learning via PAP events.

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

Aside from the \$94K increased in instructional and curriculum materials object code due to electronic devices and internet improvement in the primary grades a necessitated by the MAP Fluency assessment, there is not a remarkable material difference between the Budgeted Expenditures and Estimated Actual Expenditures in this particular goal as the staff personnel stayed the same in number; however, their jobs have clearly shifted to accommodate the changes brought on by distance learning context that happened in FY21, and transitioning to in-person in FY22 and FY23.

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

This statement continues to be true for FY23: Base on parent participation during ZOOM meetings and orientation workshops and stakeholder survey satisfaction data, the LAS community continues to do an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery and expanding community connections and relationships.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [FY24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,560,760	\$138,342

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26%	0%	0	26%

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

Required Descriptions

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

After evaluating the needs and circumstances of our ELs and SED students, it was evident that the achievement gap has increased for these groups during the pandemic in the core subjects. (Note: In FY22 and FY23 LAS Foster Youth enrollment has been zero). Based on FY22 SBAC, there is clearly a learning loss/recovery opportunity in English reading and mathematics. There is a significant discrepancy between the overall ELA achievement of ELLs (12%) vs. EOs (48%) and SED (29%) vs. Not SED students (53%) and in Math, ELLs (12%) vs. EOs (42%) and SED (24%) vs. Not SED students (52%). As protocol, LAS has continued to prioritize the identification and selection of significant subgroups in intervention program participation. Over half of our students identified as needing learning recovery were in the ELs and/or SED subgroups. In order to address this matter, we have implemented support structures and actions as delineated in Goals 1, 2, and 3 such as hiring additional learning recovery staff and providing interventionists in all grade levels.

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

FY23

TK-MS: 14 Staff: 297 Students (EL: 176 (59%), RFEP: 35 (12%) and SED: 243 (82%)

As of May, 2023 (June TBD) Results: 96% average achievement growth

FY22

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

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

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

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

LAS continues to increase staff knowledge in utilizing Infinite Campus, the school's new student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

The LAS Multi-Tier Systems of Support (MTSS) includes both academic and social-emotional supports. Academic supports informed by growth assessments such as MAP Growth and Developmental Reading Assessment (DRA -English) and Evaluación de lectura (EDL - Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identify students in need. Through the MTSS process, 12% (74 students/616 total) of the student body received a team approach analysis of individual student performance deemed at risk in FY23. Moreover, nearly 50% (297 students/616 total) received Tier 2 level intervention of which 59% are ELs and 82% are SED students. Of the students served via MTSS, 65% are ELs and 88% are socio-economically disadvantaged. In FY23, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 23 students for special education, the school psychologist completed 6 suicide risk assessments and the school counselor completed 2 for a total of 8 suicide risk assessments. Overall, the school psychologist served about 50 students referred by self/parents/teachers due to academic/behavior/social-emotional concerns. The school counselors served about 70 students referred by self/parents/teachers due to behavior/social-emotional concerns. In addition, the school psychologist along with two education specialists, school literacy coach, and grade-level representatives continued the LASER (Language Academy of Sacramento Essentials of Reading) group focused on instructional practices for foundational reading skill instruction. The team regularly met to discuss best practices for teaching reading at a tier 1 level as well as improving intervention support for students struggling with learning how to read at the tier 2/3 level. Literacy interventions are provided to students identified via the MTSS process.

In summary, the FY23 focus is learning recovery via: extensive academic interventions, expanded access to learning materials/devices, support in socio-emotional wellness, particularly, closing the disproportionate learning loss gap of unduplicated students: foster youth, ELs and low-income students as preliminarily indicated in MAP Growth and MAP Fluency end-of-year results. When additional guidance and support is necessary the teacher consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to

further examine the student’s academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting, with deliberate focus on prioritizing foster youth, English Learners, and low-income students/socio-economic disadvantaged students.

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

LAS expects 26% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY23. Based on SBE formula calculator, LAS’s LCFF Supplemental and Concentration Grant is projected to be \$1,560,760.

Background: The increase in Supplemental and Concentration funds will continue to be utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6) and new for FY20, under the CA Dashboard categories of: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC).

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

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS’s current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: MAP Growth and MAP Fluency in order to do a better job in monitoring the literacy progression of all students TK-8. Several years ago, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and provide timely interventions, particularly those from unduplicated student groups: EL, SED, and Foster Youth. FY23 is LAS 2nd year of MAP Growth implementation for Reading in both English and Spanish. For FY24, LAS has recently adopted AMPLIFY as its Next Generation Science Standards based curriculum for TK- Gr5 with intention to build ELD units around science based-themes.

Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are quality of the instructional team and the support structure to ensure student success - Personnel: Classified and certificated staff, Education Specialists, Intervention teachers, Intervention Coordinator, Teacher Leaders, Program Leaders, Counseling, Translation services, Technology (devices, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD.

Increased/Improved Services Focus: The increased percentage is met by actions and services included in the LCAP annual update. The following actions illustrate: 1A) Academic Performance (AP): Provide increase in the number (quantity) of services (staffing for summer school and interventionists) to support the learning recovery

needs of ELs and SED students; 1B) (AP): Increase in quantity of services for EL and SED students by providing a team of classified and certificated educators to increase achievement in reading and writing; and, 2A) Academic Engagement (AE): Provide clear, focused communication to these families in multiple formats, translation and designated support person for attendance and discipline issues these students may experience; 2B) Provide access to parent education focused in issues affecting these student groups, provide access to learning experiences outside the classroom, and provide training for all staff focused on creating empathy and understanding for students in these student groups.

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

The additional concentration grant add-on funding of \$138,342 be directed to ensuring small group interventions are provided to students identified as academically at-risk based on state and MAP Growth data, prioritizing those who are socio-economically disadvantaged/low-income and ELs. Direct services to focus students will include: additional certificated staff supporting literacy and math, instructional aides in primary grades.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	EL (48%): 1:6 Foster Youth (0%):	SED/LI (74%): 1:9
Staff-to-student ratio of certificated staff providing direct services to students	EL (48%): 1:5 Foster Youth (0%)	SED/LI (74%): 1:8

Draft

Plan de Control Local y Rendición de Cuentas: Borrador de LAS v062123 12PM

Nombre de Agencia educativa local (LEA)	Nombre y título de la persona de contacto	Correo electrónico y teléfono
Academia de Idiomas de Sacramento	Teejay Bersola Director de Responsabilidad Académica	tbersola@lasac.info 916-277-7137

Resumen del plan [FY23]

Información general

Una descripción de la LEA, sus escuelas y sus alumnos en los grados kindergarten de transición-12, según corresponda a la LEA.

El 19 de febrero de 2004, la Mesa Directiva del SCUSD votó unánimemente a favor de la aprobación de la petición original de la carta para la Academia de Idiomas de Sacramento (LAS, por sus siglas en inglés). En la actualidad, la escuela funciona como una escuela autónoma independiente financiada directamente que también es una corporación de beneficio público 501(c)(3) sin ánimo de lucro de California. Desde la apertura de la escuela chárter en 2004, la matrícula de LAS ha crecido de 228 estudiantes a 616 estudiantes para el año escolar FY23. A partir de abril de 2023, hay 801 niños en la lista de espera de LAS.

Datos demográficos de LAS

Para el año fiscal FY23, los datos demográficos de LAS constituyen 80% No Duplicado, 74% Con Desventajas Socioeconómicas, 48% Aprendices de Inglés y 9% que califican para servicios de Educación Especial. Alrededor del 93% de los estudiantes son latinos, 2% negros/afroamericanos, 3% blancos, 0.5% asiáticos y 1.3% de dos o más razas. Además, hay 0 jóvenes de acogida y un total de 2 estudiantes sin hogar.

Misión de LAS

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

Académico de LAS

La Academia de Idiomas de Sacramento (LAS) es una escuela pública de inmersión en español de dos vías que ofrece un plan de estudios exigente que hace hincapié en el **rendimiento académico, el bilingüismo y la alfabetización bilingüe**, y una relación de **colaboración** entre el hogar y la escuela. Los componentes clave del programa académico de LAS incluyen la instrucción en inglés y español en todos los niveles de grado, clases más pequeñas, un día y año escolar extendido, así como asociaciones

comunitarias para enriquecer el plan de estudios. En su año 19, LAS se ha convertido en el principal programa educativo de inmersión dual TK-8 de Sacramento, y ha visto un crecimiento académico continuo que apoya la preparación universitaria y profesional.

Inmersión bidireccional
Modelo 90-10

Grado	Español	Inglés
TK-1 ^{ro}	90%	10%
2 ^{do}	80%	20%
3 ^{ro}	70%	30%
4 ^{to}	60%	40%
5 ^{to}	50%	50%
6 ^{to} - 8 ^{vo}	<i>El idioma de enseñanza de la secundaria en LAS varía según la asignatura</i>	

Reflexiones: Éxitos

Una descripción de los éxitos y/o progresos basada en una revisión del Tablero escolar de California (Dashboard) y los datos locales.

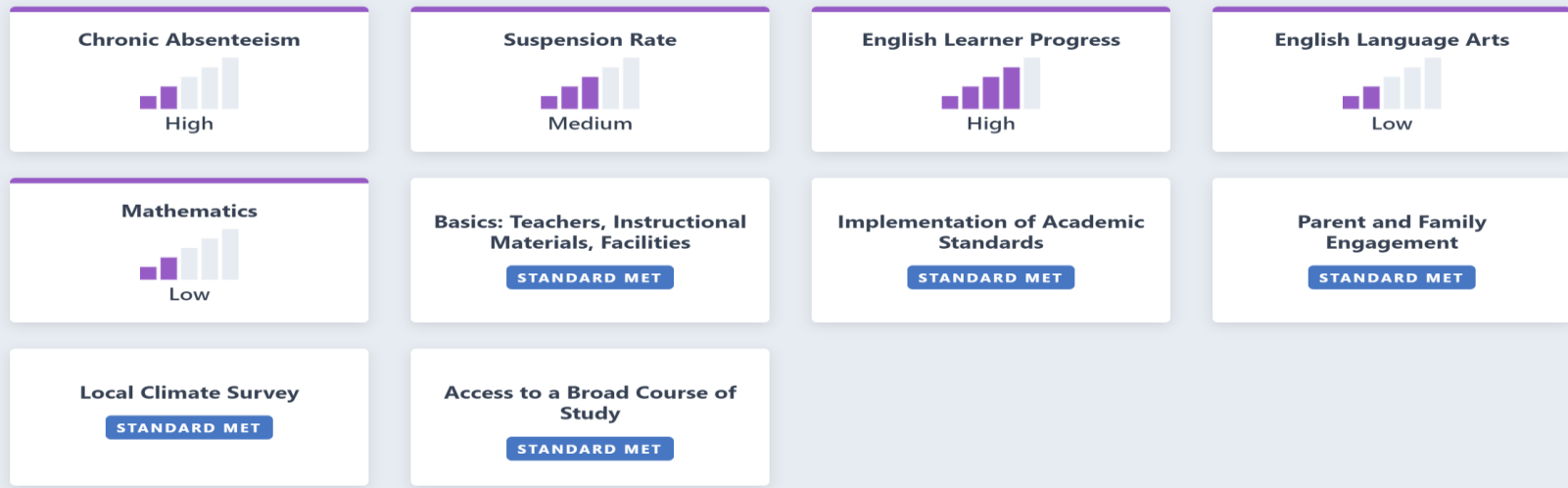
LAS Responsabilidad externa:

Los datos de *CA Dashboard* para los años fiscales 20 y 21 no están disponibles debido al cierre de la escuela COVID-19. La TABLA 1 a continuación son los datos de LAS del *CA Dashboard* del FY22. Éxito Destacado 1: Indicador de Progreso del Aprendiz de Inglés a Alto Nivel

TABLA 1

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



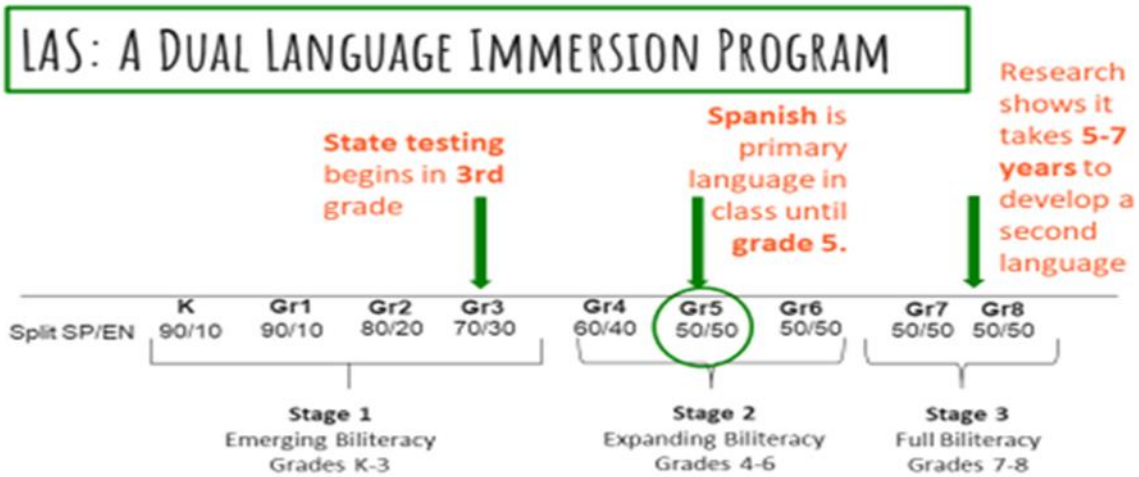
School Details

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.

CUADRO 2



CUADRO 3

HOW DID WE DO COMPARED TO SCUSD & THE STATE?

Aggregate score comparison: (grades 3-8 combined)

English Language Arts:

LAS	35%
SCUSD	38%
STATE	47%

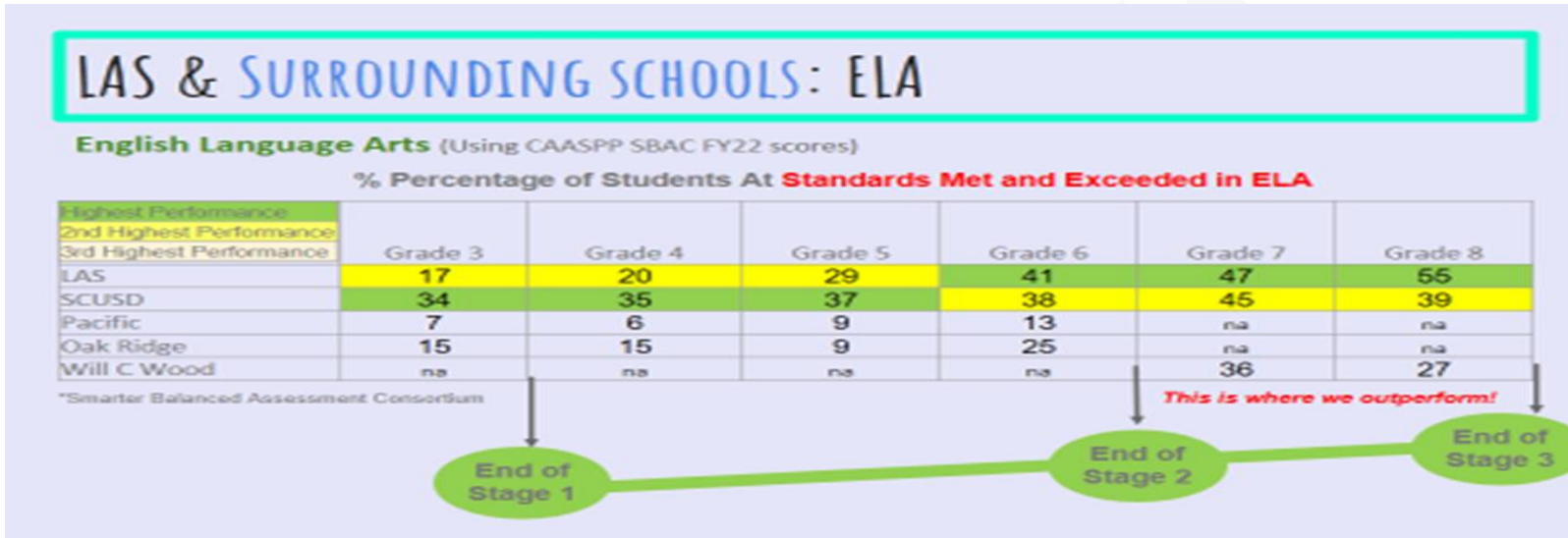
Math:

LAS	31%
SCUSD	27%
STATE	33%

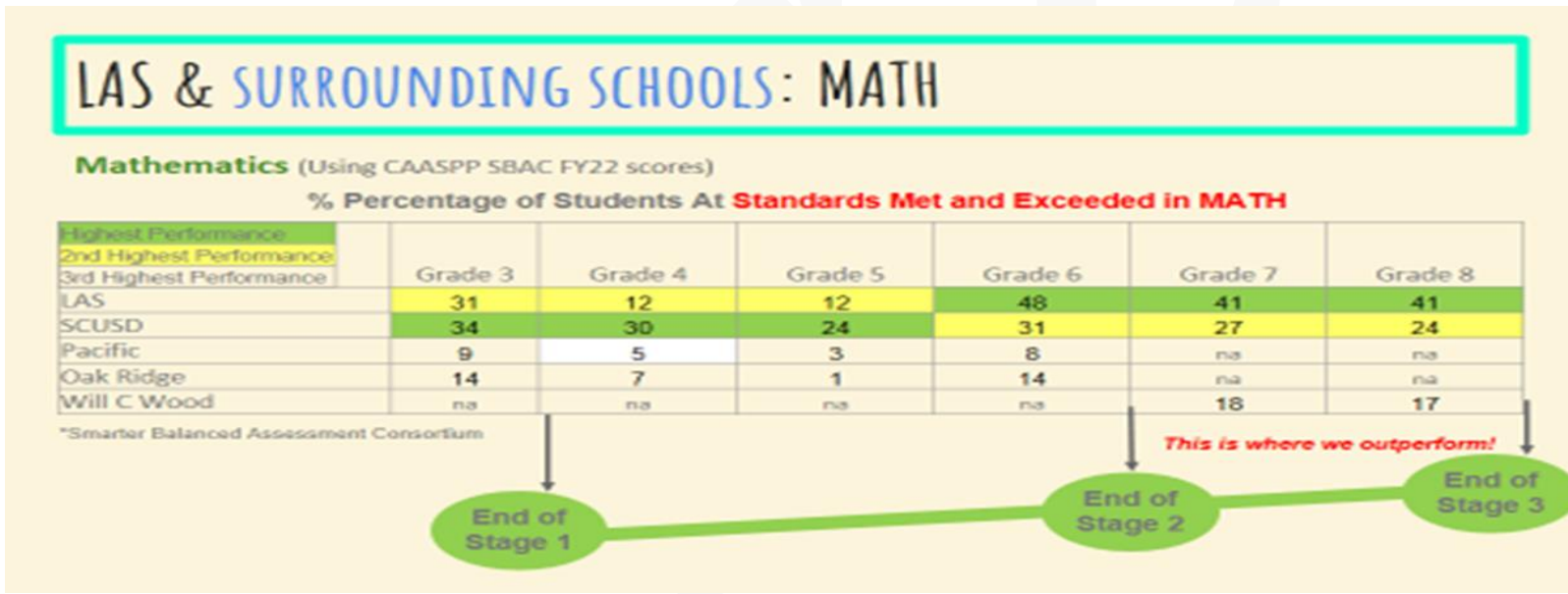
But WAIT!

Our aggregate scores do NOT tell our story!

CUADRO 4

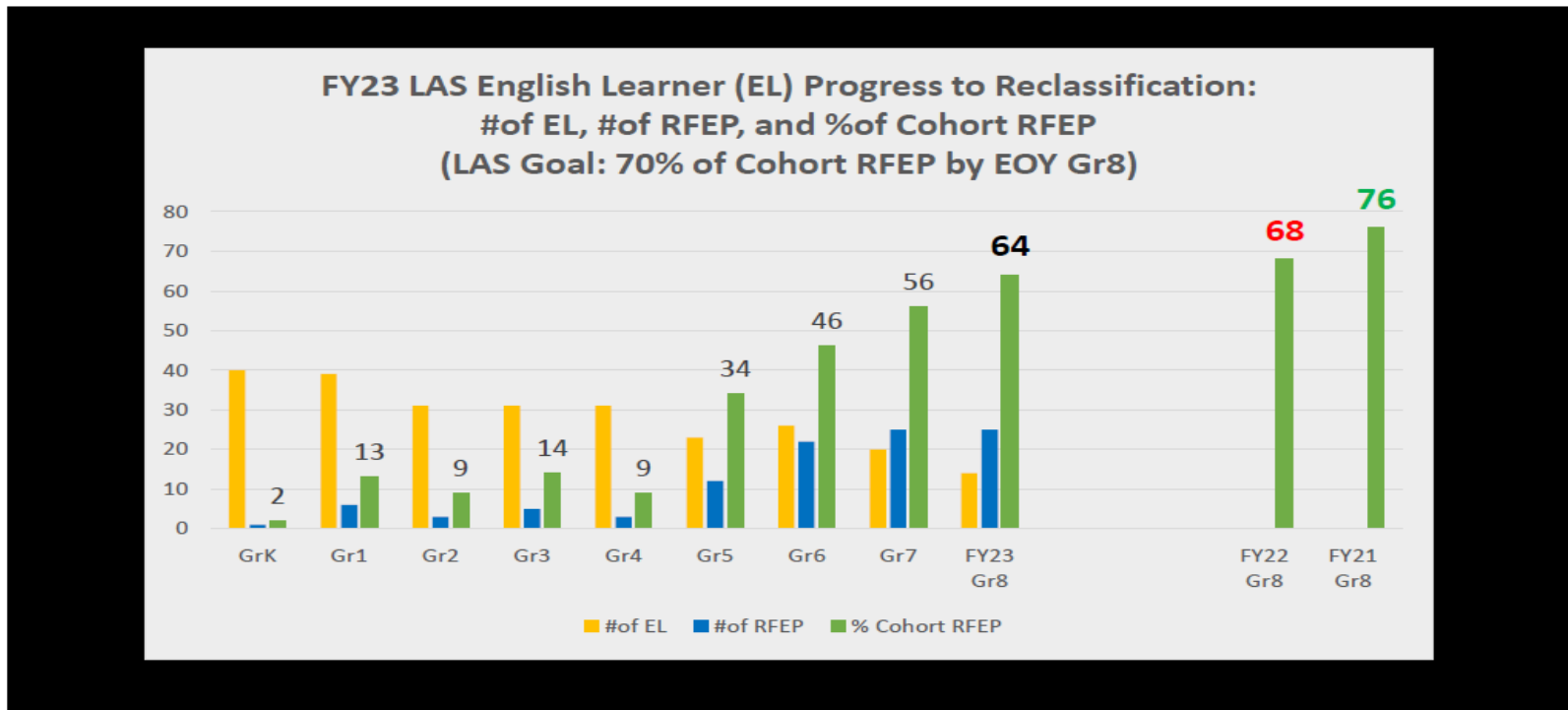


CUADRO 5



Éxito destacado 2: Tasa de reclasificación del cohorte Gr8. Otro éxito destacado es que LAS continúa mostrando una trayectoria ascendente en el rendimiento de sus aprendices de inglés. Las barras verdes en la TABLA 6 a continuación ilustran esto, ya que muestran el porcentaje de estudiantes reclasificados por cohorte al completar el fin de la Etapa 3 de Alfabetización Bilingüe en LAS en el grado 8. (Nota: Los datos del FY23 están pendientes de finalización a medida que SBAC y el ELPAC sumativo para la primavera 23 estén disponibles).

CUADRO 6

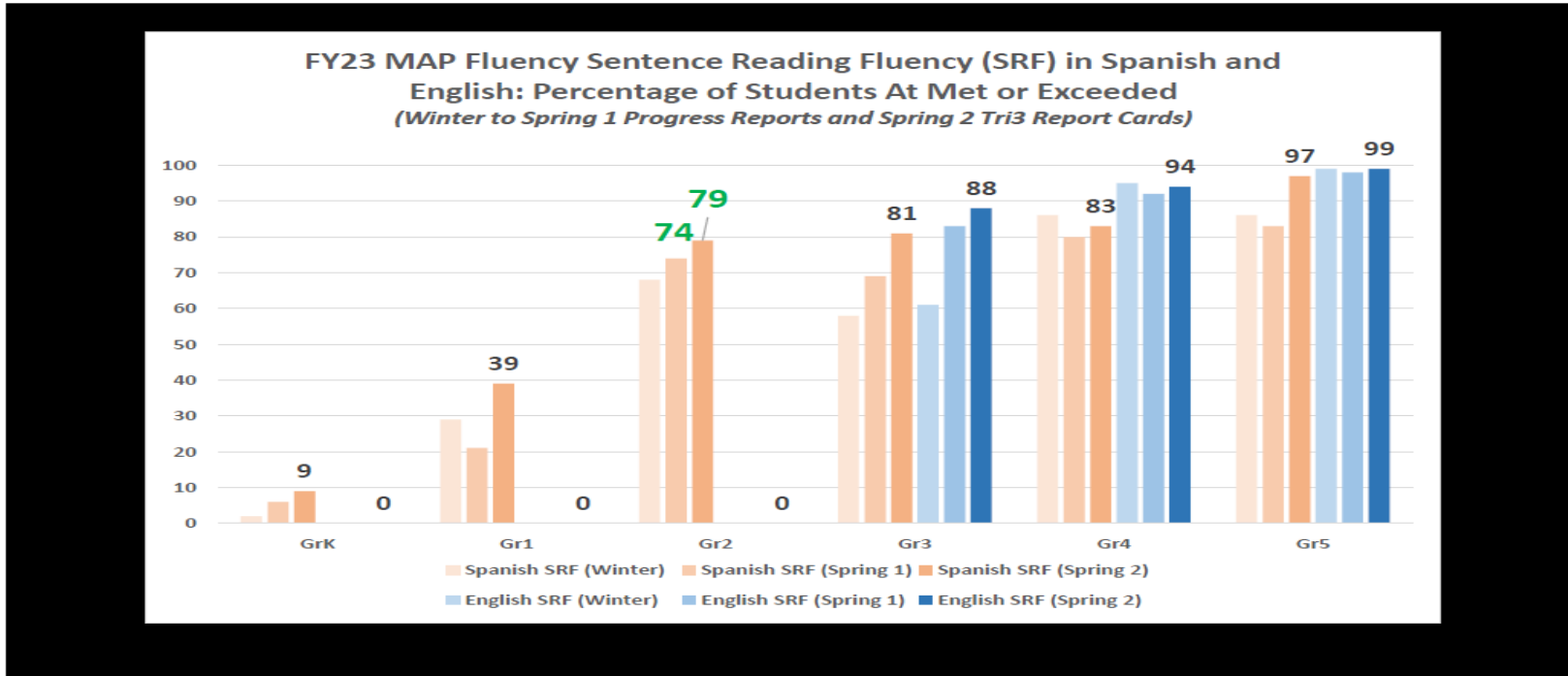


Éxito destacado 3: Responsabilidad interna de LAS: Implementación en toda la escuela y crecimiento general del rendimiento de *NWEA MAP GROWTH* y *MAP Fluency*

Otro éxito destacado en el año fiscal 23 es que LAS implementó el *NWEA MAP Growth*, un dato verificable aprobado por la SBE AB1505 para la renovación de las escuelas chárter, junto con *MAP Fluency*, en toda la escuela. Este hito ha creado una manera eficiente y alineada para que LAS monitoree el crecimiento del logro

estudiantil en las Habilidades Fundacionales de Alfabetización en español e inglés, Artes del Lenguaje en Español, Artes del Lenguaje en inglés y Matemáticas desde los años de primaria hasta la secundaria. LAS todavía tiene que descifrar completamente la magnitud de este sistema interno de responsabilidad y su capacidad para agilizar el apoyo y la intervención de los estudiantes; los resultados preliminares para *MAP Fluency* que evalúa la habilidad de alfabetización fundamental de la fluidez en la lectura de oraciones (SRF) parecen prometedores como se indica en la TABLA 7 a continuación.

CUADRO 7



Por otra parte, el crecimiento MAP FY23 Gr3- Gr8 Escuela Índice de Crecimiento Condicional (CGI) Primavera a Primavera plazo de datos para las materias básicas: Matemáticas TABLA 8 y ELA TABLA 9 ambos muestran, con la excepción de Gr7 en ELA, un crecimiento general en todos los niveles de grado cumpliendo/excediendo las Normas de Nivel de Grado MAP Crecimiento Proyectado. Los valores del CGI expresan el crecimiento de los alumnos en relación con la proyección de crecimiento en unidades de desviación estándar. El CGI de los alumnos puede promediarse y es comparable entre grados y materias. De acuerdo con la definición de NWEA, tanto para los valores de CGI del estudiante como de la escuela, un rango de CGI de -0.2 a 0.2 (o mayor) podría usarse como una aproximación

del crecimiento de un año (o más) en una materia en el mismo grado y materia con el mismo nivel de rendimiento inicial que recibe una cantidad similar de exposición a la instrucción (Datos de crecimiento MAP para AB1505, mayo, 2023).

TABLA 8.1

Math: Math K-12

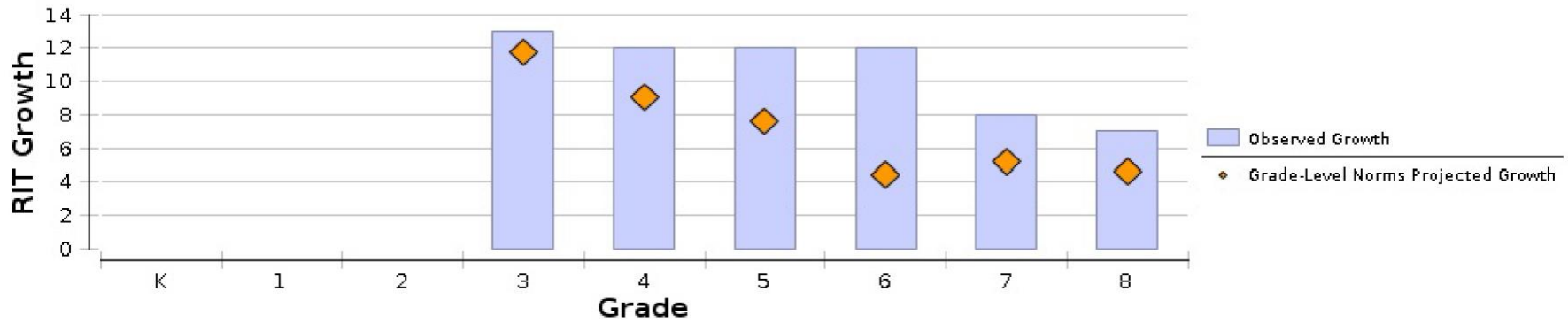


TABLA 9.1

Language Arts: Reading

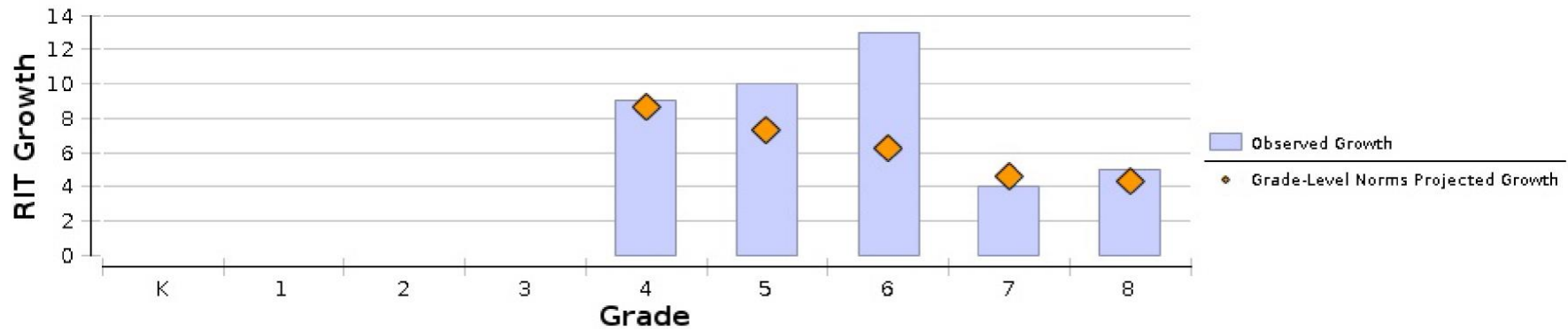


TABLA 8.2

FY23 MAP Growth School CGI Spring to Spring Analysis 061423 (Available for Math and ELA only)

MATH Gr3-Gr8 Note: FY21 is the 1st Year of Gr3-8 MAP Growth Implementation starting in Spring; hence, FY22 is the first year with Spring to Spring CGI Data Comparison
 Below Average Growth Average Growth Above Average Growth

	2nd	7th	16th	31st	42nd	50th	58th	69th	84th	93rd	98th		
	Below -2.0	-2.0	-1.5	-1.0	-0.5	-0.2	0.0	0.2	0.5	1.0	1.5	2.0	Above 2.0
FY23 Gr8										1.01			
FY22 Gr8								0.57					
FY21 Gr8													
FY23 Gr7										1.25			
FY22 Gr7													2.53
FY21 Gr7													
FY23 Gr6													2.91
FY22 Gr6													4.69
FY21 Gr6													
FY23 Gr5												1.75	
FY22 Gr5						-0.18							
FY21 Gr5													
FY23 Gr4												1.18	
FY22 Gr4													
FY21 Gr4													
FY23 Gr3												0.51	
FY22 Gr3													
FY21 Gr3													

Note: FY21 is the 1st Year of Gr3-8 MAP Growth Implementation starting in Spring; hence, FY22 is the first year with Spring to Spring CGI Data Comparison

TABLA 9.2

FY23 MAP Growth School CGI Spring to Spring Analysis 061423 (Available for Math and ELA only)

ELA	Gr3-Gr8	Below Average Growth			Average Growth			Above Average Growth				Above 2.0	
		2nd	7th	16th	31st	42nd	50th	58th	69th	84th	93rd		98th
FY23 Gr8		-2.0	-1.5	-1.0	-0.5	-0.2	0.0	0.2	0.5	1.0	1.5	2.0	Above 2.0
FY22 Gr8				-0.93					0.35				
FY21 Gr8													
FY23 Gr7				-0.37					0.59				
FY22 Gr7													
FY21 Gr7													
FY23 Gr6												1.92	3.64
FY22 Gr6													
FY21 Gr6													
FY23 Gr5											1.27		
FY22 Gr5		-2.87											
FY21 Gr5													
FY23 Gr4									0.34				
FY22 Gr4				-1.09									
FY21 Gr4													
FY23 Gr3													
FY22 Gr3													
FY21 Gr3													

Note: FY21 is the 1st Year of Gr3-8 MAP Growth Implementation starting in Spring; hence, FY22 is the first year with Spring to Spring CGI Data Comparison

Exito destacado 4: FY23 Datos de intervención a nivel escolar:

En mayo de 2023, del total de 239 servicios de intervención prestados en alfabetización, 237 mostraron un crecimiento posterior a la evaluación, lo que indica una tasa de éxito del 99%. Además, de los 49 estudiantes que recibieron intervenciones de matemáticas después de la escuela, 47 indicaron un crecimiento posterior a la evaluación, lo que indica una tasa de éxito del 96%. Estos resultados son coherentes con los datos del programa de intervención del año anterior, con un crecimiento medio global del rendimiento del 93%. Cuando el aprendizaje cayó en picado debido a Covid-19, la comunidad de LAS se organizó y se centró en crear los mejores sistemas de apoyo para los estudiantes. La implementación del programa de intervención integral dirigido por maestros líderes expertos en los últimos tres años es definitivamente un trabajo de equipo colectivo del que LAS puede estar orgullosa.

Reflexiones: Necesidad identificada

Una descripción de las áreas que necesitan una mejora significativa basada en una revisión de los datos del Cuadro de mando y de los datos locales, incluidas las áreas de bajo rendimiento y las brechas significativas de rendimiento entre los grupos de estudiantes en los indicadores del Cuadro de mando, y las medidas adoptadas para hacer frente a esas áreas.

Aunque los datos finales de fin de año aún no están disponibles, LAS ha tenido una conversación continua como comunidad en cuanto a las necesidades emergentes de recuperación del aprendizaje de los estudiantes académica y socio-emocionalmente. El personal de LAS necesita tiempo continuo de desarrollo profesional para aprender sobre la eficacia de las evaluaciones estatales y MAP, y otras evaluaciones locales, así como sus elementos de análisis e información. A partir de FY22, LAS ha

ampliado su liderazgo docente y ha identificado a miembros del personal básico para puestos de asignación especial a corto plazo con la intención de crear capacidad de liderazgo para diversos componentes de la escuela chárter, tales como el desarrollo y las oportunidades del programa de recuperación del aprendizaje. Los programas de aprendizaje ampliado de la escuela LAS deben seguir siendo innovadores y de naturaleza integral, con el fin de abordar de manera holística las necesidades de los estudiantes. En el año fiscal 23, LAS continuó su implementación de los ciclos de intervención de y se encuentra en medio del análisis de la eficacia del programa y las posibilidades de replicación para el próximo año escolar.

Además, según los datos de *CA Dashboard de LAS FY22*, hay tres categorías principales en las que es necesario centrarse para mejorar en la categoría de Estudiantes con Discapacidades (SWD): 1) Absentismo Crónico (Muy alto con 22.5% de 71 SWD aproximadamente 16 estudiantes), 2) Logro en Artes del Lenguaje Inglés (Distancia Promedio del Estándar (DFS) SWD: -107 vs Todos los Estudiantes: -32.7), y Logro en Matemáticas (DFS de SWD: -129.5 vs Todos los Estudiantes -46.9). Debido a esto, el subgrupo SWD se ha convertido en el calificador que coloca a LAS como una escuela de Apoyo y Mejoramiento Adicional Dirigido (ATSI, por sus siglas en inglés) bajo la Ley Federal Cada Estudiante Triunfa (ESSA, por sus siglas en inglés) y el Sistema de Rendición de Cuentas de CA.

Puntos destacados del LCAP

Un breve resumen del LCAP, incluyendo cualquier característica clave que deba destacarse.

LAS está enfocada como un láser en abordar estratégicamente las brechas de enseñanza y aprendizaje exacerbadas por la pandemia mundial. El diseño del LCAP trienal de LAS está arraigado en los Estatutos de LAS y también está alineado intencionalmente con las fuentes de financiamiento estatales y federales disponibles y los planes aplicables. Todos los planes utilizan las tres categorías principales: AP= Rendimiento Académico, AE= Compromiso Académico, y CC= Condiciones y Clima, como la columna vertebral en la organización del esfuerzo colectivo galvanizado para cumplir con la tarea gigantesca de educar a los escolares en medio de una crisis de salud sin precedentes. Con diligencia y responsabilidad, LAS planea continuar su impulso de apoyo ampliado a la enseñanza y el aprendizaje en el próximo año escolar .

Apoyo y mejora integrales (no aplicable a LAS; el plan ATSI de LAS se abordará en la sección de objetivos y acciones).

Participación de los socios educativos

Un resumen del proceso utilizado para implicar a los socios educativos y cómo se tuvo en cuenta esta implicación antes de finalizar el LCAP.

LAS cuenta con una estructura de gobierno estratégicamente diseñada para mantener informados a sus socios educativos sobre el panorama siempre cambiante de los mandatos de salud y seguridad, las legislaciones, las demandas de infraestructuras flexibles y, por supuesto, la financiación. Como se practica a lo largo del año escolar, la dirección de la escuela se reúne semanal/mensualmente con los socios educativos a través de la mesa directiva, los comités de la mesa directiva, la reunión de personal, las reuniones de los viernes de desarrollo profesional, las reuniones de estatutos/cumplimiento, el concilio de padres y las reuniones de la asociación. En estos entornos, se presentan los fondos federales únicos, se analizan los datos de rendimiento de los estudiantes, se comparten los planes estratégicos y, lo que es más importante, los socios educativos comparten sus conocimientos sobre el tema tratado a través de una encuesta en línea. La dirección del centro revisa todos los comentarios de la encuesta y

valida, corrige o responde a las preguntas. Los resultados y documentos de la encuesta "Saber y querer saber" se publican en el sitio web del centro y también se incluyen en los paquetes de las reuniones del concilio.

QUÉ - CUÁNDO - DÓNDE:

PUNTO 1: Distribución de la encuesta comunitaria LAS

11 de abril - 12 de mayo 2023

LAS

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

Antes del 12 de junio de 2023

En línea en: www.lasac.info

Fechas de divulgación y consulta de los socios educativos del LCAP 2022 -2023:

Grupo de socios educativos y fechas de las reuniones

Reunión y retiro de la Mesa Directiva

2022: 8/26, 9/23, 10/21, 11/18, 12/16

2023: 1/27, 2/24, 3/24, 4/28, 5/26, 6/23

Reunión del Concilio de Padres/ELAC/SSC

2022: 9/7, 10/5, 11/9

2023: 1/11, 2/8, 3/8, 4/12, 5/11

Reunión de la Asociación de Padres

2022: 9/14, 10/12, 12/7

2023: 1/18, 2/1, 3/22, 4/19, 5/16

Reuniones de personal y PD

2022: 8/25, 8/26, 9/22, 9/23, 10/14, 10/20, 11 /17, 12/9, 12/15

2023: 1/20, 1/26, 2/17, 2/23, 2/24, 3/10, 3/23, 4/21, 4/27, 5/5, 5/12, 5/25, 6/1-6/9

Reunión del Comité CDT

2022: 9/1, 10/6, 11/3, 12/1

2023: 2/2, 3/2, 5/4, 5/24

PUNTO 3: Audiencia pública de LAS

Los comentarios del público son bienvenidos en todas las reuniones mensuales

Reuniones de la Mesa Directiva

viernes, 26 de mayo , 2023 y 23 de junio, 2023 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

Para más información, llame al 916.277.7137 o

de su opinión en línea a través de la Encuesta a los Socios Educativos de LAS: Saber/Querer saber

https://www.surveymonkey.com/r/LCP_Surveys

Resumen de las comentarios de los socios educativos.

El trabajo LCAP de la comunidad de LAS definitivamente se ha vuelto más profundo con cada año que pasa, tanto a nivel de participación como a nivel de conocimiento colectivo. LAS estableció su Concilio de Sitio Escolar (SSC, por sus siglas en inglés) en el otoño de 2018 y llevó a cabo reuniones en preparación para su monitoreo del programa federal en la primavera. LAS continuó su estructura de los años anteriores y creó un grupo asesor LCAP en el otoño compuesto por miembros del Concilio de

Padres y grupos de la Asociación de Padres, así como representantes del Concilio Asesor de Aprendices de Inglés (ELAC). Durante las reuniones de los socios educativos, se invitó a los participantes de a completar los formularios "Lo que sé" y "Lo que quiero saber". Los datos de estos formularios se presentaron en las reuniones de la Mesa ha proporcionado la discusión de la Mesa con respecto a las actualizaciones LCAP, así como el trabajo de renovación de la carta.

A continuación se enumeran los hitos del trabajo LAS LCAP para FY21, FY22, y FY23:

- 1) Ha habido una mayor conciencia del personal de LCFF como equivalente de financiación del LCAP y su importancia en relación con el presupuesto global de la escuela.
- 2) Como continuación del año anterior, los miembros del grupo asesor del LCAP de LAS facilitaron sesiones de aprendizaje en grupos pequeños y registraron los comentarios de los asistentes sobre "Lo que sé" y "Lo que quiero saber" durante las reuniones mensuales de la Asociación de Padres, el Concilio de Padres y el Personal.
- 3) En mayo de 2023 , LAS ha recogido 667 (FY16: 182 , FY17: 88 , FY18: 51 , FY19: 50 , FY20: 29 , FY21: 38 , FY22: 122 , FY23: 107) "Lo que sé" y 600 (FY16: 183, FY17: 36, FY18: 45, FY19: 71, FY20: 32, FY21: 30, FY22: 116, FY23: 87) Declaraciones "Lo que quiero saber". Hasta el momento, se han verificado y respondido a 1267 comentarios totales. Además, el documento que recopila toda esta información se ha compartido con el público, tanto en inglés como en español, a través de las reuniones mensuales de la mesa directiva y del sitio web de LAS.
- 4) Un tema emergente de los comentarios de las partes interesadas es el área del Rendimiento Académico (PA), particularmente en matemáticas y la Participación Académica (EA), específicamente, la asistencia en lo que se refiere a estar en el campus a tiempo completo . Por otra parte, las familias continúan para compartir atisbos de preocupaciones socio-emocionales y académicas, tales como la falta de práctica de la lengua meta de una manera más auténtica y la disminución de la participación oral en general en los debates, así como una mayor vacilación a la hora de asumir riesgos en el uso de la lengua meta para los estudiantes de segunda lengua. Mientras tanto, las preocupaciones del personal son específicas para avanzar en las conversaciones sobre el currículo y las evaluaciones, en particular para que estén alineadas con la instrucción ELD, la investigación de la ciencia de la lectura y la implementación y alineación en toda la escuela.

Una descripción de los aspectos del LCAP en los que influyeron las aportaciones específicas de los socios educativos.

El trabajo colectivo de LAS hacia el cumplimiento de sus objetivos de la Carta de LAS y LCAP continúa con diligencia y se centra en tres categorías principales: AP= Rendimiento Académico, AE= Compromiso Académico, y CC= Condiciones y Clima. Los siguientes son ejemplos de éxitos y desafíos experiencias de la comunidad de aprendizaje LAS hasta el momento:

Éxitos: Objetivos- AP, AE y CC

Objetivos AP:

- Ampliación de la tutoría de alfabetización de nivel 1 y del apoyo a los líderes de cohortes de matemáticas; tiempo libre para la observación y el aprendizaje entre iguales.
- Ampliación de la dirección de los programas de intervención en la jornada escolar y extraescolar y de las oportunidades para centrarse en el nivel 2
- Ampliación de los materiales y suministros curriculares complementarios para los programas diurnos y extraescolares básicos
- Implementación en toda la escuela de la evaluación de datos verificados para la renovación de las escuelas chárter AB1505 de MAP Growth y MAP Fluency.
- Crecimiento global del rendimiento de los alumnos en Matemáticas, ELA y SLA
- Ciclos de programas de intervención eficaces con resultados de evaluación posterior del 90% o superiores

Objetivos AE:

- Proceso MTSS e IPT más cohesivo para identificar el apoyo a la reincorporación de los estudiantes en riesgo con baja asistencia.

Objetivos CC:

- Mantenimiento de personal clasificado ampliado para apoyar el mantenimiento de las normas y protocolos de salud y seguridad para un entorno de aprendizaje limpio.
- Ampliación de las actividades estructuradas de recreo y almuerzo en las que pueden participar los alumnos.
- Ampliación de los talleres Padres como socios (PAP, por sus siglas en inglés) desde su inicio hace tres años abordando temas como la serie mensual del aprendizaje socioemocional (SEL, por sus siglas en inglés), crianza de los hijos, vía de reclasificación de los aprendices de inglés, información y arte LGBTQ+, prevención de vaping y del uso de tabaco, noche de ciencia, noche de pintura para padres e hijos, noche con un autor publicado.
- Los objetivos de participación en las encuestas superan el 90% en todos los grupos de socios educativos.

Desafíos: Objetivos- AP, AE y CC

- Desarrollo profesional adicional para MAP Growth y MAP Fluency y Amplify Science (TK-Gr5)
- Continúa el enorme esfuerzo de equilibrar las necesidades de adopción del plan de estudios (ciencias, matemáticas, escritura y ELD) y la evaluación (MAP Growth y MAP Fluency) para garantizar la calidad de la instrucción y la eficiencia de la gestión del tiempo entre la planificación, la instrucción y la reflexión.
- La continua escasez de personal ha afectado en gran medida a la aplicación del programa de apoyo: profesores sustitutos, personal de intervención, personal de supervisión en tierra
- La asistencia sigue siendo problemática y los consiguientes ingresos previstos y gastos planificados se han visto obstaculizados por las constantes incertidumbres, sobre todo al inicio del curso escolar

- Se ha invertido en más actividades estructuradas durante el recreo y el almuerzo para que los alumnos participen, pero la plena aplicación de PlayWorks ha sido un reto debido a la rotación del personal de recreo y a la formación.
- El reclutamiento de nuevos miembros para la Mesa Directiva sigue siendo un reto
- La nueva área de mejora de la encuesta estudiantil es la menor percepción de los alumnos de que "Todas las normas son justas", que bajó del 85% al 67%, junto con "Todos los alumnos reciben el mismo trato cuando infringen las normas", que pasó del 59% al 53% de acuerdo.

De las tres categorías principales de LAS LCAP y CA *Dashboard*, preocupaciones relacionadas al 1) Rendimiento Académico y 2) Participación Académico dominan el FY23 comentarios de los socios educativos. Existe un consenso de que incluso antes de la pandemia, muchos estudiantes necesitan apoyo para superar las brechas de rendimiento, particularmente en lectura y matemáticas. Desde la perspectiva de los profesores, sigue habiendo una enorme preocupación en la asignatura de escritura. La enseñanza a distancia no sólo ha creado un enorme desafío para enseñar a escribir, sino también para proporcionar comentarios y realizar evaluaciones, sobre todo con los alumnos de primaria. Las cuestiones que afectan directamente al rendimiento académico son la formación de los profesores y su preparación para adaptarse a los siempre cambiantes escenarios de enseñanza y aprendizaje.

Objetivos y acciones

Objetivo : Objetivo de rendimiento académico 1 (AP.G1)

Objetivo 1	Descripción
AP.G1	Esta sección reflejará los objetivos de LAS tal y como se recogen en la Petición de Estatutos de LAS (2019-2024) aprobada el 21 de marzo de 2019. Objetivo 1: RENDIMIENTO ACADÉMICO (PA) - Objetivos LAS: G3. Alto Rendimiento en Artes del Lenguaje: Inglés (ELA) y Español (SLA); G4. Alto Rendimiento en Matemáticas; y G5. (Nota: Los dos subgrupos (EL y RFEP) deben ser analizados en conjunto para una descripción precisa del progreso).

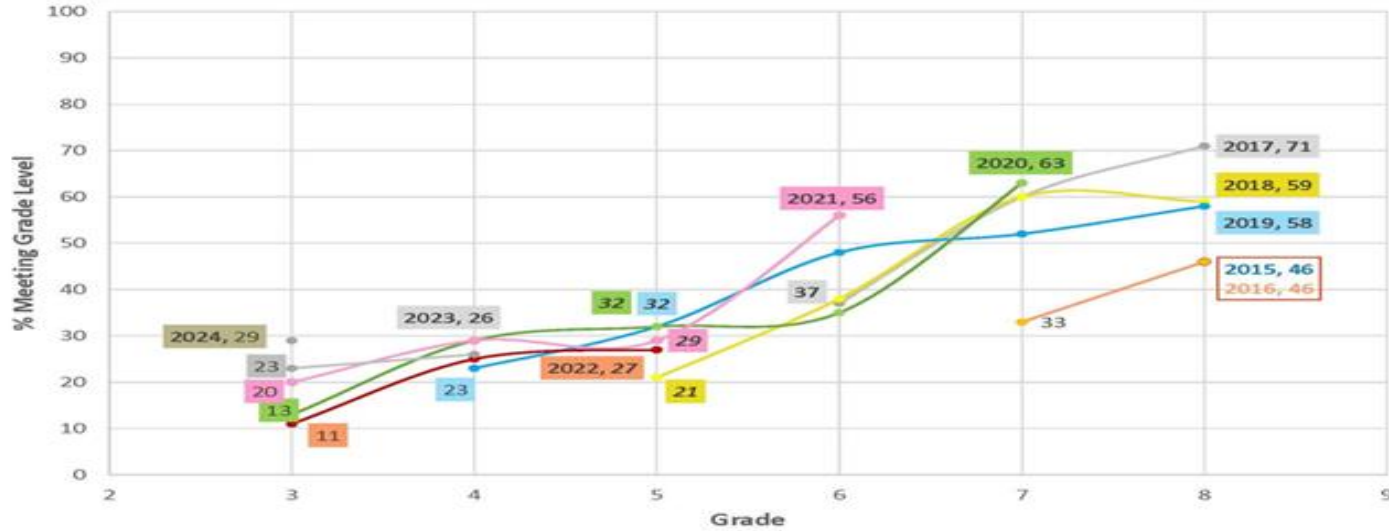
Una explicación de por qué la LEA ha desarrollado este objetivo.

Este objetivo es el núcleo de nuestro trabajo en la LAS. Como comunidad, seguimos estudiando las ramificaciones del cierre de la escuela debido a la pandemia, así como las necesidades de recuperación del aprendizaje de nuestros alumnos en relación con su rendimiento académico. De este modo, podremos alinear nuestros recursos y garantizar la aplicación experta de programas estratégicos para abordar estas necesidades identificadas.

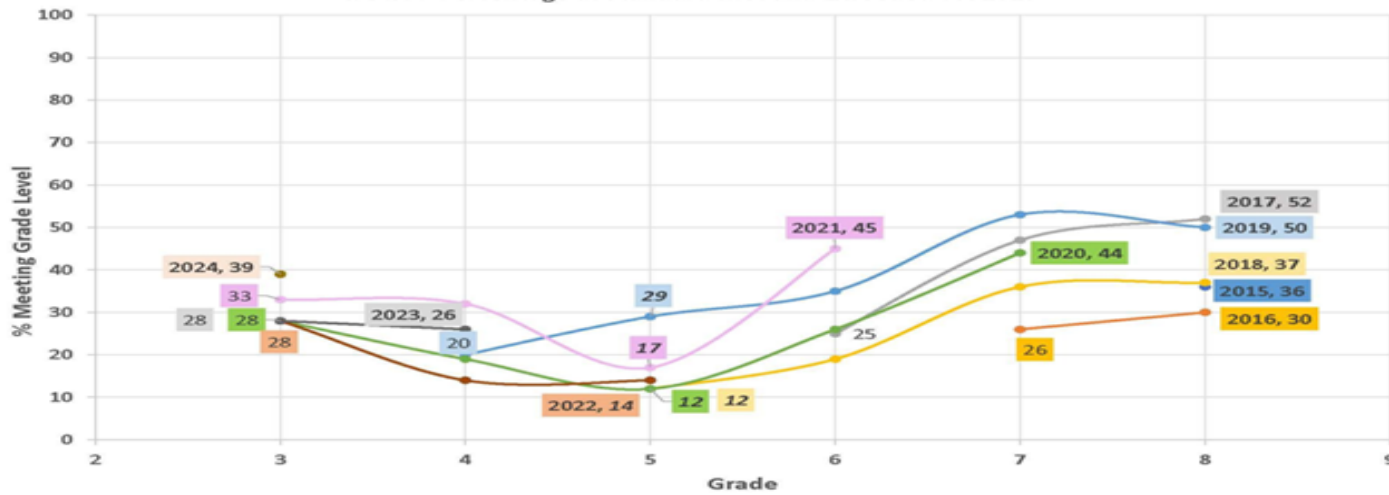
Métrica	Punto de partida (FY21)
<p>AP.G1.3</p> <p>ELA: Estado SBAC y Datos Verificables</p> <p>MAP Growth</p>	<p>Rendición de cuentas externa: (Datos FY23 TBD- agosto, 2023)</p> <p>Panorama de la historia de LAS sobre rendimiento académico (AP):</p> <p>Existe una trayectoria ascendente predecible del rendimiento académico de los alumnos desde los años de primaria hasta los de secundaria, como se ilustra en la TABLA 10 y la TABLA 11.</p> <p>TABLAS 12 y TABLA 13 muestran cómo este hecho sigue siendo cierto incluso después de la interrupción en FY20 Covid-19 cierre de la escuela. A partir de entonces, LAS se recuperó de forma resistente en cada cohorte del Gr8.</p>

TENDENCIAS DE LA COHORTE: Prepandemia

LAS Cohort Trends by Graduation Year: English Language Arts (ELA)
CAASPP Percentage at Standard Met and Exceeded v091019



LAS Cohort Trends by Graduation Year: Mathematics
CAASPP Percentage at Standard Met and Exceeded v091019



TENDENCIAS DE COHORTE: Pandemia y recuperación actual

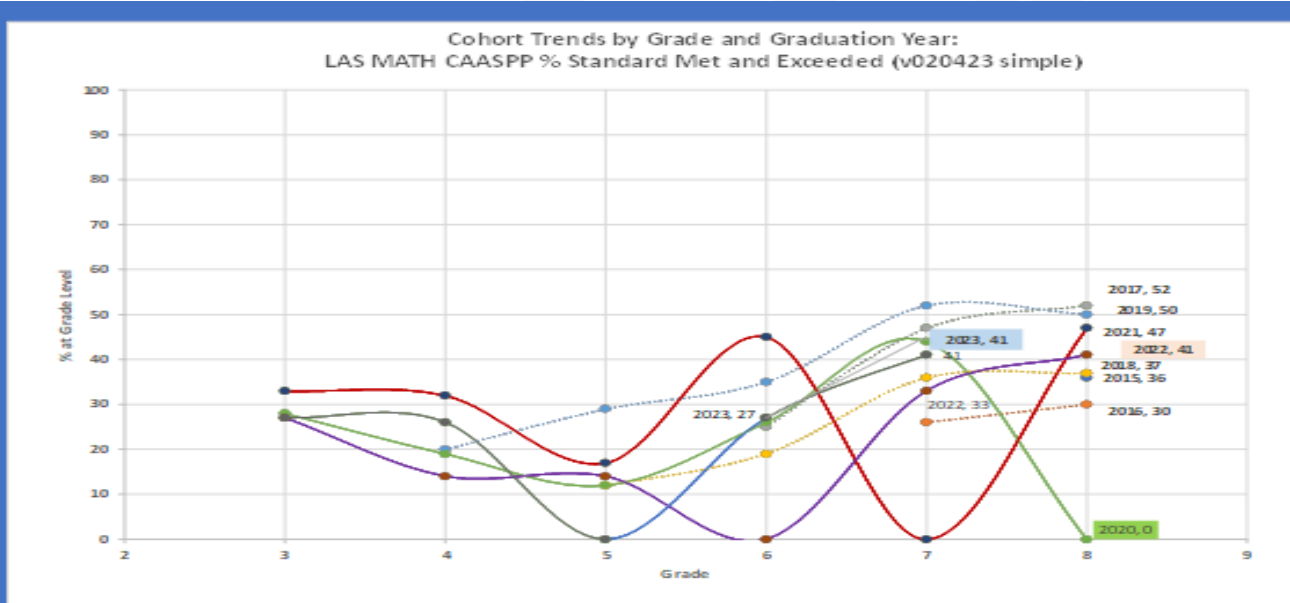
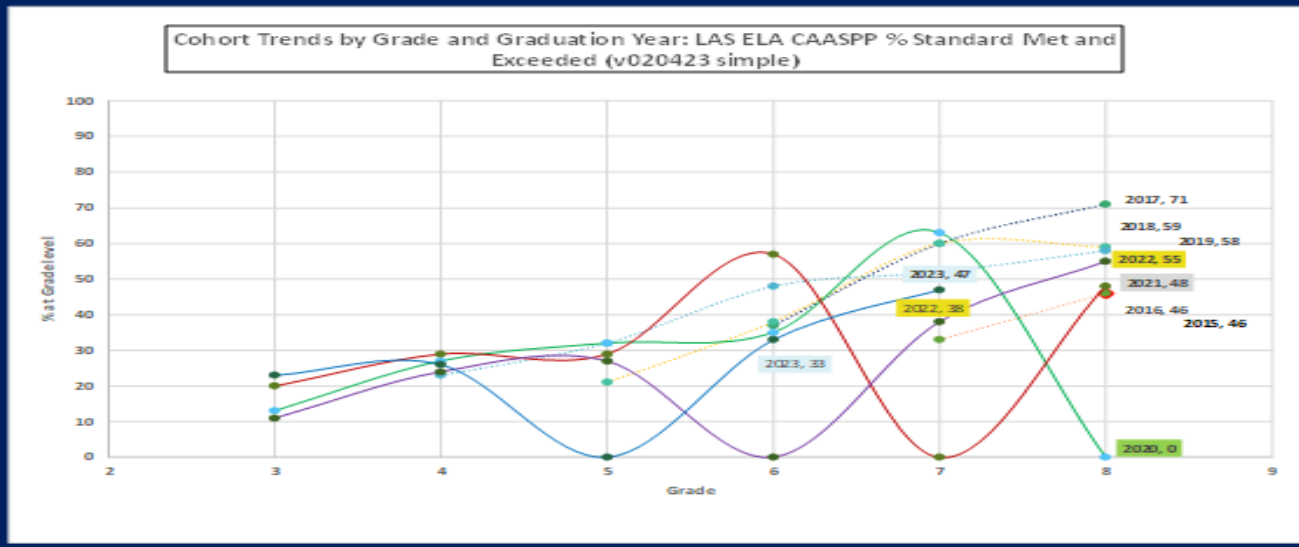


TABLA 14 y TABLA 15 reflejan la tendencia histórica de cohorte de LAS Gr8 alcanzando/excediendo el rendimiento académico en ELA y Matemáticas para todos sus subgrupos. Esto sigue siendo cierto para el FY22 SBAC resultados también.

CUADRO 14

FY22 LAS and Surrounding Middle School: Subgroups for Gr8 Only

	Gr8 Only	Gr8 Only Economically Disadvantaged	Gr8 Only English Learners (ELs)	Gr8 Only Reclassified Fluent English Proficient (RFEPs)	Gr8 Only Latino	Gr8 Only SPED	Gr8 Only English Only
LAS ELA	55	51	18	57	52	na	73
STATE	47	35	7	53	36	12	51
SCUSD	39	28	5	58	28	8	43
Will C Wood	27	24	2	58	15	2	28

CUADRO 15

	Gr8 Only	Gr8 Only Economically Disadvantaged	Gr8 Only English Learners (ELs)	Gr8 Only Reclassified Fluent English Proficient (RFEPs)	Gr8 Only Latino	Gr8 Only SPED	Gr8 Only English Only
LAS Math	41	35	6	52	38	na	50
STATE	29	18	3	31	17	6	33
SCUSD	24	15	3	34	14	4	27
Will C Wood	17	14	5	36	7	0	17

Al final de la etapa 3 Gr8 objetivos de logro:

(FY21) G3.0 SBAC 48% de estudiantes que alcanzaron/excedieron los estándares de ELA (FY22: 55%)

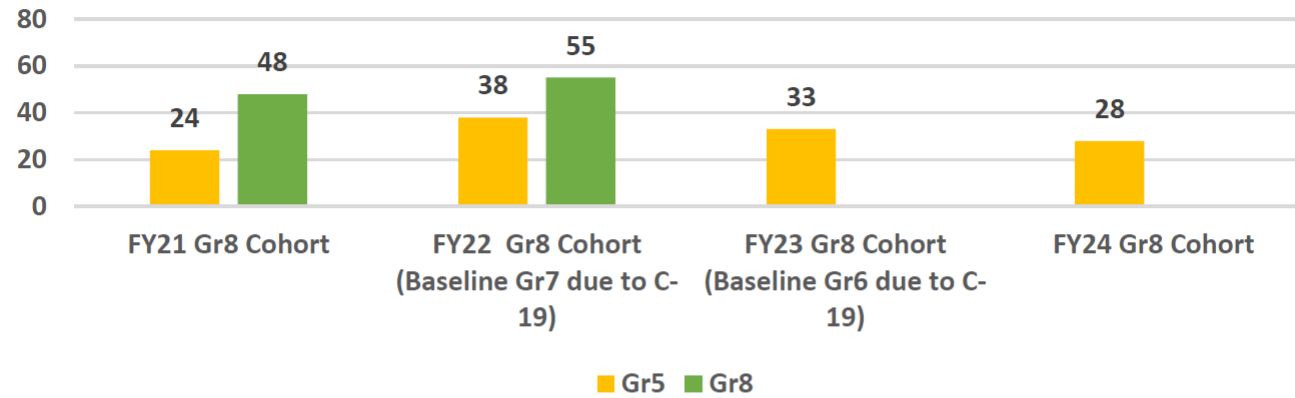
G3.0A Todos los estudiantes: Al final de la Etapa 3 Gr8, el cohorte Gr8 mostrará una trayectoria ascendente de *Gr5 SBAC ELA línea de base (Consulte la TABLA 16.1-TABLE 16.5

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

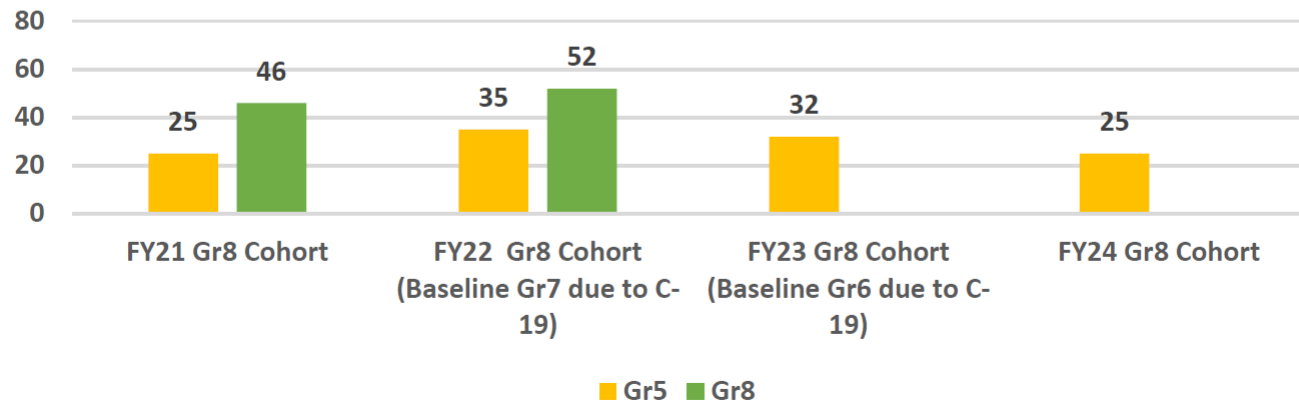
G3.0C Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos del cohorte Gr8 serán comparables/superiores a los del estado, el distrito y las escuelas vecinas (Consulte la TABLA 14 y la TABLA 15).

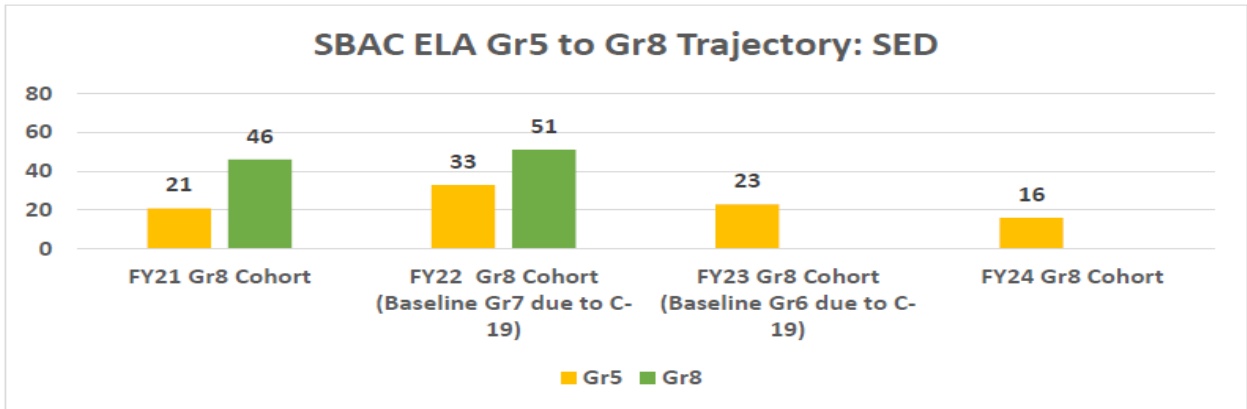
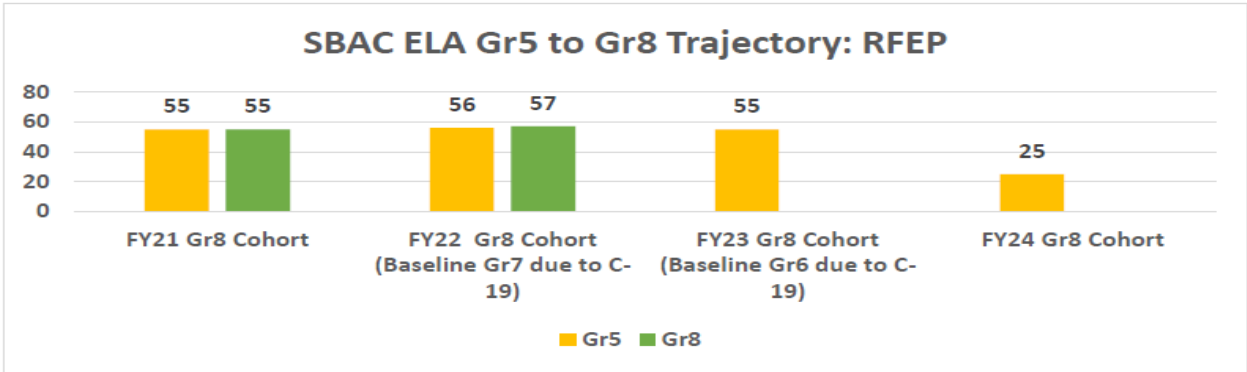
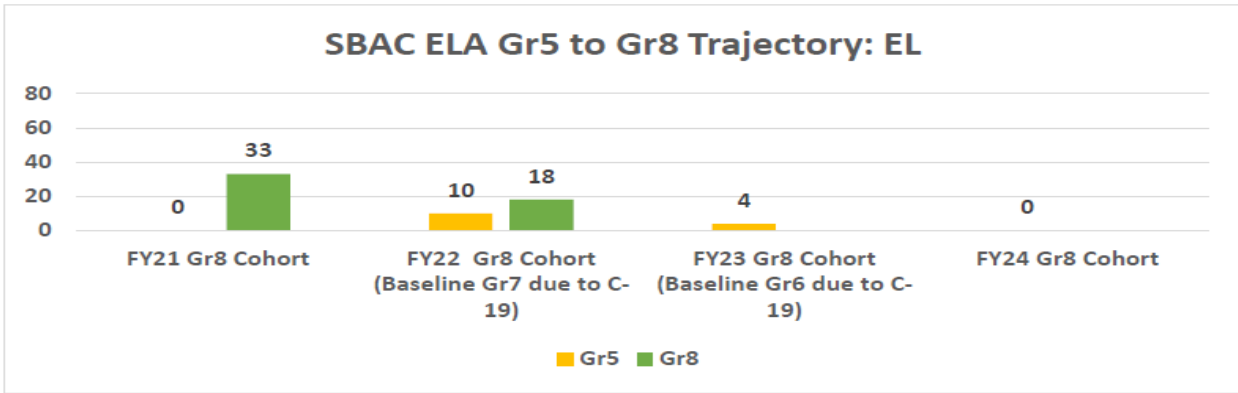
	LAS FY21: Gr8	Estado FY21: Gr8	Distrito FY21: Gr8	Escuelas vecinas FY21: Gr8
<i>Todos los estudiantes de la cohorte Gr8 del FY21</i>	48%	47%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Latino</i>	46%	36%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Aprendiz de inglés (EL)</i>	33%	7%	<i>Sin datos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

SBAC ELA Gr5 to Gr8 Trajectory: All Cohort



SBAC ELA Gr5 to Gr8 Trajectory: Latinx





Responsabilidad interna:

MAP Growth en Lectura en Inglés basado en el Reporte de Resumen de Crecimiento Estudiantil - Columna de Porcentaje de Proyección Cumplida (PMP)

**(PMP = porcentaje de alumnos cuyos resultados RIT al final del trimestre alcanzaron o superaron sus previsiones individuales de crecimiento).*

G3.21 LAS Punto de referencia MAP Growth Lectura en inglés- Punto de partida FY21: Fin de etapa 3 Gr8, PMP= 29%.

G3.21A Al final de la Etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su punto de partida MAP Gr5 FY21.

G3.21B Subgrupos:

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

CUADRO 17

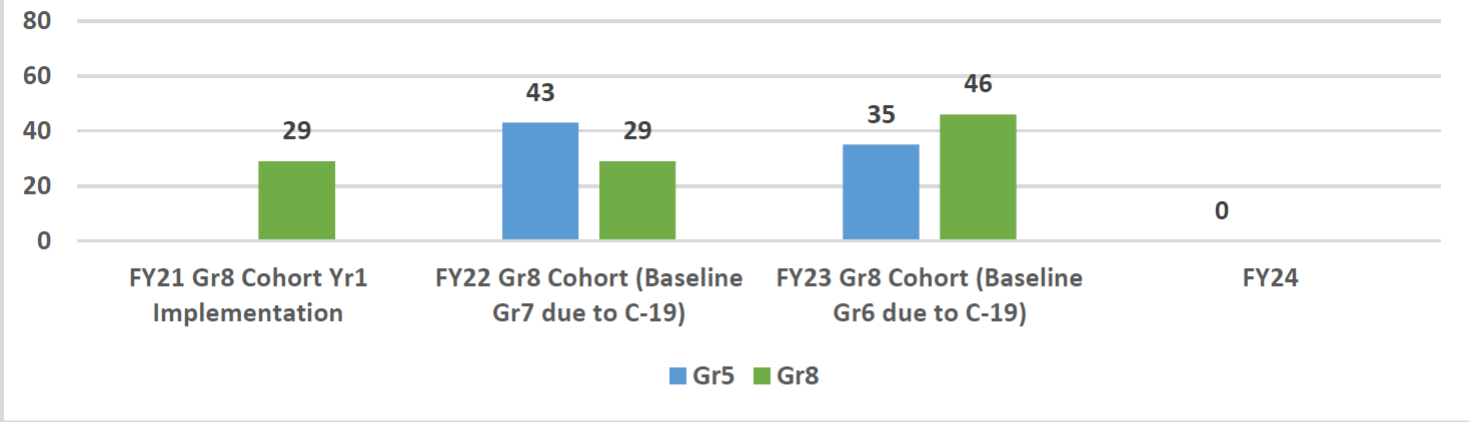
FY23 MAP Growth PMP Fall to Spring Analysis 061423

ELA Gr3-Gr8

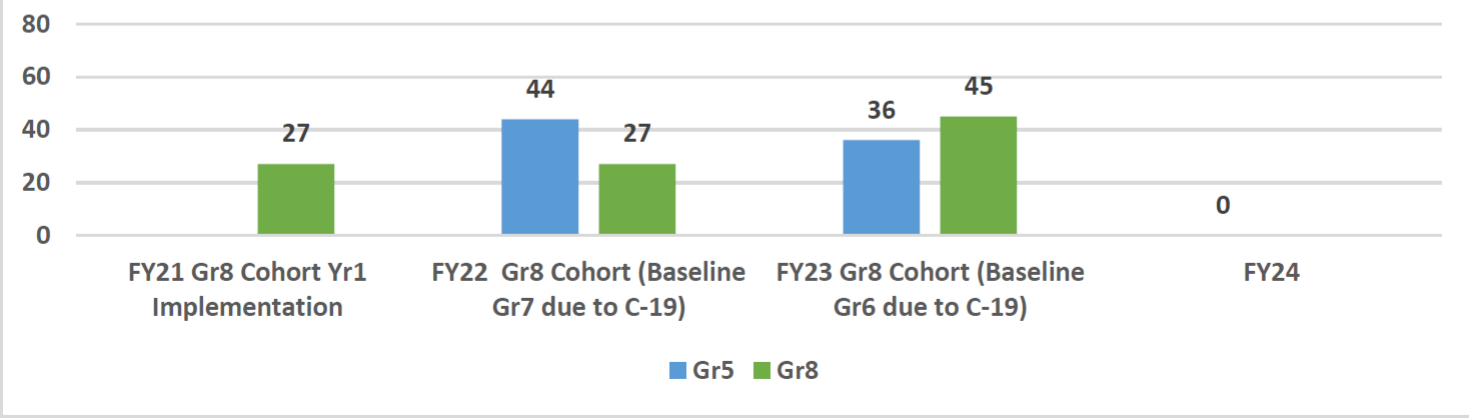
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8				46						
FY22 Gr8		29								
FY21 Gr8		29								
FY23 Gr7				44						
FY22 Gr7					52					
FY21 Gr7				43						
FY23 Gr6			33							
FY22 Gr6					50					
FY21 Gr6			35							
FY23 Gr5					59					
FY22 Gr5		29								
FY21 Gr5										
FY23 Gr4			36							
FY22 Gr4		20								
FY21 Gr4										
FY23 Gr3			39							
FY22 Gr3		23								
FY21 Gr3										

TABLA 18.1 y TABLA 18.2

MAP Growth PMP Fall to Spring ELA Trajectory: All Cohort



MAP Growth PMP Fall to Spring ELA Trajectory: Latinx



AP.G1.3
SLA: MAP
Growth
Lectura en español

MAP Growth Lectura en Español basado en el Informe de Resumen de Crecimiento Estudiantil - Columna de *Proyección de Porcentaje Cumplido* (PMP)

G3.21 Punto de referencia LAS MAP Growth Lectura en español

G3.21A Al final de la Etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su línea de base MAP Gr5 FY22.

G3.21B Subgrupos: LAS Benchmark MAP Growth Español Lectura

Al final de la Etapa 3 Gr8 ELLs, la cohorte mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY22.

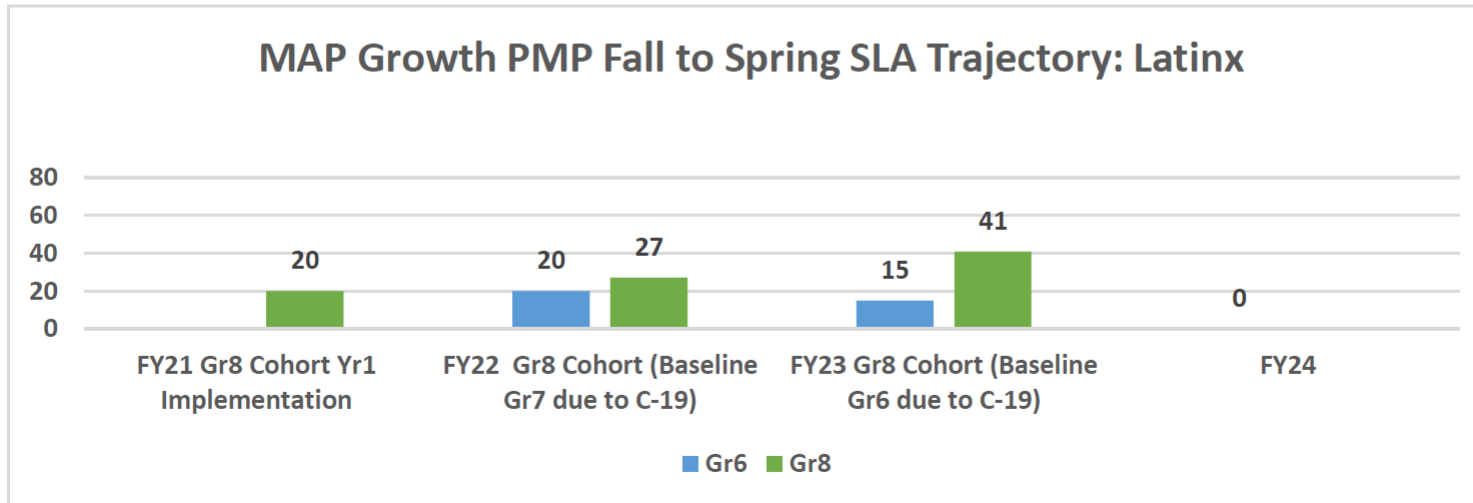
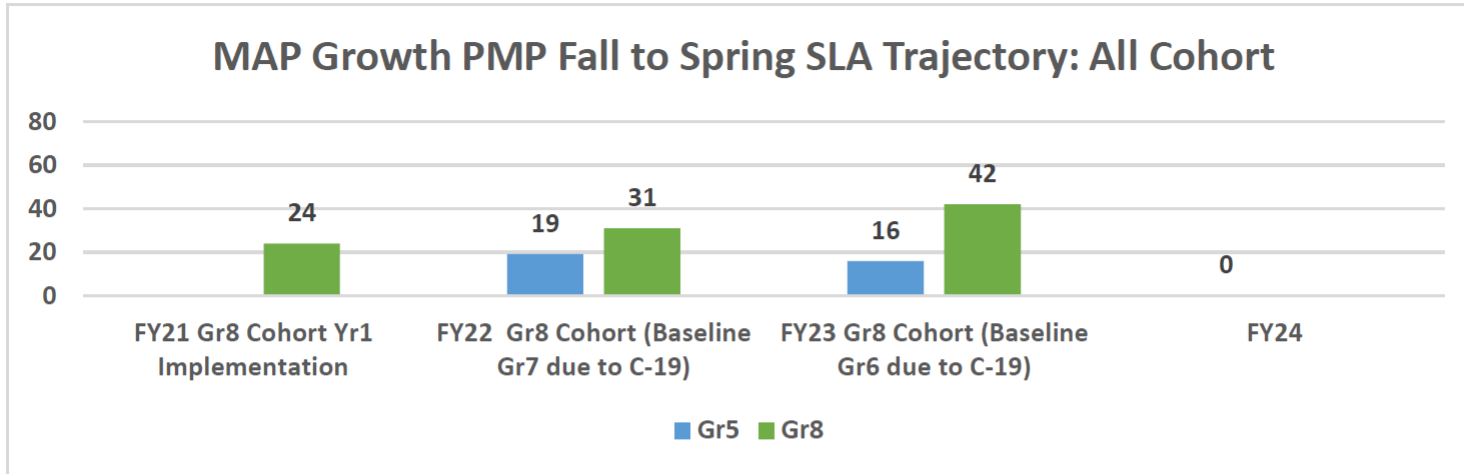
CUADRO 19

FY23 MAP Growth PMP Fall to Spring Analysis 061423

SLA Gr3-Gr8

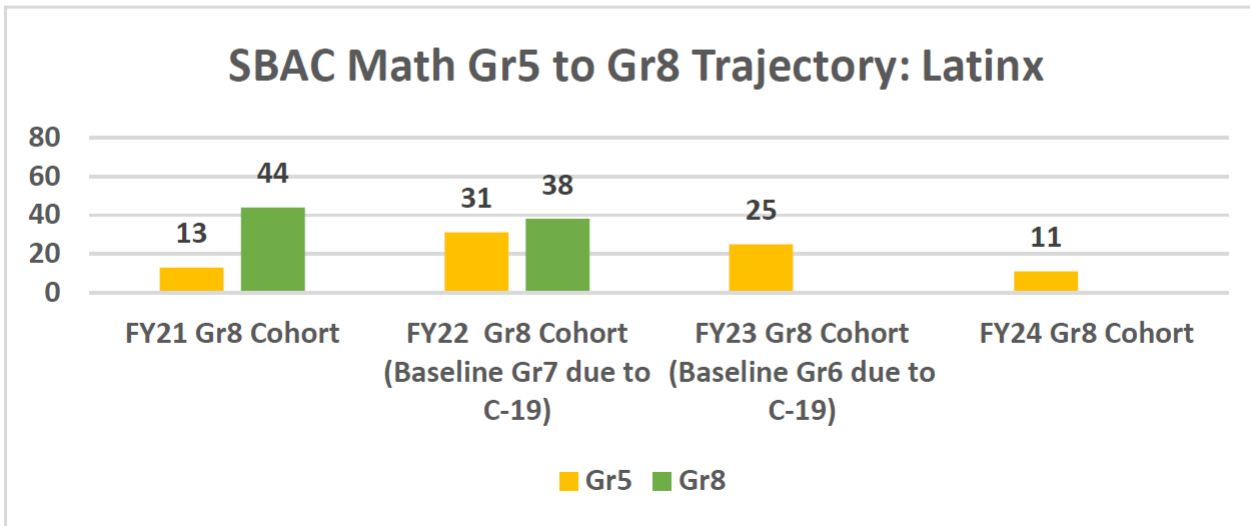
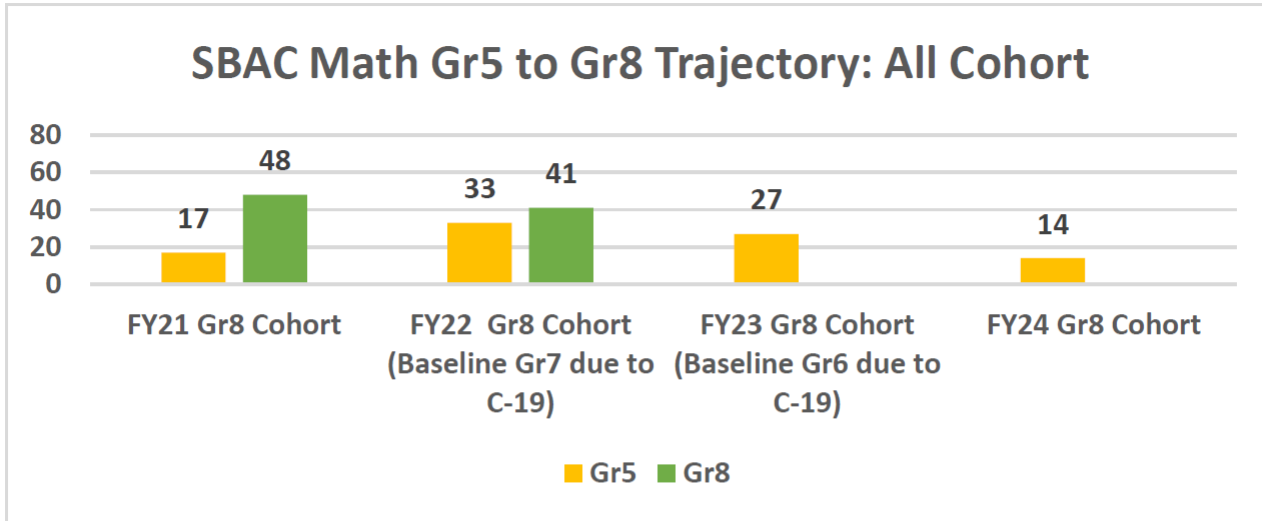
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8				42						
FY22 Gr8			31							
FY21 Gr8		24								
FY23 Gr7			33							
FY22 Gr7		27								
FY21 Gr7	19									
FY23 Gr6				40						
FY22 Gr6		27								
FY21 Gr6	16									
FY23 Gr5			31							
FY22 Gr5	15									
FY21 Gr5										
FY23 Gr4		25								
FY22 Gr4		25								
FY21 Gr4										
FY23 Gr3		23								
FY22 Gr3			34							
FY21 Gr3										

TABLA 20.1 y TABLA 20.2

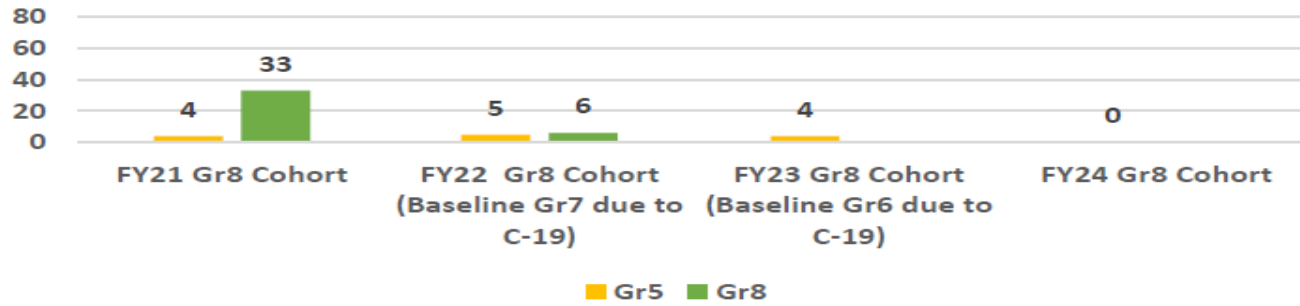


<p>AP.G1.4</p> <p>MATEMÁTICA</p> <p>CAS: Estado SBAC y Datos Verificables</p> <p>MAP Growth Matemáticas</p>	<p>Responsabilidad externa:</p> <p>Al final de la etapa 3 Gr8 objetivos de logro:</p> <p><u>Responsabilidad externa</u></p> <p><u>G4.0 SBAC 48% de alumnos que cumplen/exceden los estándares de Matemáticas-</u></p> <p><u>G4.0A</u> Todos los estudiantes: Al final de la Etapa 3 Gr8, la cohorte Gr8 mostrará una trayectoria ascendente de *Gr5 SBAC Matemáticas línea de base.</p> <p><u>G4.0B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de la cohorte Gr8 mostrarán una trayectoria ascendente desde el punto de partida de Matemáticas SBAC Gr5.</p> <p>FY21 Gr8 Datos comparativos de matemáticas: Gr5 vs Gr8</p> <p><u>G4.0C</u> Todos los estudiantes y subgrupos: Para el final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos de la cohorte Gr8 serán comparables/superiores a los del estado, distrito y escuelas vecinas. Consulte la TABLA 15</p> <p><u>Responsabilidad interna</u></p> <p><u>G4.0 Punto de referencia de MAP Growth de LAS Matemáticas</u></p> <p><u>G4.2 Subgrupos: LAS Punto de referencia MAP Growth Matemáticas</u></p> <p>Al final de la Etapa 3 Gr8 ELLs, la cohorte mostrará una trayectoria ascendente desde su punto de partida Gr5 MAP FY21.</p> <p><u>G4.1</u> Al final de la etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su punto de partida MAP Gr5 FY21.</p> <p>Para más información, consulte lo siguiente:</p> <ul style="list-style-type: none"> • CUADRO 5 • CUADRO 11 • CUADRO 13 • CUADRO 15
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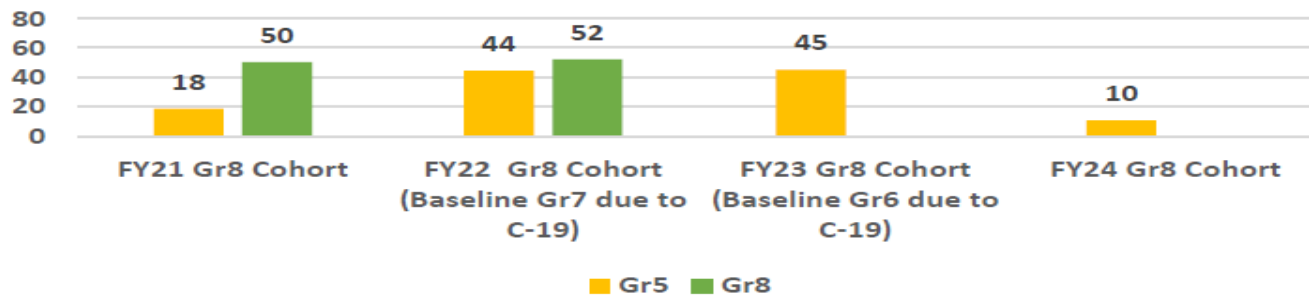
- TABLAS 22.1-21.5



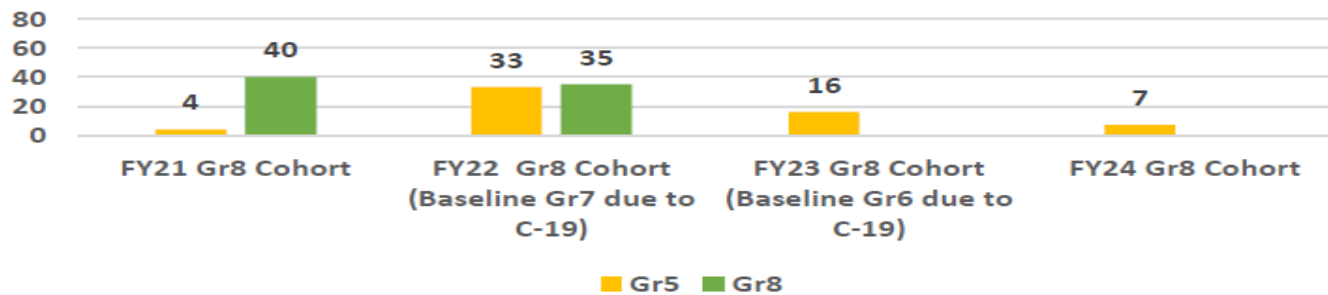
SBAC Math Gr5 to Gr8 Trajectory: EL



SBAC Math Gr5 to Gr8 Trajectory: RFEP



SBAC Math Gr5 to Gr8 Trajectory: SED



Responsabilidad interna:

Informe Resumen de MAP Growth en Matemáticas - Columna *Porcentaje Cumplido con la Proyección (PMP)*

CUADRO 22

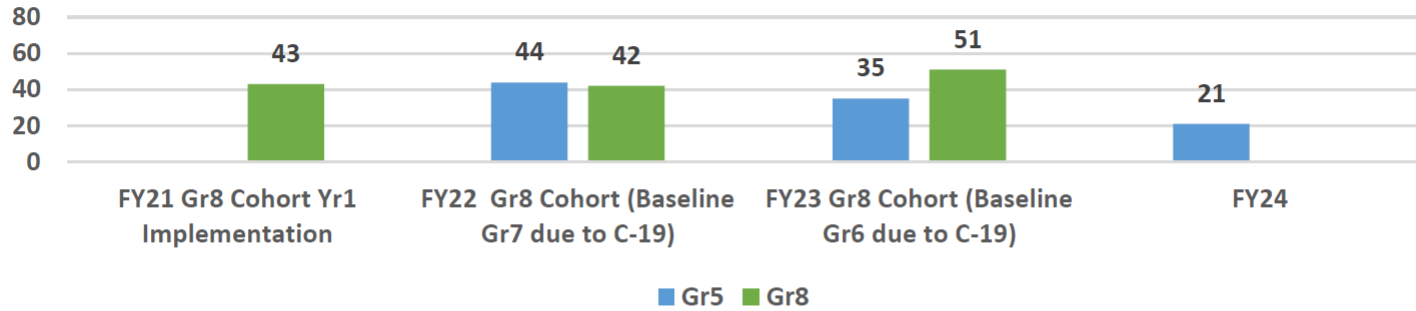
FY23 MAP Growth PMP Fall to Spring Analysis 061423

MATH Gr3-Gr8

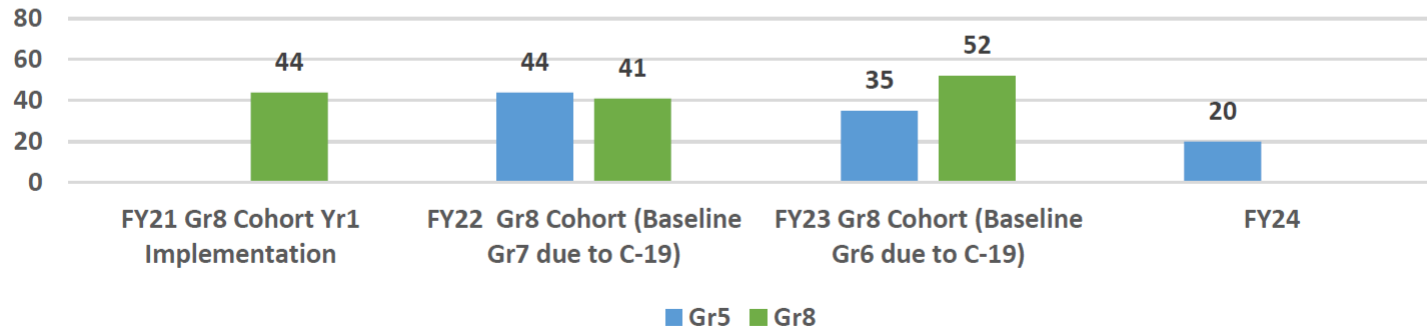
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8					51					
FY22 Gr8				42						
FY21 Gr8				43						
FY23 Gr7				47						
FY22 Gr7					51					
FY21 Gr7				44						
FY23 Gr6					55					
FY22 Gr6						68				
FY21 Gr6			35							
FY23 Gr5				48						
FY22 Gr5		23								
FY21 Gr5		21								
FY23 Gr4				46						
FY22 Gr4		22								
FY21 Gr4	18									
FY23 Gr3			38							
FY22 Gr3		25								
FY21 Gr3	14									

TABLA 23.1 y TABLA 23.2

MAP Growth PMP Fall to Spring Math Trajectory: All Cohort



MAP Growth PMP Fall to Spring Math Trajectory: Latinx



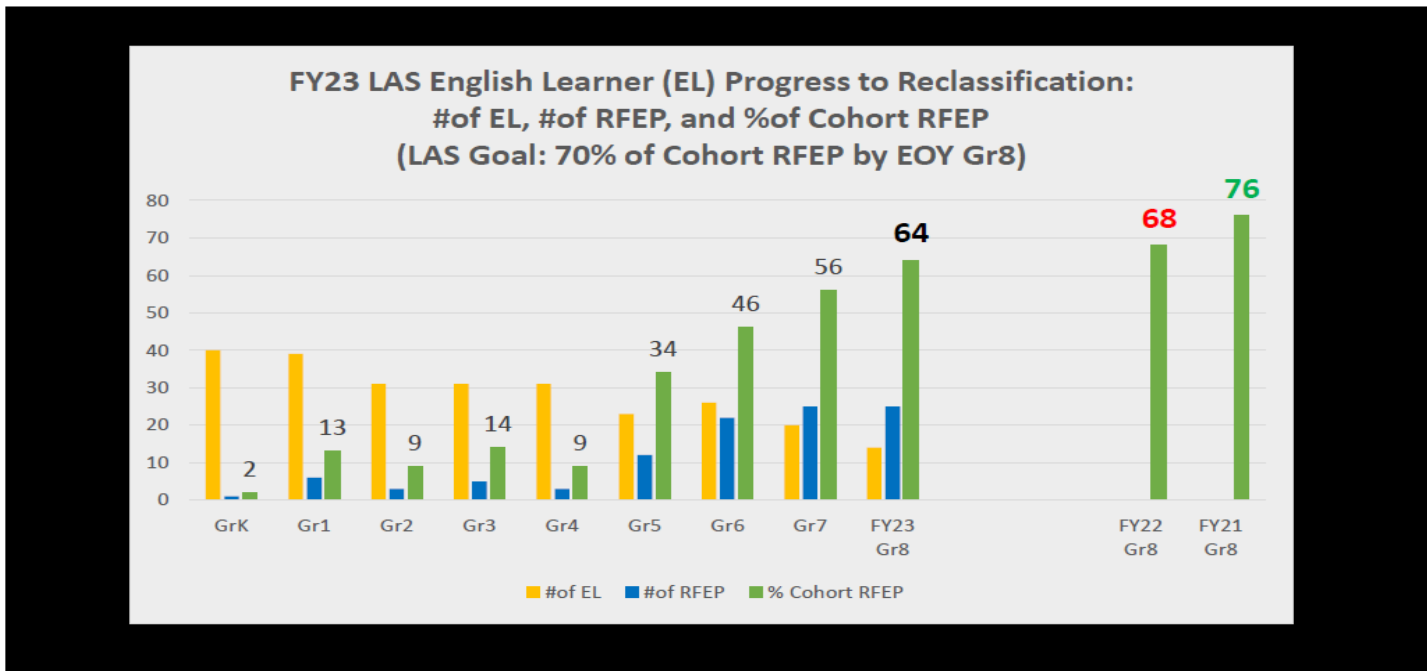
AP.G1.5

Responsabilidad externa:

ELL: SBAC estatal, ELPAC y datos verificables MAP Growth Lectura y Matemáticas

G5.0 Tasa de reclasificación de cohortes del 70% o superior al final de la fase 3 Gr8.
 (Véanse los objetivos EL y RFEP aplicables más arriba: 3.0B, 3.0C, 3.1B, 3.2B y 4.0B, 4.0C, 4.1B, 4.2B)

CUADRO 24 (Igual que CUADRO 6)



Responsabilidad interna:

G5.1 LAS MAP Punto de referencia de lectura en inglés- Por determinarse mientras está disponible los datos por subgrupo de *MAP Growth*



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Métrica	Punto de referencia (FY21)	Resultado del primer año (FY22)	Resultado del segundo año (FY23)	Resultado del 3er año (FY24)	Resultado deseado para 2023-24
AP.G1.3 ELA: SBAC estatal y Datos Verificables MAP Growth	Trayectoria ascendente y datos comparables (TABLAS anteriores)	Objetivos alcanzados Excepto para la cohorte de MAP Growth Gr8 FY22 Todos y subgrupo Latino	Objetivos alcanzados		<p>Responsabilidad externa:</p> <p>Al final de la etapa 3 Gr8 objetivos de logro:</p> <p><u>G3.0 SBAC % de alumnos que cumplen/exceden los estándares de ELA-</u></p> <p><u>G3.0A</u> Todos los estudiantes: Al final de la Etapa 3 Gr8, la cohorte Gr8 mostrará una trayectoria ascendente del punto de partida Gr5 SBAC ELA</p> <p><u>G3.0B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de la cohorte Gr8 mostrarán una trayectoria ascendente desde el punto de partida Gr5 SBAC ELA.</p> <p><u>G3.0C</u> Todos los estudiantes y subgrupos: Para el final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos de la cohorte Gr8 serán comparables/superiores a los del estado, distrito y escuelas vecinas.</p> <p>Responsabilidad interna:</p> <p>MAP Growth en Lectura en Inglés basado en el Reporte de Resumen de Crecimiento Estudiantil - Columna de Porcentaje de Proyección Cumplida (PMP)</p> <p><i>*(PMP = porcentaje de alumnos cuyos resultados RIT al final del trimestre alcanzaron o superaron sus previsiones individuales de crecimiento).</i></p> <p><u>G3.21 LAS MAP Growth Punto de referencia lectura en inglés-</u> Punto de partida FY21: Fin de etapa 3 Gr8, PMP= 29%.</p>

					<p><u>G3.21A</u> Al final de la Etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su MAP Gr5</p> <p><u>G3.21B</u> Subgrupos: <u>LAS Punto de referencia MAP Growth Lectura en inglés-</u> Punto de partida FY21: Fin de etapa 3 Gr8 ELLs, PMP= 40%.</p> <p>Al final de la Etapa 3 Gr8 ELLs, la cohorte mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY21.</p> <p><u>TBD G3.31 Subgrupo SWD LAS IEP</u></p>
<p>AP.G1.3</p> <p>SLA: MAP Growth Lectura en español</p>	<p>Trayectoria ascendente y datos comparables (TABLAS anteriores)</p>	<p>Objetivos alcanzados</p>	<p>Objetivos alcanzados</p>		<p>Nueva Evaluación: <i>MAP Growth</i> Lectura en Español basado en el Informe de Resumen de Crecimiento del Estudiante - Columna de <i>Proyección de Porcentaje Cumplido</i> (PMP)</p> <p><u>G3.21 LAS Punto de referencia de MAP Growth Lectura en español-</u> Punto de partida FY22: Fin de etapa 3 Gr8, PMP= 31%.</p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su línea de base MAP Gr5 FY22.</p> <p><u>G3.21B</u> Subgrupos: <u>LAS Punto de referencia MAP Growth Lectura en español-</u> Punto de partida FY22: fin de etapa 3 Gr8 ELLs, PMP= Por determinarse</p> <p>Al final de la Etapa 3 Gr8 ELLs, la cohorte mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY22.</p>
<p>AP.G1.4</p> <p>MATEMÁTICAS: Estado SBAC y Datos Verificables</p>	<p>Trayectoria ascendente y datos comparables (TABLAS anteriores)</p>	<p>Objetivos alcanzados</p> <p>excepto para la cohorte de crecimiento del MAP Gr8 FY22</p> <p>Todos y subgrupo Latinx</p>	<p>Objetivos alcanzados</p>		<p>Responsabilidad externa:</p> <p>Al final de la etapa 3 Gr8 objetivos de logro:</p> <p><u>G4.0 SBAC 48% de alumnos que cumplen/exceden los estándares de Matemáticas-</u></p> <p><u>G4.0A</u> Todos los estudiantes: Al final de la Etapa 3 Gr8, la cohorte Gr8 mostrará una trayectoria ascendente desde la línea de base de Matemáticas SBAC Gr5.</p>

<p>MAP Growth Matemáticas</p>					<p><u>G4.0B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de la cohorte Gr8 mostrarán una trayectoria ascendente desde la línea base de Matemáticas SBAC Gr5.</p> <p><u>G4.0C</u> Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos de la cohorte Gr8 serán comparables/superiores a los del estado, distrito y escuelas vecinas.</p> <p>Responsabilidad interna:</p> <p>Informe Resumen de MAP Growth en Matemáticas - Columna <i>Porcentaje Cumplido con la Proyección</i> (PMP)</p> <p><u>G4.0 LAS</u> Punto de referencia MAP Growth Matemáticas- Baseline FY21: Fin de etapa 3 Gr8, PMP= 43%.</p> <p><u>G4.1</u> Al final de la etapa 3 Gr8, la cohorte mostrará una trayectoria ascendente desde su línea de base MAP Gr5 FY21.</p> <p><u>G4.2</u> Subgrupos: <u>LAS</u> punto de referencia MAP Growth Matemáticas- Punto de partida FY21: Fin de etapa 3 Gr8 ELLs, PMP= 53%</p> <p>Al final de la Etapa 3 Gr8 ELLs, la cohorte mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY21.</p>
<p>AP.G1.5 ELL: SBAC estatal, ELPAC y datos verificables MAP Growth</p>	<p>70% RFEP</p>	<p>Objetivo no alcanzado</p>	<p>Por determinarse</p>		<p>Responsabilidad externa:</p> <p>Basados en datos del FY21 <u>G5.0 Tasa de reclasificación de cohortes</u> del 70% o superior al final de la fase 3 Gr8.</p> <p>(Véanse los objetivos EL y RFEP aplicables más arriba: 3.0B, 3.0C, 3.1B, 3.2B y 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Responsabilidad interna: Por determinarse</p>

Lectura y Matemáticas				<p>G5.1 LAS MAP Punto de referencia de lectura en inglés- Vea arriba <i>MAP Growth</i> punto de referencia y meta para aprendices de inglés en Lectura en inglés</p> <p>G5.2 LAS MAP Matemáticas- Vea arriba <i>MAP Growth</i> punto de referencia y punto de referencia para aprendices de inglés en Matemáticas</p>
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Acciones

Nota: Los datos de crecimiento MAP del FY21 provienen del *Resumen de Evaluación NWEA* (de Illuminate Data) vs. los datos de crecimiento MAP del FY22 y FY23 si provienen del Informe de Resumen de Crecimiento Estudiantil NWEA (de NWEA Norms). Basado en los datos actuales, hay claramente una pérdida de aprendizaje / oportunidad de recuperación en Alfabetización en Inglés durante el FY23 .

Como por protocolo escolar, LAS dará prioridad a la identificación y selección de subgrupos significativos en la participación del programa de intervención.

Acción #	Título	Descripción	Fondos totales (FY24)	Contribución
AP.G1.3a	ELA	<p>Continuar supervisando la progresión de los estudiantes hacia la alfabetización bilingüe, incluido el desarrollo de la competencia académica en inglés de los estudiantes de inglés utilizando los indicadores SBAC y ELPAC.</p> <p>Analizar los datos de rendimiento en ELA por escuela, grado y subgrupos.</p> <p>Estudio continuo de las investigaciones más recientes sobre la inmersión bilingüe y su eficacia para los alumnos, en particular para los subgrupos identificados.</p> <p><i>Reuniones anuales del IEP, seguimiento del progreso de los objetivos del IEP, observación del profesor, evaluaciones formativas y sumativas.</i></p>	<p>OC 1000-3000, serie 5000) \$6,376,365;</p> <p>EPA, SPED, LCFF , Título 1 OC 1000-3000, 5000 series)</p>	Y
AP.G1.4a	SLA	<p>Continuar la administración de la evaluación de la lengua española en lectura (K-8) y en matemáticas (2-4)</p> <p>Analizar los datos de rendimiento de SLA por escuela, grado y subgrupos.</p>	Véase más arriba	N

Acción #	Título	Descripción	Fondos totales (FY24)	Contribución
AP G1.5a	MATEMÁTICAS	<p>Analizar los datos de rendimiento en Matemáticas por escuela, grado y subgrupos.</p> <p>Estudio continuo de las investigaciones más recientes sobre la inmersión bilingüe y su eficacia para los alumnos, en particular para los subgrupos identificados.</p> <p>Análisis de los datos de toda la escuela y de subgrupos del punto de referencia MAP Matemáticas</p> <p><i>Reuniones anuales del IEP, seguimiento del progreso de los objetivos del IEP, observación del profesor, evaluaciones formativas y sumativas.</i></p>	Véase más arriba	N
AP.G1.6a	Aprendices de inglés	<p>ELL</p> <p>Continuar supervisando la progresión de los estudiantes hacia la alfabetización bilingüe, incluido el desarrollo de la competencia académica en inglés de los estudiantes de inglés utilizando los indicadores SBAC y ELPAC.</p>	Véase más arriba	N

Acción #	Título	Descripción	Fondos totales (FY24)	Contribución
AP G1.7a	En toda la escuela	<p>Mantener actualizado el estado de las credenciales del profesorado para garantizar que todo el personal docente está altamente cualificado y cuenta con las credenciales adecuadas.</p> <p>Toda la enseñanza de las asignaturas troncales se basa en los Estándares Estatales Básicos Comunes</p> <p>Subgrupos: Proporcionar apoyo adicional a los subgrupos identificados por los datos de rendimiento, es decir, asistencia tecnológica y otros materiales de apoyo.</p> <p>El Liderazgo Escolar y el Equipo de Diseño Curricular continuarán los entrenamientos 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.</p> <p>Continuarán las oportunidades de aprendizaje ampliado o las intervenciones estarán disponibles para las necesidades identificadas de los subgrupos: Antes, después de la escuela, en invierno o en verano</p> <p>Investigar la viabilidad de establecer líderes de profesores de programas para ampliar las oportunidades de aprendizaje y el ajuste programático en toda la escuela utilizando financiación única para la recuperación del aprendizaje debido al cierre de escuelas.</p>	<p><i>Véase el presupuesto detallado a continuación para las partidas que aumentan y mejoran los servicios a EL y SED</i></p>	Y
		<i>Aumento de los servicios: Capacitador de lectoescritura e intervenciones</i>	<i>Vea APG1.3a arriba</i>	Y
		<i>Aumento de servicios: (Sólo un año) Profesor a tiempo parcial en asignación especial</i>	<i>OC 1100: \$35,000 ESSER</i>	Y
		<i>Aumento de servicios: (Sólo un año) 3 Asistentes de instrucción a medio tiempo</i>	<i>OC 2100: \$188,087 LCFF, ESSER</i>	Y

Acción #	Título	Descripción	Fondos totales (FY24)	Contribución
		<i>Aumento de los servicios: Tutores de intervención (año escolar)</i>	<i>OC 1102: \$337,737 LCFF, Título 1, ESSER</i>	<i>Y</i>
		<i>Aumento de los servicios: Personal de la Escuela de Verano Extensiva (FY22, FY23, FY24)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$925,879 Título 1, ESSER</i>	<i>Y</i>
		<i>Servicios mejorados: Desarrollo profesional (es decir, ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth y MAP Fluency, Responsive Classrooms, SEL).</i>	<i>OC 5210, 5215, 5220, 5305, 5863: \$120,000 LCFF, Título 1 y 2</i>	<i>Y</i>

Análisis de objetivos [FY22 y FY23]

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

Una descripción de las diferencias sustanciales entre las acciones previstas y su ejecución real.

Antes de la interrupción escolar COVID-19, LAS siguió diligentemente el plan de acción en consecuencia. Sin embargo, el aprendizaje a distancia presentó desafíos que afectaron directamente las evaluaciones de aprendizaje, incluyendo la cancelación de las pruebas estatales SBAC y ELPAC en la primavera de 2020. En consecuencia, la meta de datos de rendimiento académico tiene una gran brecha de datos para el propósito de análisis. No obstante, LAS está deseando analizar los resultados de SBAC y MAP Growth de primavera para el FY22 y el FY23 y planificar las acciones consiguientes para abordar las necesidades emergentes. LAS tuvo que reestructurar la capacidad de tutoría en lectoescritura debido a la salida de personal, lo que creó un cambio en la línea de gastos. Por lo demás, tanto durante el FY22 como durante el FY23, se ha realizado un esfuerzo colectivo para movilizar y aumentar el apoyo en personal en todos los aspectos de la enseñanza y el aprendizaje, es decir, desarrollo profesional, personal de apoyo a la instrucción y tutorías adicionales, así como en inversiones en planes de estudios y material didáctico en nuevos dispositivos electrónicos y en la mejora del acceso a Internet en los cursos de primaria.

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

Las principales diferencias entre los gastos presupuestados y los gastos reales estimados son evidentes en 1) a pesar de un cambio en la capacidad de entrenamiento en lectoescritura debido a la salida de personal, ha habido un aumento de personal -particularmente en el apoyo a la instrucción -es decir, centros de aprendizaje, apoyo a la intervención, enriquecimiento y 2) aumento de las necesidades de plataformas digitales para la enseñanza y el aprendizaje, incluyendo la compra de *MAP Growth*, *MAP Fluency* y *MAP Accelerator*.

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

La implementación inicial de MAP Growth Math fue reveladora en términos de la eficacia de tener un entorno flexible (en persona o a distancia) para la administración y resultados rápidos para el análisis. En consecuencia, LAS ha ampliado el uso de esta evaluación en toda la escuela, además de MAP Fluency, para abordar el seguimiento del progreso de los alumnos hacia el dominio de las destrezas básicas de lectura. (Véase el artículo anterior sobre los aspectos destacados del éxito del LCAP)

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

Un hito para LAS es que nuestras evaluaciones deben tener la flexibilidad necesaria para su administración a distancia en caso de cierre de escuelas. Por ello, LAS ha ampliado MAP Growth para incluir la lectura en inglés y en español, además de las matemáticas. Además, LAS ha añadido este año la evaluación de MAP Fluency para supervisar el progreso de toda la escuela hacia el dominio de la lectoescritura fundamental. Esta decisión también se alinea con la disposición requerida de la escuela chárter bajo AB1505 de tener un dato adicional verificable y aprobado por el estado como el MAP Growth para propósitos de renovación del chárter.

Objetivo: Participación académico Objetivo 2 (AE.G2)

Objetivo 2	Descripción
AE.G2	Esta sección reflejará los objetivos de LAS tal y como se recogen en la Petición de Estatutos de LAS (2019-2024) aprobada el 21 de marzo de 2019. Objetivo 2: COMPROMISO ACADÉMICO (AE) - LAS G1. Bajo Absentismo Crónico y Alta Tasa de Asistencia

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

Aunque LAS tiene unos datos históricos ejemplares con una media del 97% de asistencia y un absentismo crónico en torno al 3%, la escuela tuvo un ligero descenso en la asistencia en el FY19. Estos últimos años, la asistencia en general ha sido tumultuosa con el aprendizaje a distancia redefiniendo los protocolos de asistencia en el

FY21, FY22 la adhesión al estudio independiente para los protocolos de cuarentena, y en el FY23, el ajuste al aprendizaje en persona a tiempo completo sin estrictos protocolos Covid-19 como el enmascaramiento y los requisitos de distancia personal. LAS espera seguir analizando cómo se ha visto afectada la asistencia e debido a las muchas iteraciones de interrupción de la escolarización por pandemia.

DRAFT

Métrica	Punto de referencia (FY21)
<p>AE.G2</p> <p>Datos de asistencia de Illuminate y CALPADS</p>	<p>FY23 Por determinarse</p> <p>FY22 EOY: (tasa de asistencia del 96% según el reciente cambio de ley)</p> <p>FY21: Datos preliminares Tasa de asistencia del 97% con un 3% de absentismo crónico.</p> <p>Datos históricos de los años fiscales 17 y 18:</p> <p>Todos los alumnos: Tasa de asistencia Real: 97% y 97%</p> <p>Subgrupos:</p> <ol style="list-style-type: none"> 1) (FY22 MOY: 91%) Latino: 97.4% y 97.3% 2) (FY22 MOY: 90%) EL: 97.2% y 97.2%. 3) (FY22 MOY: 90%) SED: 97.2% y 97.2 4) ATSI Enfoque de subgrupo (FY22 MOY: 89%) SWD: 97% y 97,1%. <p>Tasa de absentismo (crónico) del 2.9% y el 3.2%, respectivamente</p> <p>FY22 MOY: 7% Absentismo crónico</p> <p>Subgrupos (FY22 MOY) y FY2018:</p> <ol style="list-style-type: none"> 1) (MYY FY22: 7%) Latino: 3.3 2) (MOY FY22: 11%) EL: 3.4 3) (MOY FY22: 8%) SED: 3.6 4) ATSI Subgroup Focus (FY22 MOY: 4%) SWD: 2.7 <p>Tasa cero de abandono escolar en secundaria</p>

Métrica	Punto de referencia (FY21)	Resultado del primer año (FY22)	Resultado del segundo año (FY23)	Resultado del 3er año (FY24)	Resultado deseado para 2023-24
AE.G2 Datos de asistencia de Illuminate y CALPADS	97% de ADA y 3% de absentismo crónico	Objetivos alcanzados	Por determinarse		<p>G1.0 Tasa de asistencia igual o superior al 95%</p> <p>G1.1 La tasa de asistencia de los subgrupos de LAS estará dentro de un margen del 2% de la meta de asistencia de toda la escuela.</p> <p>Todos los alumnos: Tasa de absentismo crónico inferior al 3%.</p> <p>Tasa de subgrupos identificados dentro del margen del 2% de la tasa de absentismo crónico bajo en toda la escuela.</p> <p>Tasa de abandono escolar en la <i>enseñanza media inferior</i> al 1% (<i>Tasa anual de abandono escolar en la secundaria</i>)</p>

Acciones

Acción #	Título	Descripción	Fondos totales (FY24)	Contribución
AE.G2.1a	Apoyo a la asistencia y la reincorporación	<p>Continuar supervisando de cerca las tendencias de asistencia de los estudiantes: en toda la escuela y para los subgrupos identificados (a través de Infinite Campus SIS).</p> <p>Continuar el esfuerzo coordinado con el Concilio de Padres, la Asociación de Padres, los grupos del Concilio Estudiantil para hacer hincapié colectivo en una fuerte tasa de asistencia.</p> <p>Continuar el monitoreo cercano de subgrupos y áreas de necesidad a través del proceso MTSS (Enfoque: Subgrupo ATSI SWD)</p> <p>Apoyo integral en materia de salud y salud mental a los subgrupos con necesidades identificadas (Enfoque: Subgrupo SWD de ATSI).</p> <p>Apoyo y formación continuados para la prevención del acoso y la resolución de conflictos, y matices del efecto subyacente de los privilegios, la opresión y las microagresiones.</p> <p>Continuar la revisión de los datos de la encuesta anual de estudiantes para las áreas de mejora (Enfoque: Subgrupo ATSI SWD).</p>	<p>Series OC 2000 y 5000</p> <p>\$967,565</p> <p>SPED, LCFF</p>	Y
	<i>Programa ASES</i>	<i>Aumento de los servicios: Continuación del programa ASES</i>	<p><i>OC 2905, serie 3000, 4354</i></p> <p><i>\$238,718</i></p> <p><i>LCFF, ASES</i></p>	Y

Acción #	Título	Descripción	Fondos totales (FY24)	Contribución
	<i>Programa de enriquecimiento</i>	<i>Aumento de los servicios: Continuación del programa de enriquecimiento</i>	OC 2905 \$1,149,857 ELOP	Y
	<i>Apoyo SEL</i>	<i>Aumentar servicios: (Sólo un año) 0,8 PT Consejero adicional</i>	OC 5880 \$32,000 ESSER	Y

Análisis de objetivos [FY22]

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

Una descripción de las diferencias sustanciales entre las acciones previstas y su ejecución real.

La diferencia sustancial entre las acciones previstas y la aplicación real de las mismas puede resumirse en una sola frase: La interrupción de la escolarización y el aprendizaje a distancia debido a la pandemia mundial han cambiado drásticamente la definición de asistencia y participación. En el FY23, LAS tuvo a todos los estudiantes en persona sin protocolos Covid-19 y, por lo tanto, la experiencia escolar más cercana a lo "normal" en cuatro años. Dicho esto, era necesario magnificar la participación de los estudiantes para garantizar la estabilidad de su asistencia. En el año fiscal 23, se ampliaron los servicios de asesoramiento con personal adicional a tiempo parcial y también se incrementaron en gran medida los programas ASES y de enriquecimiento, tanto en la oferta de calidad como en la cantidad de personal.

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

La diferencia material entre los gastos presupuestados y los gastos reales estimados se refleja sobre todo en el desplazamiento de las asignaciones hacia formación de desarrollo profesional en persona, paseos, enriquecimiento extraescolar de los preciosos años respuesta de emergencia a la necesidad de construir la infraestructura para una enseñanza y aprendizaje a distancia de primer nivel, como garantizar personal centrado en la reincorporación de los estudiantes/familias y el control de asistencia. Se ha ampliado el apoyo adicional de consejería para este año. Los gastos adicionales son evidentes tanto en los programas ASES como en los de Enriquecimiento, una necesidad para crear una experiencia de aprendizaje en persona acogedora y una escolarización holística.

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

Según los datos preliminares de asistencia y los datos de satisfacción de la encuesta de las partes interesadas, la comunidad de LAS ha realizado un trabajo ejemplar respondiendo de manera eficiente y eficaz a los increíbles retos que se han presentado a todas las escuelas este año. Aunque la pérdida de aprendizaje, así como la disminución del compromiso de los estudiantes, son consecuencias inevitables de la interrupción de la escolarización debido a una pandemia, la LAS ha creado una infraestructura que puede utilizarse para fomentar la recuperación del aprendizaje. Por último, LAS ha sido capaz de mantener una ADA del 95% para el año fiscal 23.

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

Los ejercicios FY19-20 y FY20-21 fueron realmente escenarios únicos de recopilación de asistencia; ninguno de ellos puede utilizarse para una comparación paralela, ya que ambos años son escenarios muy diferentes. En adhesión a la ley para el FY22, LAS amplió su definición de programa de estudio independiente (ISP) a: 1) TISP: Tradicional, 2) LISP: A largo plazo, y 3) QISP: Cuarentena, a principios del año escolar. En el año fiscal 23, la LEA volvió a establecer metas de asistencia según los tiempos anteriores a Covid-19 - cambiando la meta histórica de 97% de ADA a una más realista de 95%. LAS ha ampliado conscientemente sus programas ASES y de Enriquecimiento con la esperanza de que la participación de los estudiantes siga mejorando en los próximos años.

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

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

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

La combinación de las interrupciones de la escolarización debidas al COVID-19 y el reciente crecimiento de la matrícula ha creado la necesidad de un sistema de apoyo más estructurado para garantizar un entorno de aprendizaje óptimo en el que los estudiantes se sientan seguros, conectados y preparados para aprender, independientemente del contexto en el que se encuentren: presencial, híbrido o a distancia.

Métrica	Punto de partida (FY21)
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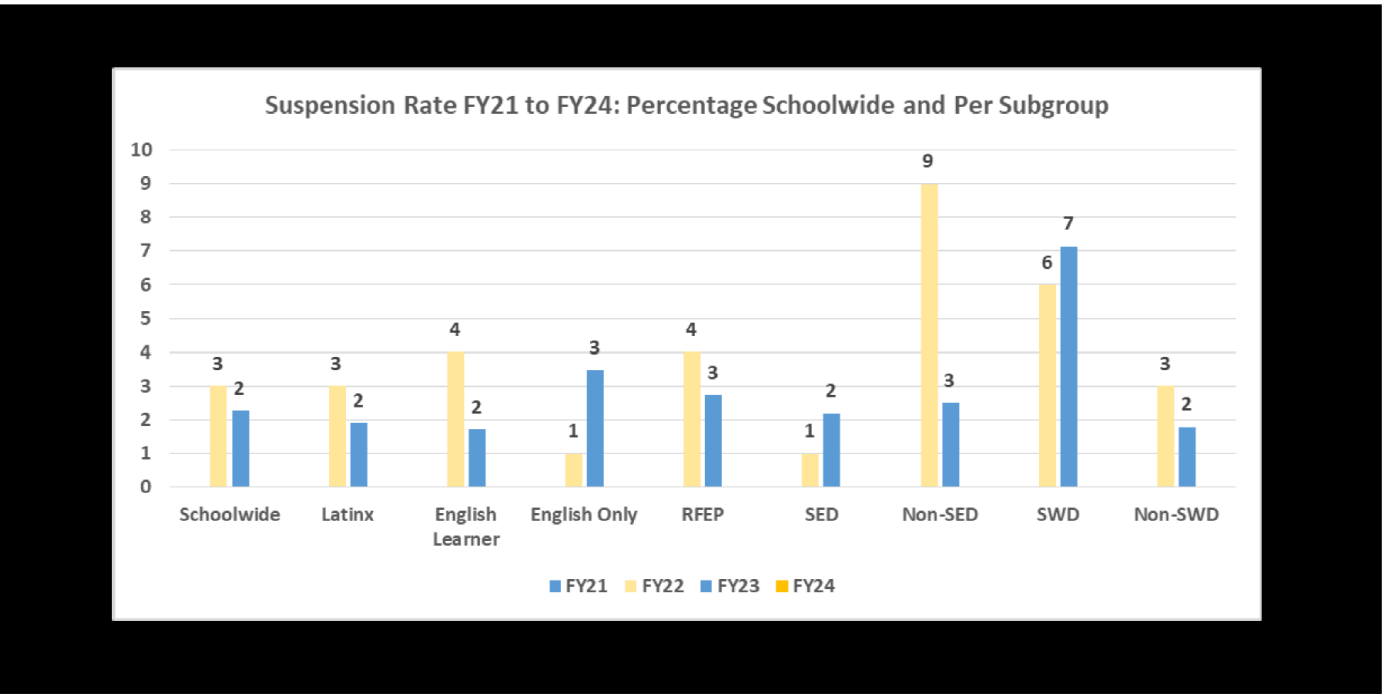
CC.G3.2
 Datos de Illuminate y
 CALPADS

Nota: Datos AF21: 0% de suspensos (enseñanza a distancia)

G2.0 Índice de suspensiones inferior al 2%.

G2.1 La tasa de suspensión de los subgrupos de LAS estará dentro de un margen del 2% de la meta de suspensión baja de toda la escuela.

CUADRO 25



Métrica	Punto de partida (FY21)
<p>CC.G3.6</p> <p>LAS: Satisfacción de las partes interesadas</p> <p>(Datos de la encuesta anual a las partes interesadas)</p>	<p><i>Alto índice de participación: 90% o superior</i></p> <p>Datos FY21: 95% de participación de alumnos de 3° a 8° curso (FY22: TK-Gr8 97% participación estudiantil) (FY23: TK-Gr8 97% participación estudiantil)</p> <p><u>G6.0 Datos de la encuesta anual de estudiantes:</u></p> <p>El 90% o más de los alumnos estarán de acuerdo con la afirmación: "Me gusta mi escuela". Datos del FY21: 92% (FY22: 90%) (FY23: 93%)</p> <p><u>G6.1 Datos de la Encuesta Anual de las Familias:</u></p> <p>El 90% o más de las familias estarán de acuerdo con la afirmación: "Recomendaría la escuela a otras personas". Datos del FY21: 96% (FY22: 99%) (FY23: 98%)</p> <p><u>G6.2 Datos de la encuesta anual del personal:</u></p> <p>El 90% o más del personal estará de acuerdo con la afirmación: "Recomendaría la escuela a otras personas". Datos del FY21: 100% (FY22: 98%) (FY23: 96%)</p>
<p>CC.G3.7</p> <p>LAS: Voluntariado</p> <p>LAS: Participación electoral</p>	<p>Mantener o aumentar los datos actuales del número total anual de horas de voluntariado</p> <p>Datos FY21: No disponibles debido a los mandatos COVID-19</p> <p>Mantener o aumentar el porcentaje actual de participación electoral en las elecciones a la gobernanza.</p> <p>Datos FY21: Elecciones a la Mesa 10/2020, 29% de participación electoral</p> <p>Elecciones a la Mesa Directiva para el año fiscal 22 (11/2021): 80% de participación electoral</p> <p>Elecciones a la Mesa Directiva del FY23 (Nov, 2022): 82% y (Feb, 2023): 89.04%</p> <p>(Elementos comunicados del LCAP: Porcentaje anual de participación electoral en las elecciones de gobierno)</p> <p>Listas de miembros y representaciones de gobernanación</p>

Métrica	Punto de partida (FY21)
CC.G3.8a <i>Indicador local</i>	AF21: Objetivo alcanzado Mantener la expectativa estatal sobre la calidad del profesorado
CC.G3.8b <i>Indicador local</i>	AF21: Objetivo alcanzado Mantener las expectativas estatales sobre los materiales de instrucción y los planes de estudios
CC.G3.8c <i>Indicador local</i>	AF21: Objetivo alcanzado Mantener la expectativa estatal sobre la calidad de las instalaciones con arreglo a las nuevas normas de mitigación COVID-19 en materia de salud y seguridad

Métrica	Punto de partida (FY21)	Resultado del primer año (FY22)	Resultado del segundo año (FY23)	Resultado del 3er año (FY24)	Resultado deseado para 2023-24
CC.G3.2 Datos de Illuminate y CALPADS TABLA #	Objetivos alcanzados (enseñanza a distancia)	Objetivos alcanzados, excepto la tasa de toda la escuela y del subgrupo SWD	Objetivo alcanzado excepto la tasa del subgrupo SWD		G2.0 Índice de suspensiones inferior al 2%. G2.1 La tasa de suspensión de los subgrupos de LAS estará dentro de un margen del 2% de la meta de suspensión baja de toda la escuela.

Métrica	Punto de partida (FY21)	Resultado del primer año (FY22)	Resultado del segundo año (FY23)	Resultado del 3er año (FY24)	Resultado deseado para 2023-24
<p>CC.G3.6</p> <p><i>LAS: Satisfacción de las partes interesadas</i></p> <p><i>(Datos de la encuesta anual a las partes interesadas)</i></p>	90% + participación	Objetivos alcanzados	Objetivos alcanzados		<p><i>Alto índice de participación: 90% o superior</i></p> <p>G6.0 Datos de la encuesta anual de estudiantes: El 90% o más de los alumnos estarán de acuerdo con la afirmación: "Me gusta mi colegio".</p> <p>G6.1 Datos de la Encuesta Anual de las Familias: El 90% o más de las familias estarán de acuerdo con la afirmación: "Recomendaría el colegio a otras personas".</p> <p>G6.2 Datos de la encuesta anual del personal: El 90% o más del personal estará de acuerdo con la afirmación: "Recomendaría la escuela a otras personas".</p>
<p>CC.G3.7</p> <p><i>LAS: Voluntariado</i></p> <p><i>LAS: Participación electoral</i></p>	<p>AÑO FISCAL 21</p> <p>Elección de la Mesa Directiva Directiva (10/2020)</p> <p>29%</p>	Objetivo alcanzado	Objetivo alcanzado		<p>Mantener o aumentar los datos actuales del número total anual de horas de voluntariado</p> <p>Datos FY21: No disponibles debido a los mandatos COVID-19</p> <p>Mantener o aumentar el porcentaje actual de participación electoral en las elecciones a la gobernanza.</p> <p><i>(Elementos comunicados del LCAP: Porcentaje anual de participación electoral en las elecciones de gobierno)</i></p> <p>Listas de miembros y representaciones de gobernanación</p>

Métrica	Punto de partida (FY21)	Resultado del primer año (FY22)	Resultado del segundo año (FY23)	Resultado del 3er año (FY24)	Resultado deseado para 2023-24
CC.G3.8a <i>Indicador local</i>	Como se ha dicho	Objetivo alcanzado	Objetivo alcanzado		Mantener la expectativa estatal sobre la calidad del profesorado
CC.G3.8b <i>Indicador local</i>	Como se ha dicho	Objetivo alcanzado	Objetivo alcanzado		Mantener las expectativas estatales sobre los materiales de instrucción y los planes de estudios
CC.G3.8c <i>Indicador local</i>	Como se indica	Objetivo alcanzado	Objetivo alcanzado		Mantener la expectativa estatal sobre la calidad de las instalaciones con arreglo a las nuevas normas de mitigación COVID-19 en materia de salud y seguridad

Acciones

Acción #	Título	Descripción	Total Fondos (AF24:)	Contribución
CC.G3.2a	AE: Suspensión baja	<p>Mantener un alto nivel de compromiso académico y socioemocional de los estudiantes</p> <p>Seguir vigilando de cerca las tendencias de suspensión de los alumnos: en toda la escuela y para los subgrupos identificados.</p> <p>Continuar el monitoreo cercano de subgrupos y áreas de necesidad a través del proceso MTSS (Enfoque: Subgrupo ATSI SWD)</p> <p>Enfoque: Subgrupo SWD de ATSI: Comenzar la administración de la encuesta anual de satisfacción de los estudiantes SWD a principios del año fiscal FY23.</p> <p>Seguir vigilando de cerca las tendencias de expulsión de alumnos: en toda la escuela y para subgrupos identificados.</p>	SPED, LCFF (duplicado del Objetivo2- AE.G2.1a)	Y
CC.G3.6a	AE: Participación en la encuesta	Seguir administrando anualmente los datos de la encuesta a las partes interesadas y supervisar las áreas de mejora.		N
CC.G3.7	<p>LAS: <i>Voluntariado</i></p> <p>LAS: <i>Participación electoral</i></p>	Servicios mejorados: Guardería para las reuniones de padres: ELAC, SSC, Junta, Consejo de Padres, Asociación de Padres, Orientaciones para Padres	<p>OC 2925</p> <p>\$1,318</p> <p>Título 1</p>	Y
		Mejora de los servicios: Formación de padres (Temas: Carta, LCAP, Participación de los Padres). Continuar con la ampliación de los Talleres de Padres como socios (PAP) abordando temas como la Serie Mensual de Aprendizaje Socioemocional (SEL), Crianza de los hijos, Vía de Reclasificación EL, Información y Arte LGBTQ+, Prevención de vaping y tabaco, Noche de Ciencia, Noche de Pintura para Padres e Hijos, Noche con un Autor Publicado.	<p>OC 5804</p> <p>\$7,100</p> <p>Título 1</p>	Y

Acción #	Título	Descripción	Total Fondos (AF24:)	Contribución
CC.G3.8b <i>Indicador local</i>	Material didáctico y curricular	Mejora de los servicios: Ampliación de libros, material de referencia, recursos bibliotecarios, software educativo, sustitución de ordenadores <i>*FY21 El aprendizaje a distancia ha iluminado las realidades del nivel desproporcionado de desventaja que tienen los estudiantes EL y SED y sus familias para acceder a los materiales de aprendizaje.</i>	OC 4200, 4201, 4320, 4325, 4420 \$589,100 LCFF, ESSER	Y
CC.G3.8c <i>Indicador local</i>	Calidad de las instalaciones según las nuevas normas de salud y seguridad	Mejora de los servicios: Mantener la expectativa estatal sobre la calidad de las instalaciones según las nuevas normas de mitigación COVID-19 de salud y seguridad.	OC 4315 \$1,597,995 LCFF, ASES	Y

Análisis de objetivos [FY22 y FY23]

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

Una descripción de las diferencias sustanciales entre las acciones previstas y su ejecución real.

La diferencia sustancial entre las acciones planificadas y la aplicación real de estas acciones puede resumirse en una sola frase: La interrupción de la escolarización y el aprendizaje a distancia debido a la pandemia mundial han cambiado drásticamente la definición de suspensión, el compromiso de los padres, las condiciones de aprendizaje y la infraestructura básica de las instalaciones en los entornos de aprendizaje a distancia e híbridos y en el año fiscal 23, volver al aprendizaje presencial completo sin mandatos estrictos de Covid-19. Aunque la tasa de suspensiones muestra una mejora general con respecto al año pasado, LAS sigue atenta a la creación de interdependencia y responsabilidad comunitarias para reducir aún más la tasa. En el FY23, la LAS tuvo un número limitado de oportunidades de voluntariado para los padres, pero aumentó el aprendizaje de los padres a través de eventos PAP.

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

Aparte del aumento de \$94,000 dólares en el código objeto de materiales de instrucción y curriculares debido a la mejora de los dispositivos electrónicos y de Internet en los cursos de primaria, necesaria por la evaluación de MAP Fluency, no hay una diferencia material destacable entre los gastos presupuestados y los gastos reales estimados en este objetivo concreto, ya que el personal se mantuvo igual en número; sin embargo, sus puestos de trabajo han cambiado claramente para adaptarse a los cambios provocados por el contexto de aprendizaje a distancia que se produjo en el año fiscal 21, y la transición a la modalidad presencial en los años fiscales 22 y 23.

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

Esta afirmación sigue siendo cierta para el año fiscal 23: en base a la participación de los padres durante las reuniones de ZOOM y los talleres de orientación y los datos de satisfacción de la encuesta de las partes interesadas, la comunidad de LAS sigue haciendo un trabajo ejemplar respondiendo de manera eficiente y eficaz a los increíbles desafíos presentados a todas las escuelas este año. Aunque la pérdida de aprendizaje, así como la disminución del compromiso de los estudiantes, son consecuencias inevitables de la interrupción de la escolaridad debido a una pandemia, LAS ha creado una infraestructura que puede utilizarse para construir la recuperación del aprendizaje y ampliar las conexiones y relaciones comunitarias.

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

En este momento, la LAS está preparada para un proceso de comunicación y un entorno de reuniones más amplios que garanticen un alto grado de participación de las familias. Por otra parte, LAS continuará con sus altos estándares establecidos en el mantenimiento y cuidado de las instalaciones según lo inspirado por las mitigaciones estatales de salud y seguridad para los mandatos de regreso a la escuela COVID-19.

Aumento o mejora de los servicios para jóvenes en régimen de acogida, aprendices de inglés y estudiantes con bajos ingresos para [FY24]

Subvenciones suplementarias y/o de concentración LCFF previstas	Subvención de concentración LCFF adicional prevista (15%)
\$1,560 ,760	\$138,342

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

Porcentaje previsto de aumento o mejora de los servicios para el próximo curso escolar	Traspaso LCFF - Porcentaje	Traspaso LCFF - Dólares	Porcentaje total para aumentar o mejorar los servicios para el próximo curso escolar
26 %	0%	0	26 %

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

Descripciones obligatorias

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

Después de evaluar las necesidades y circunstancias de nuestros estudiantes EL y SED, fue evidente que la brecha de rendimiento ha aumentado para estos grupos durante la pandemia en las materias básicas. Por ejemplo, basado en el Resumen de Evaluación *NWEA MAP Growth* del FY22, hay claramente una pérdida de aprendizaje/oportunidad de recuperación en lectura en inglés. Hay una discrepancia significativa entre el logro general de los ELLs (Gr8=31%) vs. EOs (Gr8=42%) y SED (Gr8=33%) vs. estudiantes No SED (Gr8=45%). Como protocolo, LAS ha continuado priorizando la identificación y selección de subgrupos significativos en la participación del programa de intervención. Más de la mitad de nuestros estudiantes identificados como necesitados de recuperación de aprendizaje estaban en los subgrupos ELs y/o SED. Con el fin de abordar esta cuestión, hemos implementado estructuras de apoyo y acciones como se indica en los Objetivos 1, 2 y 3, tales como la contratación de personal adicional de recuperación de aprendizaje y proporcionar intervencionistas en todos los niveles de grado.

Programas básicos y de intervención extraescolar: Relación entre el personal y los alumnos que recibieron un servicio de intervención directa

FY23

TK-secundaria: 14 Personal: 297 Alumnos (EL: 176 (59%), RFEP: 35 (12%) y SED: 243 (82%))

FY22

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

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

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

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

LAS sigue aumentando los conocimientos del personal en la utilización de Infinite Campus, el nuevo sistema de información estudiantil de la escuela, con el fin de mejorar su recopilación de datos y los procedimientos de identificación de los estudiantes de bajos ingresos, los aprendices de inglés y los estudiantes de acogida y sin hogar para asegurar que los estudiantes puedan ser identificados y atendidos con eficacia.

Los Sistemas de Apoyo de Varios Niveles (MTSS, por sus siglas en inglés) de LAS incluyen apoyos tanto académicos como socioemocionales. Se administran varias veces al año apoyos académicos basados en evaluaciones de crecimiento como *MAP Growth* y *Developmental Reading Assessment* (DRA - inglés) y Evaluación de lectura (EDL - español) para garantizar que se controlan las necesidades de los estudiantes y que éstos se conectan con los apoyos académicos escalonados adecuados. Además, los apoyos socio-emocionales escalonados con el consejero y psicólogo en el sitio también se proporcionan para identificar a los estudiantes necesitados. A través del proceso MTSS, el 12% (74 alumnos/616 en total) del alumnado recibió un análisis con enfoque de equipo del rendimiento individual del alumno considerado en riesgo en el FY23. Además, casi el 50% (297 alumnos/616 en total) recibieron una intervención de nivel 2, de los cuales el 59% son EL y el 82% son alumnos SED. De los estudiantes atendidos a través de MTSS, el 65% son ELs y el 88% son socio-económicamente desfavorecidos. En el FY23, el 41% de los estudiantes atendidos regularmente por el consejero escolar tienen IEPs. Además de evaluar a 23 estudiantes para educación especial, el psicólogo escolar completó 6 evaluaciones de riesgo de suicidio y el consejero escolar completó 2 para un total de 8 evaluaciones de riesgo de suicidio. En total, el psicólogo escolar atendió a unos 50 estudiantes remitidos por ellos mismos/padres/profesores debido a problemas académicos/de comportamiento/socioemocionales. Los consejeros escolares atendieron a unos 70 estudiantes remitidos por ellos mismos/padres/profesores debido a problemas de comportamiento/sociales-emocionales. Además, el psicólogo de la escuela junto con dos especialistas en educación, el capacitador de lectoescritura de la escuela y los representantes de nivel de grado continuaron el grupo LASER (*Language Academy of Sacramento Essentials of Reading*) centrado en las prácticas de instrucción para la enseñanza de habilidades básicas de lectura. El equipo se reunió con regularidad para discutir las mejores prácticas para la enseñanza de la lectura en un nivel 1, así como la mejora de apoyo a la intervención para los estudiantes que luchan con el aprendizaje de la lectura en el nivel 2/3. Las intervenciones de alfabetización se proporcionan a los estudiantes identificados en el nivel 2/3 de la escuela. Las intervenciones de alfabetización se proporcionan a los estudiantes identificados a través del proceso MTSS.

En resumen, el FY23 se centra en la recuperación del aprendizaje a través de: intervenciones académicas extensivas, acceso ampliado a materiales/dispositivos de aprendizaje, apoyo en el bienestar socio-emocional, en particular, cerrando la brecha desproporcionada de pérdida de aprendizaje de los jóvenes de crianza, ELs y estudiantes de bajos ingresos como se indica preliminarmente en los resultados del *MAP Growth* y *MAP Fluency* de fin de año. Cuando se necesita orientación y apoyo adicionales, el profesor consulta con el Equipo de Progreso de la Intervención (IPT), compuesto por expertos académicos y de comportamiento, para obtener nuevas perspectivas sobre las necesidades del alumno y reunir estrategias de intervención adicionales. El IPT puede sugerir nuevas intervenciones o remitir el caso al Equipo para el Éxito del Alumno (SST), que suele estar formado por padres, profesores, personal de apoyo escolar y un administrador para examinar más a fondo las preocupaciones académicas, conductuales y socioemocionales del alumno. LAS implementa este modelo MTSS en un esfuerzo por satisfacer todas las necesidades de los estudiantes dentro del entorno de instrucción regular, con un enfoque deliberado en dar prioridad a los jóvenes de crianza, los aprendices de inglés y los estudiantes de bajos ingresos / estudiantes con desventajas socioeconómicas.

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

LAS espera un porcentaje proyectado del 27% para aumentar o mejorar los servicios para ELs, estudiantes SED y jóvenes de crianza para el FY23. Basado en la calculadora de la fórmula SBE, la subvención suplementaria y de concentración LCFF de LAS se proyecta en \$ 1,560,760 .

Contexto: El aumento en los fondos Suplementarios y de Concentración continuará utilizándose de la siguiente manera, organizados dentro del PROGRAMA EDUCATIVO LAS: SEIS COMPONENTES DE DISEÑO (C:1-6) y nuevo para el FY20, bajo las categorías de CA Dashboard de: 1) Rendimiento Académico (AP), 2) Compromiso Académico (AE), y 3) Condiciones y Clima (CC).

Investigación (C.1) y Desarrollo Profesional (C.2) El diseño único del programa educativo de LAS requiere que el personal conozca la base de la investigación en curso y el desarrollo profesional en el desarrollo más actual de las teorías de inmersión lingüística dual y su aplicación clínica, así como la eficacia del programa en la educación de los Estudiantes del Idioma Inglés, RFEPs, Latinos, Socio-Económicamente Desfavorecidos (SED) y Estudiantes con Discapacidades (SWD). Al mismo tiempo, el personal de LAS también debe tener un conocimiento continuo de la evolución de los mandatos para las escuelas autónomas independientes.

Diseño Curricular (C.3) y Evaluaciones y Rendición de Cuentas (C.4) La implementación a nivel estatal de los Estándares Estatales Básicos Comunes (CCSS) y las Evaluaciones Smarter Balanced (SBAC) han sido fundamentales en las decisiones actuales de LAS con respecto al diseño curricular y las evaluaciones - ambos ahora requieren características tecnológicas altamente integradas. CCSS ha definido las habilidades del siglo 21 como el pensamiento crítico, la colaboración, la comunicación y la creatividad. El personal de LAS está afinando el diseño de su plan de estudios y las evaluaciones con el fin de preparar académicamente mejor a todos los estudiantes, en particular los de los subgrupos: ELLs, RFEPs, SED, y SWD. Estos últimos años, LAS ha establecido una medida de responsabilidad interna para la lectura: MAP Growth y MAP Fluency con el fin de hacer un mejor trabajo en el seguimiento de la progresión de la alfabetización de todos los estudiantes TK-8. Hace varios años, LAS implementó una evaluación en línea de referencia de matemáticas para supervisar el progreso de dominio del contenido de los estudiantes a mitad de año y proporcionar

intervenciones oportunas, en particular los de los grupos de estudiantes no duplicados: EL, SED, y los jóvenes de crianza. El año fiscal 23 en LAS fue el segundo año de implementación de MAP Growth para Lectura tanto en inglés como en español. Para el año fiscal 24, LAS ha adoptado recientemente AMPLIFY como su plan de estudios basado en los Estándares de Ciencia de Próxima Generación para TK- Gr5 con la intención de construir unidades de ELD alrededor de temas basados en la ciencia.

Instrucción (C.5) y estructura de apoyo (C.6) En el centro del diseño del programa LAS están la calidad del equipo de instrucción y la estructura de apoyo para asegurar el éxito de los estudiantes - Personal: Personal clasificado y certificado, Especialistas en Educación, Maestros de Intervención, Coordinador de Intervención, Maestros Líderes, Líderes de Programa, Consejería, Servicios de Traducción, Tecnología (aparatos, equipo, infraestructura), Entrenamientos ELD, Recursos ELD, Programa pre-verano, Aprendizaje extendido o tutoría, tiempo libre para PD del personal.

Aumento/Mejora de Servicios Enfoque: El porcentaje incrementado se cumple mediante acciones y servicios incluidos en la actualización anual del LCAP. Las siguientes acciones ilustran: 1A) Rendimiento Académico (AP): Proporcionar aumento en el número (cantidad) de servicios (dotación de personal para la escuela de verano y los intervencionistas) para apoyar las necesidades de recuperación de aprendizaje de los estudiantes EL y SED; 1B) (AP): Aumento en la cantidad de servicios para los estudiantes EL y SED proporcionando un equipo de educadores clasificados y certificados para aumentar el rendimiento en lectura y escritura; y, 2A) Compromiso Académico (AE): Proporcionar una comunicación clara y enfocada a estas familias en múltiples formatos, traducción y persona de apoyo designada para los problemas de asistencia y disciplina que estos estudiantes puedan experimentar; 2B) Proporcionar acceso a la educación de los padres centrada en cuestiones que afectan a estos grupos de estudiantes, proporcionar acceso a experiencias de aprendizaje fuera del salón, y proporcionar formación para todo el personal centrada en la creación de empatía y comprensión para los estudiantes en estos grupos de estudiantes.

Una descripción del plan sobre cómo se utilizará la financiación adicional de la subvención por concentración identificada anteriormente para aumentar el número de personal que presta servicios directos a los alumnos en las escuelas que tienen una alta concentración (superior al 55%) de jóvenes en acogida, aprendices de inglés y alumnos con bajos ingresos, según corresponda.

La financiación adicional de la subvención de concentración de \$137,552 dólares se destinará a garantizar que se proporcionen intervenciones en grupos pequeños a los alumnos identificados como de riesgo académico según los datos estatales y de MAP Growth, dando prioridad a los que están en desventaja socioeconómica/tienen bajos ingresos y a los EL. Los servicios directos a los estudiantes en cuestión incluirán: personal certificado adicional de apoyo a la alfabetización y las matemáticas, ayudantes de instrucción en los grados primarios.

Proporción personal/alumnos por tipo de escuela y concentración de alumnos no duplicados	Escuelas con una concentración de alumnos del 55% o menos	Escuelas con una concentración de alumnos superior al 55%
Proporción de personal clasificado que presta servicios directos a los estudiantes	Aprendices de inglés (48%): 1:6 Jóvenes de acogida (0%):	Desventaja socioeconomica/Bajos ingresos (74%): 1:9
Proporción de personal certificado que presta servicios directos a los estudiantes	Aprendices de inglés (48%): 1:5 Jóvenes de acogida (0%)	Desventaja socioeconomica/Bajos ingresos (74%): 1:8

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1B) FY24 Total Planned Expenditures Table v062123 12PM

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totales	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Fondos totales	Total del personal	Total no-personal
Totals/Totales	\$7,604,884	\$2,194,901	\$83,300	\$954,225	\$10,837,310	\$6,548,145	\$4,289,165

Goal	Action #	Title	Description: FY24 Action/Service Title	Student Group(s)	LCFF Funds	Other State Funds (FY24 ELOP = \$964K)	Local Funds	Federal Funds (ESSER= \$663,412)	Total Funds
Objetivo	Acción #	Título de la acción	Descripción	Grupo de estudiantes	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Total de fondos
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	All	\$5,903,835	\$207,782		\$264,748	\$6,376,365
			Analyze ELA achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	All					
			Analyze SLA achievement data by schoolwide, grade level and subgroups	All					
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			Analysis of schoolwide and subgroup data from MAP Math Benchmark	All					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	EL, SED, Foster Youth					

G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	All					
			All core subjects instruction are based on Common Core State Standards	All					
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	EL, SED, Foster Youth					
			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	EL, SED, Foster Youth					
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	EL, SED, Foster Youth					
			Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure	All					
			<i>Maintain service: Literacy Coach and intervention</i>	EL, SED, Foster Youth					
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for literacy, math, and core-day intervention leads</i>	EL, SED, Foster Youth					\$0
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	EL, SED, Foster Youth					\$0
			<i>Increased services: Intervention Tutors (School year)</i>	EL, SED, Foster Youth				\$337,737	\$337,737
			<i>Increased services: Extensive Summer School Personnel /Program (FY22, FY23, FY24)</i>	EL, SED, Foster Youth		\$901,879			\$901,879
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	EL, SED, Foster Youth		\$30,000			\$30,000

			<i>AE: Academic Engagement Goal 2 Actions</i>						
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)	All	\$338,680				\$338,680
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	All					
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth					
			Wrap around health and mental health supports provided to subgroups with identified need	EL, SED, Foster Youth					
			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	EL, SED, Foster Youth					
			Continue review of annual student survey data for improvement areas (Fieldtrips, fundraising)	All			\$83,000		
		<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	All		\$238,718		\$4,000	\$242,718
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program (FY23 New: ELOP = \$865K)</i>	All		\$730,000			\$730,000
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	All					\$0
			<i>CC= Conditions and Climate Goal 3 Actions</i>						
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally	All					
			Continue to closely monitor student suspension trends: schoolwide and for identified subgroups	All					
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth					
			Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	EL, SED, Foster Youth					
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement	All					
G3	CC.G3.7	LAS: Volunteerism	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	EL, SED, Foster Youth				\$1,318	\$1,318

			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	All				\$7,100	\$5,600
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	All	\$371,100			\$218,000	\$589,100
G3	CC.G3.8c Local Indicator	Facility Quality per new health and safety standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards *Note: Object Code 6900: Capital Outlay Depreciation = \$508,172 Object Code 7438: Other Outflow Debt Interest = \$77,520	All	\$1,199,007	\$359,988		\$39,000.00	\$1,597,995
					\$7,812,622	\$2,468,367	\$83,000	\$871,903	\$11,151,392

2B) FY24 Contributing Actions Table v062123 12PM

1) Projected LCFF Base	2) Projected LCFF Supplemental and/or Concentration Grants	3) Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover-Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (Column 3 + Carryover %)	4) Total Planned Contributing Expenditures (LCFF Funds) <i>Note: Projected S&C Plus: Additional 15% Concentration Grant = 137,552</i>	5) Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (Column 4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1) Base LCFF proyectada	2) Proyección de subvenciones complementarias y/o de concentración de la LCFF	3) Porcentaje proyectado para aumentar o mejorar los servicios para el próximo año escolar (2 dividido por 1)	Porcentaje de transferencia de LCFF del año anterior)	Porcentaje total para aumentar o mejorar los servicios para el próximo año escolar (Columna 3 + % transferido)	4) Total de gastos contributivos previstos (fondos LCFF)	5) Porcentaje total previsto de servicios mejorados (%)	Porcentaje previsto para aumentar o mejorar los servicios para el próximo año escolar (Columna 4 dividida por 1, más 5)	Totales por tipo	Total de fondos LCFF
\$5,996,695	\$1,560,760	26%	0%	26%	\$1,567,940	0%	26%	Total:	\$7,604,884
								LEA-wide Total/Total de la LEA:	\$7,604,884
								Limited Total/ Total limitado:	\$1,560,760
								Schoolwide Total/Total de la escuela (base plus \$47K for TK):	\$6,044,124

Goal #	Action #	Title	Description: FY23 Action/Service Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Yes	LEA wide	All	\$1,315,654	0%
			Analyze ELA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		LEA wide	All	See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		LEA wide	All	See above	
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Analysis of schoolwide and subgroup data from MAP Math Benchmark		LEA wide	All		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	AP G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		Limited to Unduplicated Groups	EL, SED, Foster Youth	See above	

G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		LEA wide	All	See detailed budget below for items that increase and improve services to ELs and SED	
			All core subjects instruction are based on Common Core State Standards		LEA wide	All		
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure		LEA wide	All		
			<i>Increased services: Literacy Coach and intervention</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth	\$117,286	0%
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	Yes	LEA wide	All	\$135,000	

3B) FY23 Annual Update Table v062123 12PM

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,173,363	\$9,595,875

Last Year's Goal #	Last Year's Action #	Title	Description: FY22 Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (input total Funds)
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Yes	\$5,036,019	\$5,373,160
			Analyze ELA achievement data by schoolwide, grade level and subgroups			
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups			
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above	
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups			
			Analysis of schoolwide and subgroup data from MAP Math Benchmark			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		See above	

G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED	
			All core subjects instruction are based on Common Core State Standards			
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials			
			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.			
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session			
			Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure			
			<i>Increased services: Literacy Coach and intervention</i>	Yes	\$119,761	\$0
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	\$146,077	\$283,094
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	\$114,114	\$188,087
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	188,500	\$337,737
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	\$267,634	\$308,140
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	\$91,133	\$112,969
			AE: Academic Engagement Goal 2 Actions			
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)		\$300,129	\$338,680
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate			
			Continue close monitoring of subgroups and areas of need via MTSS process			
			Wrap around health and mental health supports provided to subgroups with identified need			
			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression			
			Continue review of annual student survey data for improvement areas			
		<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	Yes	\$151,108	\$270,361
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Yes	\$11,450	\$864,901
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Yes	\$1,525	\$30,625

CC= Conditions and Climate Goal 3 Actions						
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally		\$243,860	
			Continue to closely monitor student suspension trends: schoolwide and for identified subgroups			
			Continue close monitoring of subgroups and areas of need via MTSS process			
			Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups			
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement			
G3	CC.G3.7	LAS: Volunteerism	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Yes	\$2,560	\$1,318
			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	Yes	\$1,400	\$5,600
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	Yes	\$513,964	\$687,739
G3	CC.G3.8c Local Indicator	Facility Quality per new health and safety standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards *Note: Object Code 6900: Capital Outlay Depreciation = \$508,172 Object Code 7438: Other Outflow Debt Interest = \$77,520	Yes	\$697,589	\$793,464

4B) FY23 Contributing Actions Annual Update Table v062123 12PM

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

Last Year's Goal #	Last Year's Action #	Title	Description: FY22 Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
G1	AP.G1.3a	ELA	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Yes	\$1,182,181	\$1,453,577	0%	0%
			Analyze ELA achievement data by schoolwide, grade level and subgroups			0%	0%	
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups			0%	0%	
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			0%	0%	
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above		0%	0%
			Analyze SLA achievement data by schoolwide, grade level and subgroups			0%	0%	
G1	AP.G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above		0%	0%
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups			0%	0%	
			Analysis of schoolwide and subgroup data from MAP Math Benchmark			0%	0%	
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			0%	0%	
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		See above		0%	0%

G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED		0%	0%
			All core subjects instruction are based on Common Core State Standards				0%	0%
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials				0%	0%
			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.				0%	0%
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session				0%	0%
			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				0%	0%
			<i>Increased services: Literacy Coach and intervention</i>	Yes			0%	0%
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes			0%	0%
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes			0%	0%
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$48,716	\$0	0%	0%
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	\$97,362	\$0	0%	0%
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes			0%	0%

5) FY24 LCFF Carryover Table v062123 12PM

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,622,469	\$ 1,456,577	0.00%	25.91%	\$ 1,456,577	0.00%	25.91%	\$0.00 - No Carryover	0.00% - No Carryover

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Draft v062123 12PM

OVERVIEW: Local Performance Indicator Quick Guide

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

The Language Academy of Sacramento (LAS)

LCAP Part 3: CA Dashboard Local Indicators Data and Summary

Draft v062123 12PM

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

LAS Priority 1 Data:

Indicator	Response
<ul style="list-style-type: none">• Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions	0
<ul style="list-style-type: none">• Number/percentage of students without access to their own copies of standards-	0

aligned instructional materials for use at school and at home	
<ul style="list-style-type: none"> Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) 	0

Additional Comment:

To date, the access to technology for students’ school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. As of 2023, 94% of LAS teachers have two years or more classroom teaching experience and 91% have five or more years of teaching experience.

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Implementation of State Academic Standards (LCFF Priority 2)

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

LAS Priority 2 Data and Summary:

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below:

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

LAS Priority 3 Data and Summary:

Building Relationships

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

During the mandated school closures and implementation of full distance learning and into FY22/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.

Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context.

Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

Building Partnerships for Student Outcomes

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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

There is always room for improvement in ensuring families and students have functioning understanding of the basic metrics of student learning and effective strategies to implement in school and at home.

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

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	

Seeking Input	1	2	3	4	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

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

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).*

School Climate (LCFF Priority 6)

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

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

LAS Priority 6 Data Summary:

Excerpt from LAS LCAP Annual Update (Board, June 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.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

LAS Priority 7 Summary:

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

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

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

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

Academia de Idiomas de Sacramento (LAS)

LCAP Parte 3: Indicadores de Datos Locales y Resumen de CA Dashboard

Borrador v062123 12PM

VISIÓN GENERAL: Guía rápida del indicador de rendimiento local

La Junta Estatal de Educación (SBE) aprobó normas para los indicadores locales que apoyan a una agencia educativa local (LEA) en la medición y presentación de informes sobre el progreso dentro del área de prioridad apropiada. Los estándares de desempeño aprobados requieren que una LEA:

- Mida anualmente su progreso en el cumplimiento de los requisitos de la prioridad específica LCFF.
- Informar los resultados como parte de un punto no consensuado en una reunión pública programada regularmente de la junta/cuerpo de gobierno local junto con la adopción del LCAP.
- Informar los resultados al público a través del Tablero (*Dashboard*) utilizando las herramientas de autorreflexión adoptadas por la SBE para cada indicador local.

Esta Guía Rápida identifica las normas aprobadas y las herramientas de autorreflexión que una LEA utilizará para informar sobre su progreso en los indicadores locales.

Normas de rendimiento

Las normas de rendimiento para los indicadores de rendimiento locales son:

Profesores debidamente asignados, acceso a materiales didácticos adaptados al plan de estudios e instalaciones escolares seguras, limpias y funcionales (LCFF Prioridad 1)

La LEA mide anualmente su progreso en el cumplimiento de los requisitos del acuerdo *Williams* al 100% en todos sus centros escolares, según corresponda, y aborda con prontitud cualquier queja u otras deficiencias identificadas a lo largo del año académico, según corresponda; la LEA informa entonces de los resultados a su mesa directiva local en una reunión programada regularmente y a los informes a las partes interesadas y al público a través del Tablero.

Aplicación de las normas académicas estatales (LCFF Prioridad 2)

La LEA mide anualmente su progreso en la aplicación de los estándares académicos estatales; a continuación, la LEA informa de los resultados a su mesa directiva local en una reunión programada regularmente e informa a las partes interesadas y al público a través del Tablero.

Participación de padres y familias (LCFF Prioridad 3)

La LEA mide anualmente su progreso en: (1) la búsqueda de la opinión de los padres en la toma de decisiones y (2) la promoción de la participación de los padres en los programas; a continuación, la LEA informa de los resultados a su mesa directiva local en una reunión programada regularmente e informa a las partes interesadas y al público a través del Tablero.

Clima escolar (LCFF Prioridad 6)

La LEA administra una encuesta de clima local al menos cada dos años que proporciona una medida válida de las percepciones de la seguridad escolar y la conectividad, como la Encuesta Healthy Kids de California, a los estudiantes en al menos un grado dentro del intervalo de grado(s) que la LEA sirve (por ejemplo, K-5, 6-8, 9-12), e informa de los resultados a su junta de gobierno local en una reunión programada regularmente de la junta de gobierno local y a las partes interesadas y el público a través del Tablero.

Acceso a una amplia oferta de estudios (LCFF Prioridad 7)

La LEA mide anualmente su progreso en la medida en que los estudiantes tienen acceso a, y están matriculados en, un amplio curso de estudio que incluye los cursos de estudio adoptados especificados en el *Código de Educación* de California (*CE*) para los grados 1-6 y los grados 7-12, según corresponda, incluyendo los programas y servicios desarrollados y proporcionados a los estudiantes no duplicados y las personas con necesidades excepcionales; la LEA informa de los resultados a su mesa directiva local en una reunión programada regularmente e informa a las partes interesadas y al público a través del Tablero.

(No aplicable a LAS) Coordinación de servicios para estudiantes expulsados - Oficina de Educación del Condado (COE) solamente (LCFF Prioridad 9)

La oficina de educación del condado (COE) mide anualmente su progreso en la coordinación de la instrucción según lo requerido por la Sección 48926 del *EC* de California; el COE luego informa los resultados a su mesa directiva local en una reunión programada regularmente e informa a las partes interesadas y al público a través del Tablero.

(No aplicable a LAS) Coordinación de Servicios para Jóvenes de acogida - Sólo COE (LCFF Prioridad 10)

El COE mide anualmente su progreso en la coordinación de los servicios para los jóvenes de acogida; a continuación, el COE informa de los resultados a su mesa directiva local en una reunión programada regularmente e informa a las partes interesadas y al público a través del Tablero.

Herramientas de autorreflexión

Una LEA utiliza las herramientas de autorreflexión incluidas en el cuadro de mando para informar de sus progresos en el indicador de rendimiento local a las partes interesadas y al público.

Las herramientas de autorreflexión están integradas en el sistema *Dashboard* basado en Internet y también están disponibles en formato Word. Además de utilizar las herramientas de autorreflexión para informar de su progreso en los indicadores de rendimiento locales a las partes interesadas y al público, una LEA puede utilizar las herramientas de autorreflexión como un recurso al informar de los resultados a su mesa directiva local. A continuación se presentan las herramientas de autorreflexión aprobadas.

Profesores debidamente asignados, acceso a materiales didácticos adaptados al plan de estudios e instalaciones escolares seguras, limpias y funcionales (LCFF Prioridad 1)

LEA facilitarán la información que figura a continuación:

- Número/porcentaje de asignaciones incorrectas de profesores de EL, asignaciones incorrectas totales de profesores y puestos vacantes de profesores.
- Número/porcentaje de alumnos sin acceso a sus propias copias de materiales didácticos acordes con los estándares para su uso en la escuela y en casa.
- Número de casos identificados en los que las instalaciones no cumplen la norma de "buen estado" (incluidas las deficiencias y las deficiencias extremas).

Nota: La información solicitada son todos los elementos de datos que se requieren actualmente como parte del Informe de Rendición de Cuentas Escolar (SARC).

Datos Prioridad de LAS 1:

Indicador	Respuesta
• Número/porcentaje de asignaciones incorrectas de profesores de EL, asignaciones incorrectas totales de profesores y puestos vacantes de profesores.	0

<ul style="list-style-type: none"> • Número/porcentaje de alumnos sin acceso a sus propias copias de materiales didácticos acordes con los estándares para su uso en la escuela y en casa. 	0
<ul style="list-style-type: none"> • Número de casos identificados en los que las instalaciones no cumplen la norma de "buen estado" (incluidas las deficiencias y las deficiencias extremas). 	0

Comentario adicional:

Hasta la fecha, el acceso a la tecnología de los alumnos de en toda la escuela es de 1:1. Todos los estudiantes tienen acceso a sus propias copias de los materiales didácticos, así como a una enseñanza ejemplar con profesores calificados. A partir de 2015, LAS completó un gimnasio de última generación y una estructura de dos pisos para la escuela secundaria. A partir de 2023, el 94% de los maestros de LAS tienen dos años o más de experiencia en la enseñanza en el aula y el 91% tienen cinco o más años de experiencia en la enseñanza.

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Aplicación de las normas académicas estatales (LCFF Prioridad 2)

Las LEA pueden proporcionar un resumen narrativo de su progreso en la implementación de los estándares académicos estatales basado en medidas o herramientas seleccionadas localmente (Opción 1). Alternativamente, la LEA puede completar la herramienta de reflexión *opcional* (Opción 2).

Datos y resumen de la Prioridad 2 de LAS:

OPCIÓN 2: Herramienta de reflexión

Normas académicas y/o marcos curriculares adoptados recientemente

1. **Califique el progreso de la LEA en la provisión de aprendizaje profesional para la enseñanza de los estándares académicos y/o marcos curriculares recientemente adoptados que se identifican a continuación.**

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

Normas académicas	1	2	3	4	5
ELA - Estándares Estatales Básicos Comunes para ELA					5
ELD (alineado con los estándares ELA)			3		
Matemáticas - Common Core State Standards for Mathematics					5
Estándares científicos de la próxima generación			3		
Historia-Ciencias Sociales		2			

2. **Califique el progreso de la LEA en hacer que los materiales de instrucción que están alineados con los estándares académicos recientemente adoptados y/o los marcos curriculares identificados a continuación estén disponibles en todas las aulas donde se enseña la materia.**

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

Normas académicas	1	2	3	4	5
ELA - Estándares Estatales Básicos Comunes para ELA					5
ELD (alineado con los estándares ELA)		2			
Matemáticas - Common Core State Standards for Mathematics					5
Estándares científicos de la próxima generación			3		

Normas académicas	1	2	3	4	5
Historia-Ciencias Sociales		2			

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

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

Normas académicas	1	2	3	4	5
ELA - Estándares Estatales Básicos Comunes para ELA					5
ELD (alineado con los estándares ELA)				4	
Matemáticas - Common Core State Standards for Mathematics					5
Estándares científicos de la próxima generación			3		
Historia-Ciencias Sociales		2			

Otras normas académicas adoptadas

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

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

Normas académicas	1	2	3	4	5
Educación Técnica Profesional	1				
Normas de contenido para la educación de salud			3		
Modelo de Estándares de Contenido de Educación Física					5
Artes visuales e interpretativas			3		
Lenguas del mundo					5

Apoyo a profesores y administradores

5. Evalúe el éxito de la LEA a la hora de participar en las siguientes actividades con profesores y administradores escolares durante el curso escolar anterior (incluido el verano anterior al curso escolar anterior).

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

Actividades	1	2	3	4	5
Identificar las necesidades de aprendizaje profesional de grupos de profesores o del personal en su conjunto.					5
Determinación de las necesidades de aprendizaje profesional de cada profesor				4	
Apoyo a los profesores en las normas que aún no dominan				4	

Participación de padres y familias (LCFF Prioridad 3)

Esta herramienta de autorreflexión está organizada en tres secciones. Cada sección incluye prácticas prometedoras en materia de participación familiar:

1. Establecer relaciones entre el personal de la escuela y las familias
2. Establecer asociaciones para mejorar los resultados de los estudiantes
3. Buscar aportaciones para la toma de decisiones

Las LEA utilizan esta herramienta de autorreflexión para reflexionar sobre sus progresos, éxitos, necesidades y áreas de crecimiento en las políticas, programas y prácticas de participación familiar. Esta herramienta permitirá a una LEA participar en la mejora continua y determinar los próximos pasos para realizar mejoras en las áreas identificadas.

Los resultados del proceso deben utilizarse para informar el LCAP y el proceso de desarrollo, para evaluar los objetivos, acciones y servicios del año anterior, así como para planificar o modificar los objetivos, acciones y servicios futuros en el LCAP.

Para cada afirmación de la tabla siguiente:

1. Identificar las diversas partes interesadas que deben participar en el proceso de autorreflexión para garantizar la aportación de todos los grupos de familias, personal y alumnos de la LEA, incluidas las familias de alumnos no duplicados y las familias de personas con necesidades excepcionales, así como las familias de alumnos infrarrepresentados.
2. Involucrar a las partes interesadas en la determinación de qué datos e información se tendrán en cuenta para completar la herramienta de autorreflexión. Las LEA deben considerar cómo se aplican las prácticas a las familias de todos los grupos de estudiantes, incluidas las familias de estudiantes no duplicados y las familias de individuos con necesidades excepcionales, así como las familias de estudiantes subrepresentados.
3. Basándose en el análisis de los datos, identifique el número que mejor indique la fase actual de aplicación de cada práctica por parte de la LEA utilizando la siguiente escala de valoración (de menor a mayor):
 - 1 - Fase de exploración e investigación
 - 2 - Inicio del desarrollo
 - 3 - Aplicación inicial
 - 4 - Plena aplicación
 - 5 - Plena aplicación y sostenibilidad
4. Escribe una breve respuesta a las preguntas que siguen a cada una de las tres secciones.

- Utilizar la información del proceso de autorreflexión para informar el LCAP y el proceso de desarrollo del LCAP, así como el desarrollo de otros planes de la escuela y del distrito.

Datos y resumen de la Prioridad 3 de LAS:

Construir relaciones

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

Construir relaciones	1	2	3	4	5
1. Evalúe el progreso de la LEA en el desarrollo de la capacidad del personal (es decir, administradores, profesores y personal clasificado) para establecer relaciones de confianza y respeto con las familias.					5
2. Valore los progresos de la LEA en la creación de entornos acogedores para todas las familias de la comunidad.				4	
3. Evalúe los progresos de la LEA en el apoyo al personal para que conozca los puntos fuertes, las culturas, los idiomas y los objetivos de cada familia para sus hijos.				4	
4. Evalúe el progreso de la LEA en el desarrollo de múltiples oportunidades para que la LEA y los centros escolares establezcan una comunicación bidireccional entre las familias y los educadores utilizando un lenguaje comprensible y accesible para las familias.				4	

Cuadro narrativo del Tablero (limitado a 3,000 caracteres)

Describe brevemente los puntos fuertes y los progresos actuales de la LEA en este ámbito e identifique un área de interés para la mejora, incluida la forma en que la LEA mejorará la participación de las familias subrepresentadas.

Durante los cierres obligatorios de las escuelas y la implantación de la enseñanza a distancia completa y en el retorno presencial de los años fiscales 22 y 23, LAS dependió de su relación sólida y bien establecida con los estudiantes y sus familias para mantener el impulso de la enseñanza y el aprendizaje.

La comunicación bilingüe constante a través de: encuestas continuas, aplicación REMIND, boletines de LAS, contacto diario con las familias para asegurar la asistencia, fechas regulares de distribución de material y reuniones/orientación ZOOM para padres, las familias se sintieron acogidas y conectadas durante el año a pesar del contexto de aprendizaje a distancia.

Las familias que necesitaban una ayuda adicional la recibieron junto con el personal administrativo y de apoyo de MTSS/IPT y de la oficina. Por último, LAS sigue desarrollando su aplicación de desarrollo profesional antirracista, en la que el personal y las familias recibieron talleres interactivos continuos sobre el tema, incluso en el contexto del aprendizaje socioemocional.

Establecer asociaciones para mejorar los resultados de los estudiantes

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

Establecer asociaciones	1	2	3	4	5
5. Califique el progreso de la LEA en la provisión de aprendizaje profesional y apoyo a los maestros y directores para mejorar la capacidad de la escuela para asociarse con las familias.				4	
6. Valore el progreso de la LEA a la hora de proporcionar a las familias información y recursos para apoyar el aprendizaje y el desarrollo de los alumnos en el hogar.				4	
7. Califique el progreso de la LEA en la implementación de polizas o programas para que los maestros se reúnan con las familias y los estudiantes para discutir el progreso de los estudiantes y las formas de trabajar juntos para apoyar la mejora de los resultados de los estudiantes.				4	

Establecer asociaciones	1	2	3	4	5
8. Califique el progreso de la LEA en el apoyo a las familias para que comprendan y ejerzan sus derechos legales y defiendan a sus propios alumnos y a todos los alumnos.				4	

Cuadro narrativo del Tablero (limitado a 3.000 caracteres)

Describa brevemente los puntos fuertes y los progresos actuales de la LEA en este ámbito e identifique un área de interés para la mejora, incluida la forma en que la LEA mejorará la participación de las familias subrepresentadas.

Siempre hay margen de mejora a la hora de garantizar que las familias y los alumnos comprendan los parámetros básicos del aprendizaje de los estudiantes y las estrategias eficaces para aplicar en la escuela y en casa.

LAS se aseguró de contar con un Concilio de Padres en pleno funcionamiento que revisó la Póliza de Participación de los Padres durante el año y que era plenamente consciente de los rápidos cambios en la enseñanza y el aprendizaje. Por otra parte, LAS utilizó fondos del LLMF en el otoño del año fiscal 21 y fondos adicionales de ARPA en el año fiscal 22 para desarrollar talleres de desarrollo profesional concurrentes para maestros y padres a través del Programa de Padres como Socios sobre las expectativas de los estándares prioritarios de aprendizaje a través de diversas plataformas digitales: ZOOM, SeeSaw, Google Classroom, etc., así como la importancia del aprendizaje socioemocional y la crianza de los hijos en medio de una pandemia. Se dio prioridad a la participación de las familias, en particular las que corrían el riesgo de desvincularse.

Buscar aportaciones para la toma de decisiones

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

Buscar aportaciones	1	2	3	4	5
9. Califique el progreso de la LEA en el desarrollo de la capacidad y el apoyo a los directores y el personal para involucrar eficazmente a las familias en los grupos consultivos y en la toma de decisiones.					5

Buscar aportaciones	1	2	3	4	5
10. Evalúe los progresos de la LEA en el desarrollo de la capacidad de los miembros de las familias y en el apoyo a los mismos para que participen eficazmente en los grupos consultivos y en la toma de decisiones.				4	
11. Evalúe el progreso de la LEA a la hora de ofrecer a todas las familias la oportunidad de dar su opinión sobre polizas y programas, y de aplicar estrategias para llegar a los grupos infrarrepresentados de la comunidad escolar y recabar su opinión.				4	
12. Califique el progreso de la LEA en la provisión de oportunidades para que las familias, los maestros, los directores y los administradores del distrito trabajen juntos para planificar, diseñar, implementar y evaluar las actividades de participación familiar a nivel de la escuela y del distrito.					5

Cuadro narrativo del Tablero (limitado a 3.000 caracteres)

Describa brevemente los puntos fuertes y los progresos actuales de la LEA en este ámbito e identifique un área de interés para la mejora, incluida la forma en que la LEA mejorará la participación de las familias subrepresentadas.

LAS realiza encuestas anuales a las partes interesadas: personal, familias y estudiantes. Este sistema permite una reflexión constante y triangulada sobre lo que funciona y lo que hay que mejorar, incluidas las líneas de comunicación y las conexiones entre todos los miembros de la comunidad LAS. (Consulte los datos pertinentes proporcionados)

*PARTICIPACIÓN DE LOS PADRES Y SU PAPEL EN EL APOYO AL CUMPLIMIENTO DE LAS MISIONES Datos de la encuesta 1 (mayo, 2023): 94% de las familias completaron la encuesta escolar anual. Datos de la encuesta 2: 98% de las familias afirmaron que recomendarían la escuela a otras personas. HORAS DE VOLUNTARIADO DE LOS PADRES (Antes del cierre de COVID, junio de 2018): 4930,50 hrs/año con una participación del 62% de las familias. ELECCIONES A LA MESA DIRECTIVA PARTICIPACIÓN ELECTORAL: FY15: 8/2015: 69% 10/2015: 47% FY16: Mejora 5/2016: 70% 6/2016= 74% FY17: 6/2017 = 62% FY18: 5/2018 = 57%, FY21: 10/ 2020 = *29% (Récord más bajo debido al cierre de COVID-19) 11/2021 = 80% , FY22: 11/2022: 82% (*Récord más alto).*

DRAFT

Clima escolar (LCFF Prioridad 6)

Las LEA proporcionarán un resumen narrativo de la administración local y el análisis de una encuesta de clima local que capture una medida válida de las percepciones de los estudiantes sobre la seguridad escolar y la conectividad en al menos un grado dentro del intervalo de grados (por ejemplo, K-5, 6-8, 9-12) en un cuadro de texto proporcionado en el Tablero Escolar de California (respuesta limitada a 3,000 caracteres). Las LEA tendrán la oportunidad de incluir las diferencias entre los grupos de estudiantes y, en el caso de las encuestas que proporcionan una puntuación general, como la encuesta California Healthy Kids, informar la puntuación general para todos los estudiantes y grupos de estudiantes. Este resumen también puede incluir un análisis de un subconjunto de ítems específicos de una encuesta local y herramientas adicionales de recopilación de datos que sean particularmente relevantes para las condiciones y el clima escolar.

1. **DATOS:** Reflexionar sobre las principales enseñanzas extraídas de los resultados de la encuesta y compartir lo aprendido por la LEA.
2. **SIGNIFICADO:** ¿Qué revelan los resultados desglosados (*si procede*) de la encuesta y otros métodos de recopilación de datos sobre los centros escolares de la LEA, como los puntos fuertes o de crecimiento, los retos y los obstáculos?
3. **USO:** ¿Qué revisiones, decisiones o acciones ha aplicado o aplicará la LEA en respuesta a los resultados con fines de mejora continua? ¿Por qué? Si ya ha implementado acciones, ¿obtuvo los resultados que buscaba?

Resumen de datos de la Prioridad 6 del LAS:

Extracto de la actualización anual del LCAP de LAS (Mesa, Junio 2023) PARTICIPACIÓN ESTUDIANTIL Y CONSTRUCCIÓN DE CONFIANZA Y HABILIDADES PARA LA VIDA: DATOS 1 - Meta de Tasa de Asistencia 95% DATOS 2 - 97% de los estudiantes de TK -Gr8 participaron en la encuesta de estudiantes completada DATOS 3 - Q1: 93% declararon, "Me gusta mi escuela." Q2: 96% declaró estar de acuerdo con que sí, "Es importante para mí leer y escribir en español. Q3: 97 % declaró estar de acuerdo con la afirmación, "Es importante para mí leer y escribir en inglés. " Q4: 85% afirmó que sí a la afirmación "Me siento seguro en el colegio".

PARTICIPACIÓN DE LOS PADRES Y SU PAPEL EN EL APOYO AL CUMPLIMIENTO DE LAS MISIONES Datos de la encuesta 1 (mayo, 2023): El 94% de las familias completaron la encuesta escolar anual. Datos de la encuesta 2: El 98% de las familias afirmaron que recomendarían la escuela a otras personas.

Acceso a una amplia oferta de estudios (LCFF Prioridad 7)

Las LEA proporcionan un resumen narrativo de la medida en que todos los alumnos tienen acceso a un amplio programa de estudios y están matriculados en él, abordando, como mínimo, las cuatro preguntas siguientes:

1. Identifique brevemente las medidas o herramientas seleccionadas a nivel local que la LEA está utilizando para realizar un seguimiento de la medida en que todos los estudiantes tienen acceso a, y están matriculados en, un amplio curso de estudio, basado en tramos de grado, grupos de estudiantes no duplicados y personas con necesidades excepcionales atendidas. (respuesta limitada a 1,500 caracteres)
2. Utilizando las medidas o herramientas seleccionadas a nivel local, resuma en qué medida todos los estudiantes

tienen acceso a un amplio programa de estudios y están matriculados en él. El resumen debe identificar cualquier diferencia entre los centros escolares y los grupos de estudiantes en el acceso y la matriculación en un programa de estudios amplio, y puede describir el progreso a lo largo del tiempo en la medida en que todos los estudiantes tienen acceso y están matriculados en un programa de estudios amplio. (respuesta limitada a 1,500 caracteres)

3. Teniendo en cuenta los resultados de la herramienta o las medidas seleccionadas localmente, identifique los obstáculos que impiden a la LEA proporcionar acceso a un amplio programa de estudios a todos los alumnos. (respuesta limitada a 1,500 caracteres)
4. En respuesta a los resultados de la herramienta o las medidas seleccionadas localmente, ¿qué revisiones, decisiones o nuevas acciones implementará o ha implementado la LEA para garantizar el acceso a un amplio curso de estudios para todos los estudiantes? (respuesta limitada a 1,500 caracteres)

Resumen de la Prioridad 7 de LAS:

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

LAS es una escuela K-8 con un solo sitio, lo que simplifica la capacidad de la escuela para asegurar que todos los estudiantes estén en el camino correcto para tener acceso a un amplio curso de estudio según lo definido por EdCode. En un año escolar típico, (con algunas variaciones durante el FY21 debido al cierre de escuelas), todos los estudiantes de LAS reciben materias básicas en Artes del Lenguaje, Matemáticas, Ciencias, Ciencias Sociales, Salud y Educación Física. LAS es un programa de inmersión lingüística dual; todos los alumnos de 1º a 8º curso aprenden una lengua extranjera, el español. Además, los estudiantes de la escuela secundaria tienen acceso a través de cursos electivos en bloque en Artes Visuales, Ciencias Ambientales, Estudios Étnicos, Codificación, Liderazgo, Habilidades de Estudio y Tutoría de Edades Cruzadas (MCAT).

No hay barreras evidentes que impidan a la LAS proporcionar acceso a un amplio curso de estudio para todos los estudiantes. Idealmente, LAS le gustaría ofrecer más variedad que, por supuesto, depende en gran medida de encontrar instrucciones calificadas para enseñar cursos de nivel medio CTE.

N/A. LAS continuará asegurando que todos los estudiantes reciban un amplio curso de estudios de calidad para todos los estudiantes, incluyendo la investigación continua de cursos innovadores ideales para estudiantes de secundaria.

California Department of Education

LCAP Federal Addendum System

Submission Dashboard

The Language Academy of Sacramento
(34674390106898)

Status: Approved

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Teejay Bersola**

LEA Contact Email: **tbersola@lasac.info**

LEA Contact Phone: **916-277-7137**

[Edit LEA Contact](#)

Instructions, Strategy, and Alignment

Status: Approved

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)

Title I, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)

Title I, Part A, Educator Equity

Status: Approved

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Equity Section](#)

Title II, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

Title IV, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

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California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from The Language Academy of Sacramento:

The Language Academy of Sacramento (LAS) charter mission of biliteracy, confidence, and leadership for the LAS Graduate commands a well-structured educational program. The question, "What is enduring, essential, and transferable?" serves as a guiding focus as staff meets to address the LAS Educational Program: Six Design Components – 1) Research, 2) Professional Development, 3) Curriculum Design, 4) Assessments and Accountability, 5) Instruction, and 6) Support Structures. At LAS, the student academic

and socio-emotional/leadership goals are organized via the multi-tiered system of support (MTSS) model which then delineates initiatives as part of the core day or supplemental program. Federal funding (Title 1, Title 2, and Title 4) in conjunction with state supplemental dollars to enhance the supplemental actions which are systems of support to provide strategic and intensive interventions in support of the needs of underperforming student groups (i.e. Low Socio Economic Status, English Learner, Migrant, and Foster/Homeless). The LAS LCAP illustrates the which actions under specific goals have state and federal dollars allocated side by side to enhance supplemental programs that support increase students achievement.

With reference to the #2 Professional Development, #3 Curriculum Design, and #6 Support Structures mentioned above, LAS federal funds will support the following efforts: 1) Intervention Programs (Onsite SES, Summer School), 2) Literacy Coaching and 3) Classroom libraries for enriched Readers and Writers' Workshop experience. Moreover, funds will also be directed to address parent involvement and training via Parent Academy seminars.

APPROVED BY CDE

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from The Language Academy of Sacramento:

LAS LCAP encapsulate the mission of the school. On an annual basis, the LAS community agrees on the LCAP actions based on needs assessments and data analysis with focus on areas for improvement. Stakeholder groups: parents, students, community members, staff members and school leadership via organized structures such as 1) Governing Board, 2) Parent Council, 3) Parent Association, 4) SSC, and 5) ELAC, study and review data and develop relevant actions accordingly. Also on the LAS LCAP are metrics that help in monitoring the implementation effectiveness of such actions to meet the determined needs above. Such needs are met with qualifying funding from the state and the federal monies.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Teejay Bersola

**Contact Phone
and Optional Extension**

916-277-7137

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Contact Email

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from The Language Academy of Sacramento:

N/A

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from The Language Academy of Sacramento:

-how the LEA parent and family engagement policy was developed jointly with, agreed on with, and distributed to, parents and family members of participating children

Parent Council/Parent Association

The LAS parent and family engagement policy is developed annually with parent stakeholder groups via the Parent Council, Parent Association, and Governing Board. 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. 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 ~~at 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.

-how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
Parent Engagement Learning Initiatives:

-Parent Academy Seminars will be instituted this fall addressing the need to support parents/guardians of those key student population (immigrant, English Learners, Low socioeconomic Disadvantaged, Foster/Homeless) in harnessing their knowledge about college readiness and career preparation
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.

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

-LAS provides translation services to parents with limited English proficiency when providing information and school reports.

-LAS provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.

-LAS makes special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.

-LAS provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

APPROVED BY CDE**Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from The Language Academy of Sacramento:

SWP: Describe SWP here, if SWP does not exist type "N/A"

The Language Academy of Sacramento (LAS) provides Title 1 services schoolwide, including each of the identified subgroups who need assistance in meeting the challenging State academic standards. On an annual basis, site expenditures are budgeted based on year round stakeholder meetings via the School Site Council (SSC), ELAC, Parent Council, Parent Association, and LAS Board. Based on the approved AB 716 legislation, LAS utilizes its LCAP with the Federal Addendum as its School Plan for Student Achievement (SPSA), where stakeholder feedback and consequently, budgetary alignment is documented for yearly Board approval. The core of Title funding expenditures is focused on literacy building, which includes a Literacy Coach, who designs and provides research-based interventions, professional development for teachers, including strategies to ensure meaningful parent participation and implementation of technology based literacy support programs, and gathers and analyzes reading benchmark data throughout the year. Along with highly qualified teachers and the onsite coach, timely and effective assistance is provided to our most at-risk students by offering additional instructional opportunities via extended day instruction and small group instruction. Each year, the effectiveness of Title funded services and programs are evaluated for its efficacy via multiple sources: formative and benchmark assessments, implementation of researched-based instructional strategies, and stakeholder surveys, including data from the "Know and Want to Know" parent, staff, board activities.

TAS = N/A

NorD = N/A

APPROVED BY CDE**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from The Language Academy of Sacramento:

N/A

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from The Language Academy of Sacramento:

ORIGINAL response: Currently, there are no students who are homeless at LAS. Eligible students identified via enrollment process will receive support as delineated in the LAS Governing Board Homeless Student Policy. Per the stated policy, the Administrator at LAS is the district liaison for homeless students to ensure clear communication line on strategies to support homeless students in attaining full and equal opportunity to enroll and thrive at LAS.

REVISED response: The LAS Board Approved Homeless Student Policy is designed to ensure the proper: 1) identification, 2) enrollment, and 3) retention of children in homeless situations, including addressing barriers that challenge their access to quality education. Upon enrollment, families are required to complete a document regarding primary residence. Once student is identified, the LAS Administrator Homeless Liaison, coordinates on-site and off-site agencies to provide support as needed. In the past three years, LAS homeless student population has ranged between 0.6 to 1.4 percent; in some cases, LAS has needed to get clarification regarding the idea of shared housing due "to economic hardship" versus cultural practice. (Note: This statement is a correction of the first sentence from the original response). Every student identified as homeless is immediately provided full access to all student programs and services, including academic interventions, counseling, and participation in the Multi-Tiered System of Support (MTSS) process as well as, if needed, the special education identification process for homeless students with disabilities. The LAS reservation funds for homeless education historically has been for an amount to help families with temporary transportation needs such as purchasing bus passes. Moreover, LAS has partnerships with many community resources where, if needed, items of clothing, particularly school uniforms, PE shoes, personal school supplies such as backpacks and notebooks, eyeglasses, hearing aids, and food, are donated to families in need. LAS is committed to ensuring that homeless students receive the support they need from the moment of enrollment to their daily school attendance and academic success.

APPROVED BY CDE**Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from The Language Academy of Sacramento:

LAS shares space with the Sacramento City Unified School District (SCUSD) where a district preschool program is located. LAS also offers Transitional Kindergarten where students learn how to be better prepared for Kindergarten and beyond. Each year, families attend enrollment orientation sessions as well as incoming Kindergarten and rising grade level orientation workshops where families learn how to help their child/ren better prepare for the upcoming year.

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from The Language Academy of Sacramento:

LAS middle school faculty conducts its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs. By the end of Gr8, students take College Board practice tests in AP Spanish Language and PSAT, to gain insight in college preparation exams taken in high school.

APPROVED BY CDE**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from The Language Academy of Sacramento:

N/A

APPROVED BY CDE**Title I, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g) (1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from The Language Academy of Sacramento:

NA- Charter school

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Teejay Bersola

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and Optional Extension**

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California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from The Language Academy of Sacramento:

The foundation of the LAS dual language immersion program's effectiveness is teacher quality. Because LAS is a highly specialized educational design not only do all teaching staff need to be highly qualified but also need to be highly versed in the research of effective dual language immersion schools. Consequently, as stated in the LAS Six Program Design, #2 Professional Development, is the second element of all four LAS mission goals. LAS serves as a laboratory school of students teachers for the local universities: CSU Sacramento and UC Davis. Most LAS teachers come from these two induction programs. Once hired as teaching staff, new teachers are assigned a BTSA teacher. Moreover, new teachers are placed in grade level teams in which there are seasoned teachers who guide and mentor them in their beginning years. Lastly, LAS has a literacy coach who provides a multi- tiered support for teachers depending on their identified needs, including, building exemplary classroom libraries for effective implementation of language instruction in English and Spanish. A quality professional development plan is an essential component of an effective educational program. Teachers at LAS participate in professional development and articulation meetings each week to analyze data and evaluate academic progress. Throughout the school year, teachers are provided with extended professional development time in order to meet, reflect, study, and

plan. In addition to participating in regularly scheduled on-site professional development, teachers and staff are encouraged to attend professional development opportunities sponsored by other educational institutions.

With recent educational shifts related to the CCSS, staff members have participated in professional development offered by the Sacramento County Office of Education (SCOE), the Northern California Literacy Consortium, as well as others. In addition to these opportunities, the following are areas that have been the focus of professional development at LAS during the last five years: Implementation of core curriculum (MacMillan/McGraw Hill's Treasures and Pearson Envision); Expository Reading and Writing Course (ERWC) to support CCSS Language Arts; Math CCSS implementation best practices; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Spanish Language Development (SLD); Strategies for improving Executive Function- R.O.P.E.S. in the classroom; as well as others. Visitations to other classrooms at LAS and model schools are encouraged for both teachers and administrators. The staff at the Language Academy of Sacramento strives to provide the best two-way Spanish immersion education possible to its students. All classroom teachers are highly qualified in accordance with the No Child Left Behind Act (NCLB). The majority of classroom teachers hold a Cross-cultural Language and Academic Development (CLAD), a Bilingual/Cross-cultural Language and Academic Development (BCLAD) or an equivalent credential. In addition, teachers and administrators continue to educate themselves about current research, theory, and practice, as well as issues pertinent to charter schools, by attending conferences and reading articles in academic journals. About 32% of staff members have obtained or are pursuing advanced degrees in education.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from The Language Academy of Sacramento:

LAS priority begins with the first element of the LAS Six Program Design: RESEARCH. Through the Curriculum and Design Team (CDT) in conjunction with school leadership, LAS analyzes needs assessment results that dictates professional development planning, training in assessments and curricula that guide differentiation and intervention. LAS works closely with Sacramento County Office of Education (SCOE) in professional development planning and implementation. Overall, LAS staff seeks learning that address various aspects of the MTSS academic and behavior tiers, particularly as they pertain to students at-risk and ensuring their success in school.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from The Language Academy of Sacramento:

Annually, LAS stakeholders review academic growth and stakeholder survey results via the Governing Board, Parent Council, Parent Association, School Site Council, ELAC, CDT Committee and make agreements on the upcoming year's priorities. LAS disaggregate data per significant subgroups to ensure safe and effective learning environments with the most highly qualified instructor. LAS LCAP/SPSA illustrates the internal accountability and external accountability metrics continually monitored to gauge overall student performance in all aspects of the charter school's mission: BILITERACY, CONFIDENCE/LIFE SKILLS, and LEADERSHIP/CRITICAL THINKING.

APPROVED BY CDE**Title II, Part A Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from The Language Academy of Sacramento:

ORIGINAL Response: LAS applied for Title IV for the first time this year. The additional funds will be directed to support safe and healthy students. As described in the LAS LCAP, there is a need to provide additional mental health support for students as well as parents/guardians in learning how to effectively

parent students with mental health challenge. Moreover, LAS will continue to ensure that technology use is set up in the most effective way to ensure learning is enriched in all subjects via digital research and reporting.

REVISED Response: LAS community's LCAP and Federal Addendum work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS continued its structure from the previous years and created an LCAP/Federal Addendum Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP and Federal Addendum updates as well as charter renewal work.

The milestones of LAS LCAP and Federal Addendum work for 2017-19 pertinent to Title IV include goals specific to climate and culture of learning, more specifically creating a safe and healthy student community. The LAS School Climate Team has designed a 360 approach to addressing this need, starting with partnering with and outside organization, Circle Up Education, LLC., where experts facilitated several staff professional development on how to create a safe socioemotional responsive school- starting with the teaching staff, support staff, and families. Concurrently, the team also designed trainings regarding issues such as self-harm and parent/staff trainings in mental health first aide. Effectiveness of these trainings is evaluated via stakeholder surveys. At the student level, through the school's established MTSS process, students who need additional socioemotional support are identified. Those who need mental health support are connected with the school's psychologist and/or counselor. Through a coordinated staff effort and via an integrated student information system, students in need are monitored throughout the year for progress.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
and Optional Extension**

Contact Email

tbersola@lasac.info

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233



Board Meeting Date: June 23, 2024

Subject: Verdaka School Security System

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

Committee: Finance Committee

At the May 26, 2023 Governing Board Meeting, information was presented about the Verdaka School Security System. In response to the presentation, board members had questions. The attached Q & A with responses for board consideration and deliberation:

Camera System

What is the system's encryption level?

Encryption: All camera footage and metadata is encrypted at best with AES-128, in transit with AES-128 & TLS 1.2, and in the cloud with AES-256.

Network: No inbound ports need to be opened on the network firewall as the cameras will always make an outbound connection to the cloud. The only outbound ports that need to be opened up are TCP 443 for HTTPS and UDP 123 for NTP, which is currently opened. Additionally, no port forwarding is required.

Where is camera footage or information stored?

Video footage is stored locally on the camera hard drive for up to 30 days. Footage can also be stored in the Cloud us-west-2.

Guest Visitor System

Can LAS disable the Checkr Feature?

Yes, LAS can disable the Checker feature and just use the standard check-in feature to generate visitor labels.

What type of IDs can be scanned by Verkada?

All United States-issued driver's licenses or ID cards can be scanned. Passports and other forms of identification will not be able to be scanned. At this time, the receptionist or other



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personnel designated by the customer are able to type in the full name or date of birth of the visitor to run it through the system.

If they have a non-United States ID/Passport and the info is manually entered, it will be run through American criminal databases and not international databases.

Where is the visitor Identification information stored?

Visitor information is not stored locally or on the Cloud unless there is a match against the Checkr system. Verkada Guest Security will then create a list of matches that can exist in the Cloud 1–30 days (based on school preference).

Recommendation:

The Finance Committee seeks approval for the implementation of security cameras, vaping sensors, and a visitor management system with an estimated cost of 81K.

Documents Attached:

1. Verkada handouts

Members	Security (Verkada)			
	Aye	Nay	Abstain	Absent
Fernando Aceves				
Nailah Kokayi				
Jose Luis Rodríguez				
Laura Lomelí				
Brenda Luna				
Alex Hayes				
Nina Sylvains				
Vacant/vacante				
Ray Dizon				
Totals:				

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 06.20.2023

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



Fecha de la reunión: 23 de junio de 2024

Asunto: Sistema de Seguridad de la Escuela de Verdaka

- Punto de información solamente
- Aprobación en la Agenda de Consentimiento
- Conferencia (sólo para debate)
- Conferencia/Primera lectura (Medida prevista: _____)
- Conferencia/Acción
- Acción

Comisión: Comité de Finanzas

En la reunión de la Junta de Gobierno del 26 de mayo de 2023, se presentó información sobre el Sistema de Seguridad Escolar de Verdaka. En respuesta a la presentación, los miembros de la junta tenían preguntas. Las preguntas y respuestas adjuntas con las respuestas para la consideración y deliberación de la junta:

Sistema de cámaras

¿Cuál es el nivel de cifrado del sistema?

Cifrado: Todas las grabaciones de las cámaras y los metadatos se cifran en el mejor de los casos con AES-128, en tránsito con AES-128 y TLS 1.2, y en la nube con AES-256.

Red: No es necesario abrir ningún puerto de entrada en el cortafuegos de la red, ya que las cámaras siempre realizarán una conexión de salida a la nube. Los únicos puertos salientes que deben abrirse son TCP 443 para HTTPS y UDP 123 para NTP, que actualmente está abierto. Además, no es necesario el reenvío de puertos.

¿Dónde se almacenan las imágenes o la información de la cámara?

Las grabaciones de vídeo se almacenan localmente en el disco duro de la cámara durante un máximo de 30 días. Las grabaciones también se pueden almacenar en la nube us-west-2.

¿Puede LAS desactivar la función Checkr?

Sí, LAS puede desactivar la función Checkr y utilizar únicamente la función de registro estándar para generar etiquetas de visitante.

¿Qué tipo de documentos de identidad puede escanear Verkada?

Se pueden escanear todos los carnés de conducir o documentos de identidad expedidos en los Estados Unidos. Los pasaportes y otras formas de identificación no podrán escanearse. En



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este momento, la recepcionista u otro personal designado por el cliente pueden teclear el nombre completo o la fecha de nacimiento del visitante para pasarlo por el sistema.

Si el visitante tiene un documento de identidad o pasaporte de otro país y la información se introduce manualmente, se consultará en las bases de datos penales estadounidenses y no en las bases de datos internacionales.

¿Dónde se almacena la información de identificación del visitante?

La información de los visitantes no se almacena localmente o en la nube a menos que haya una coincidencia con el sistema Checkr. Verkada Guest Security creará entonces una lista de coincidencias que puede existir en la Nube de 1 a 30 días (según la preferencia de la escuela).

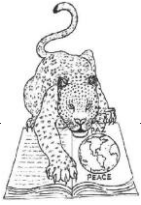
Recomendación:

El Comité de Finanzas solicita la aprobación para la implementación de cámaras de seguridad, sensores de vaping, y un sistema de gestión de visitantes con un costo estimado de 81K.

Documentos adjuntos:
2. Verkada folletos

Tiempo estimado para la presentación: 20 min.
Entregado por: Liderazgo Escolar
Fecha: 06.20.2023

Páginas pertinentes en:
 La constitución, páginas_____
 MOU, páginas____



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Agenda Item #IVC

Board Meeting Date: June 23, 2023

Subject: Finance Committee: 2023-2024 Budget and Monthly Financials

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

Committee: Sylvians, Dizon, Castañeda, Hubbell, Macías, Morales, (non-voting), de León (non-voting)

Recommendation:

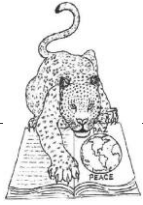
School Leadership and EdTec will present the final version of the 2023-2024 Budget for Governing Board approval and adoption.

Documents Attached:

1. June 2023 EdTec Presentation
2. Proposed Budget 2023-2024
3. May 2023 Monthly Financials

Estimated Time of Presentation: 20 min
Submitted By: School Leadership
Date: 06.20.2023

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



Fecha de la Reunión: 23 de junio del 2023

Tema: Comité de Finanzas: Presupuesto 2023-2024 y finanzas mensuales

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

Comité: Sylvians, Dizon, Castañeda, Hubbell, Macías, Morales, (non-voting), de León (non-voting)

Recomendación:

El liderazgo escolar y EdTec presentarán la versión final del presupuesto 2023-2024 para la aprobación y adopción de la mesad directiva.

Documento adjunto:

1. Presentación de EdTec, June 2023
2. Presupuesto 2023-2024
3. Presupuesto Mensuales de Mayo 2023

Tiempo estimado para la presentación: 20 min.
Entregado por: Liderazgo Escolar
Fecha: 06.20.2023

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

LAS Board Financial Update

NICK MAWAD

JUNE 23, 2023



1. 2022–23 Financials

A. Yearly Attendance Comparison

B. May Forecast vs. January Forecast

C. 2022–23 Forecast Update

2. 2023–24 Budget Development

A. State Budget Process

B. LAS Budget Development Process

C. Multi-year Projection Assumptions

D. 2023–24 Budget & MYP

E. Multi-year Cash Balance

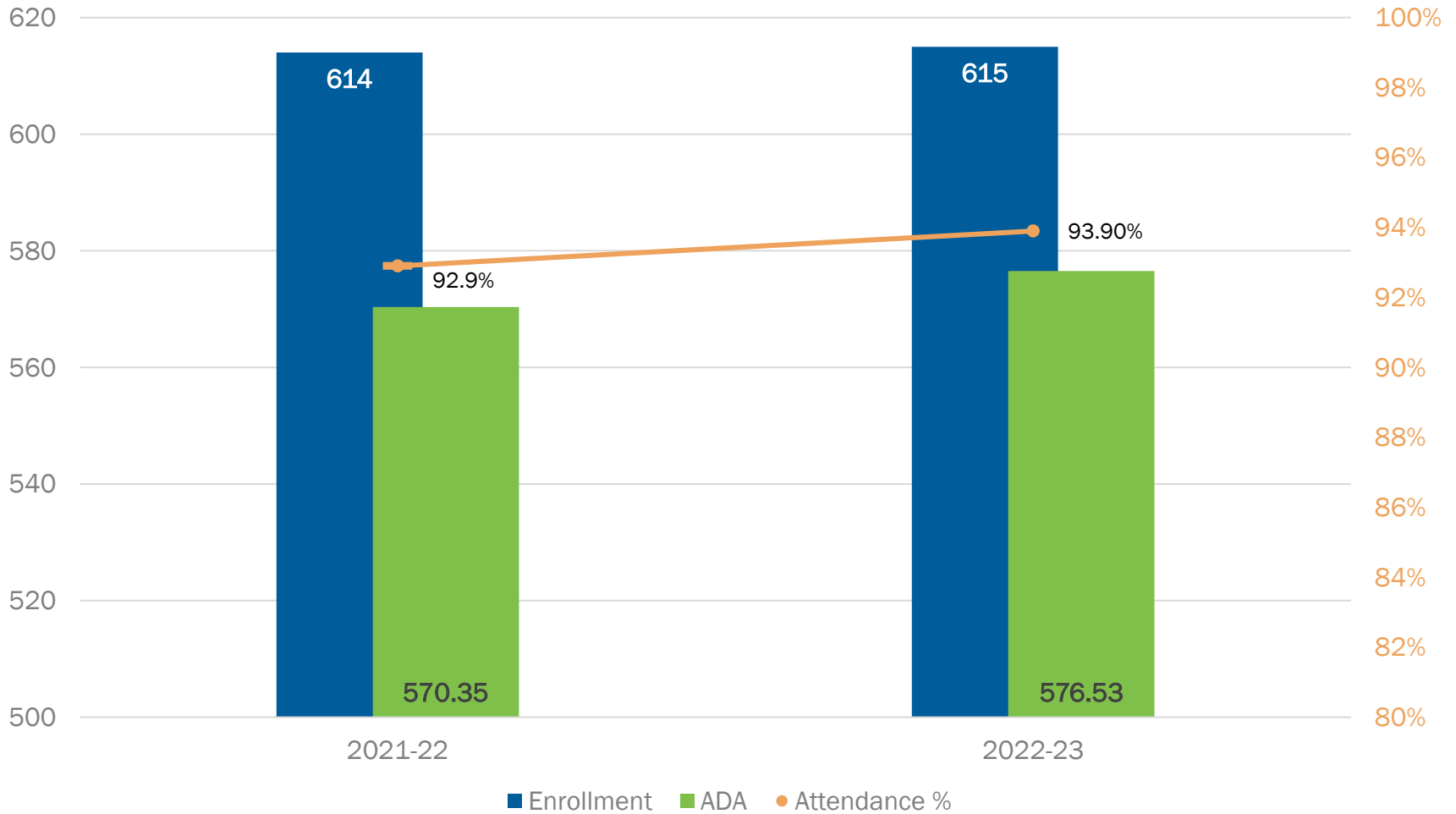
2022–23 Financials



Yearly Attendance Comparison



Attendance percentage improved from FY22 – ~\$75K impact



May Forecast vs. January Forecast



Projected operating income increases to ~\$557K

		2022-23	2022-23	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	7,123,868	7,122,843	(1,024)
	Federal Revenue	954,100	954,147	47
	Other State Revenues	1,885,050	1,898,617	13,567
	Local Revenues	48,300	44,370	(3,930)
	Fundraising and Grants	35,000	39,075	4,075
	Total Revenue	10,046,318	10,059,053	12,735
Expenses	Compensation and Benefits	5,969,928	5,969,928	0
	Books and Supplies	641,512	641,736	(224)
	Services and Other Operating	2,400,264	2,306,031	94,233
	Depreciation	508,172	508,172	-
	Other Outflows	76,000	76,000	-
	Total Expenses	9,595,876	9,501,867	94,008
	Operating Income	450,443	557,186	106,743
	Beginning Balance (Audited)	11,613,374	11,613,374	-
	Operating Income	450,443	557,186	106,743
	Ending Fund Balance (incl. Depreciation)	12,063,817	12,170,560	106,743
	Ending Fund Balance as % of Expenses	125.7%	128.1%	2.4%

2022–23 Forecast Update



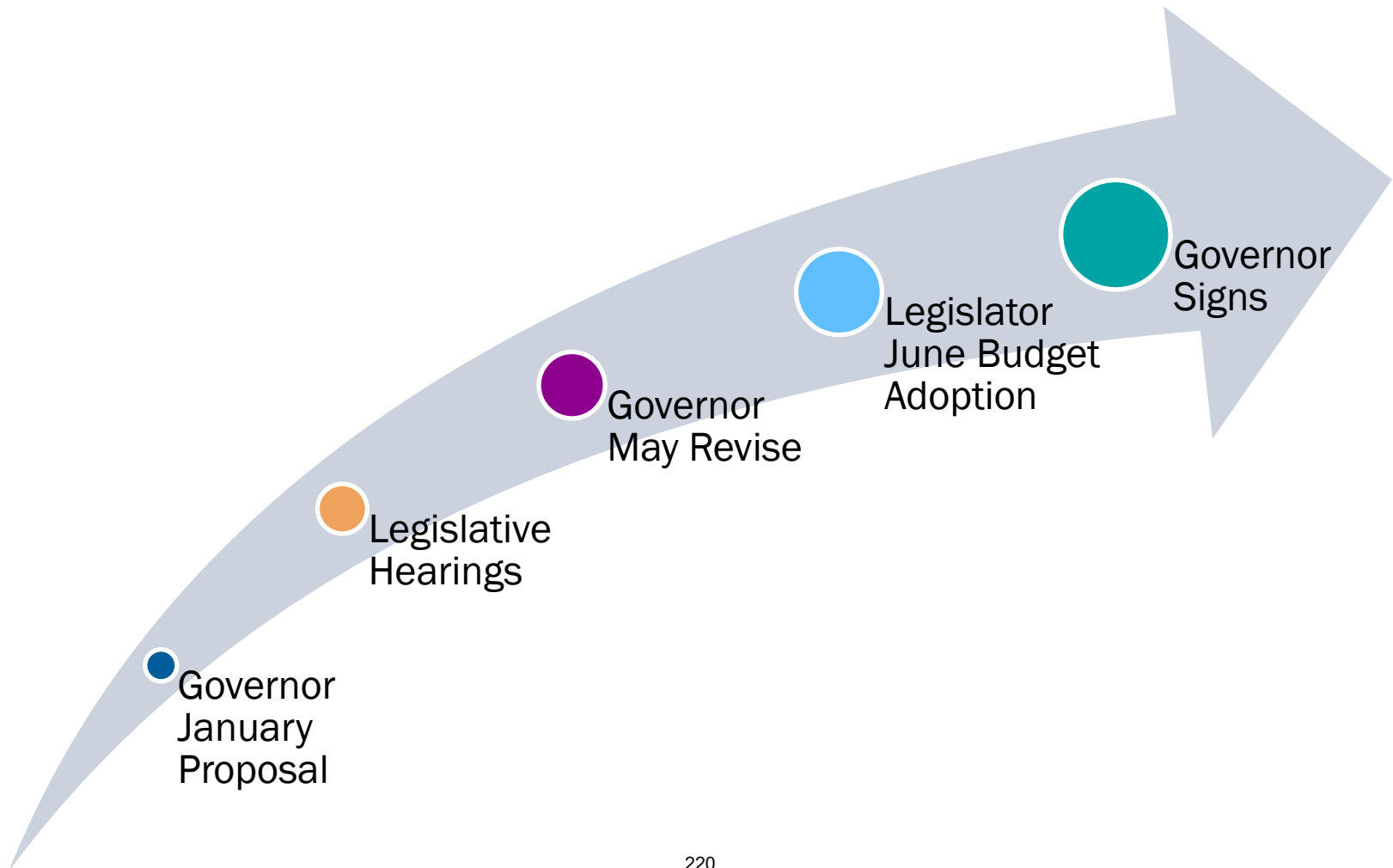
CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	450,443	
Services & Other Ops	94,233	Various line items: Conferences, Janitorial, Repairs, PD, etc.
Other State Revenue	13,567	Additional Prior Year Lottery allocation
Local Revenue & Fundraising	145	Various true ups
Federal Revenue	47	Updated ESSER allocation
Books & Supplies	(224)	Additional classroom/non-classroom supplies
LCFF	(1,024)	P2 ADA impact
Current Forecast	557,186	

2023–24 Budget Development



State Budget Process

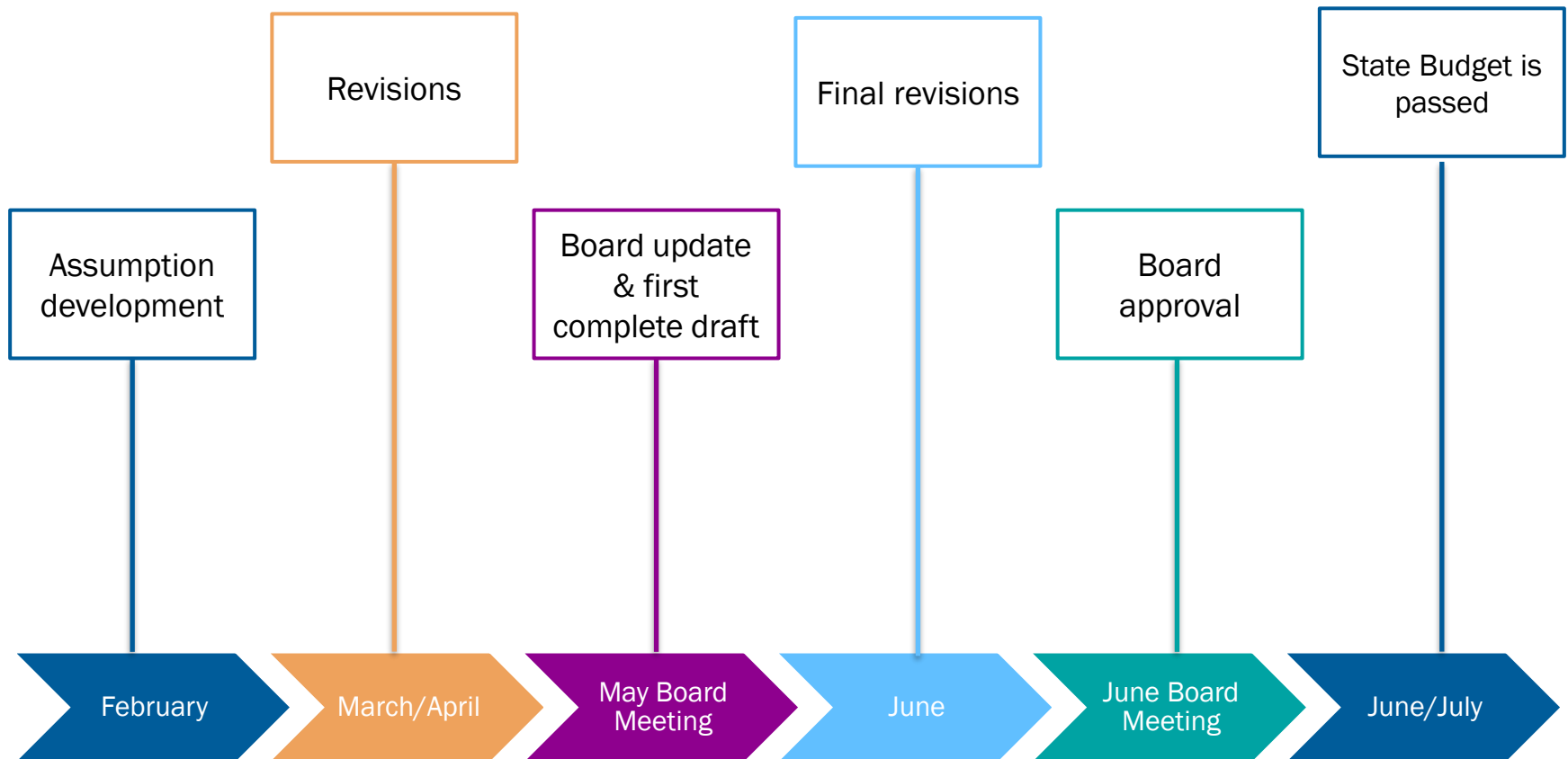
Iterative process with many changes to Governor's Proposal



LAS Budget Development Process



Process begins in late winter/early spring with budget approval by June 30



Multi-year Projection Assumptions

Important aspects of budget highlighted below

Student Info

Full enrollment of 615 students

95% attendance

UPP stays consistent

Revenue

5.38% COLA in FY24, then 3-4%

One-time funds reduced spread out

Includes Prop 28 revenue and expense

Expenses

Fully staffed, cont. of support services – no vacancies

Salary schedule increases for staff

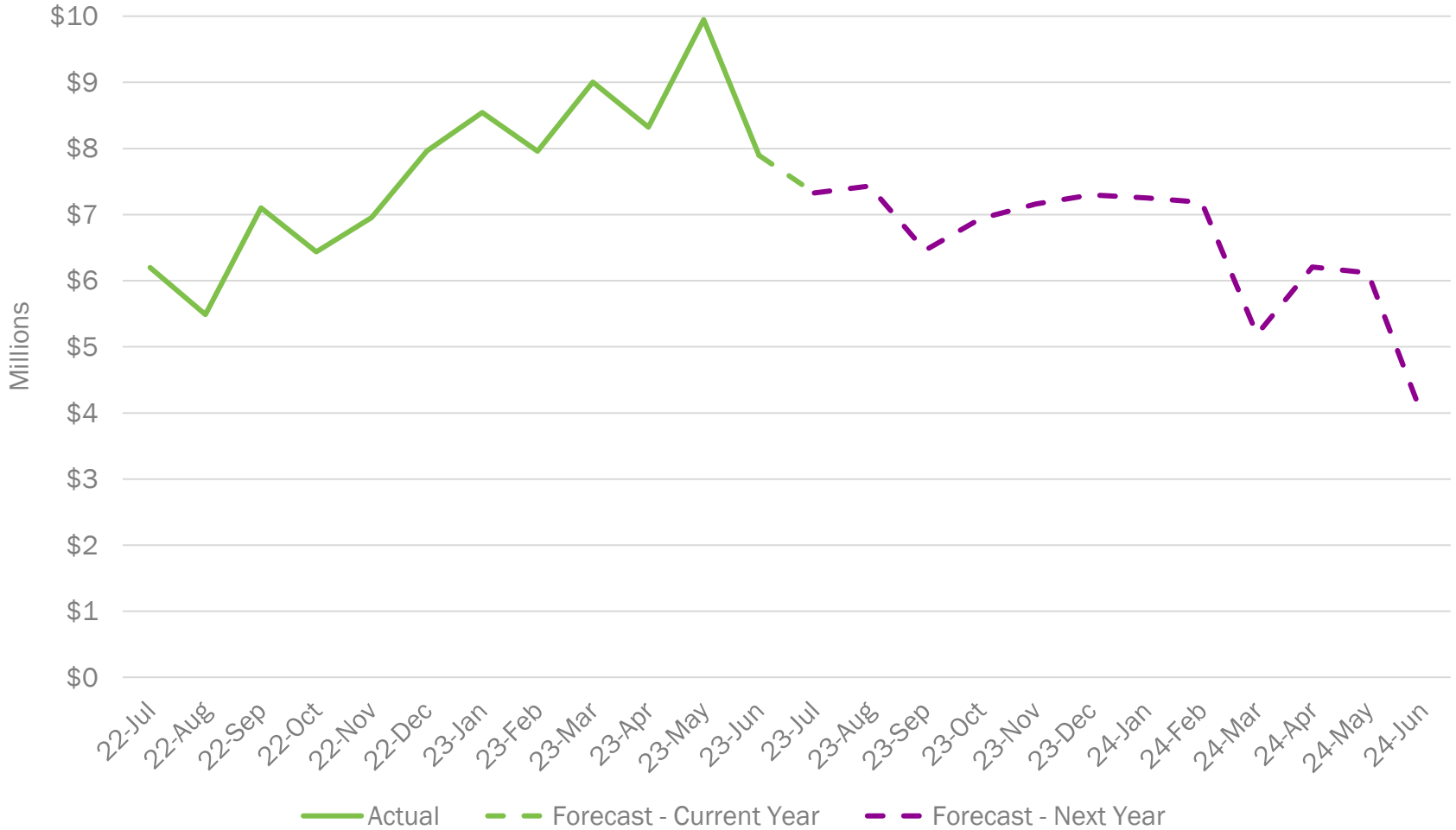
Depreciation on large construction project begins FY25

2023-24 Budget & MYP

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Preliminary Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,122,843	7,604,884	7,904,553	8,164,283
	Federal Revenue	954,147	954,225	290,813	290,813
	Other State Revenues	1,898,617	2,194,899	2,195,508	2,159,410
	Local Revenues	44,370	48,300	48,300	48,300
	Fundraising and Grants	39,075	35,000	35,000	35,000
	Total Revenue	10,059,053	10,837,308	10,474,174	10,697,806
Expenses	Compensation and Benefits	5,969,928	6,386,009	6,251,022	6,445,742
	Books and Supplies	641,736	679,325	523,821	530,573
	Services and Other Operating	2,306,031	2,368,537	2,242,869	2,275,143
	Depreciation	508,172	508,172	822,128	822,128
	Other Outflows	76,000	78,280	80,628	83,047
	Total Expenses	9,501,867	10,020,323	9,920,468	10,156,634
	Operating Income	557,186	816,985	553,706	541,173
	Beginning Balance (Audited)	11,613,374	12,170,560	12,987,545	13,541,251
	Operating Income	557,186	816,985	553,706	541,173
	Ending Fund Balance (incl. Depreciation)	12,170,560	12,987,545	13,541,251	14,082,424
	Ending Fund Balance as % of Expenses	128.1%	129.6%	136.5%	138.7%

Multi-year Cash Balance

Cash balance projected to bottom out at ~\$4mm due to project costs



Thank you!

ANY QUESTIONS?



510.663.3500



225

• askus@edtec.com



• edtec.com



**Language Academy
Multi-year Projection
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
SUMMARY				
Revenue				
LCFF Entitlement	7,122,843	7,604,884	7,904,553	8,164,283
Federal Revenue	954,147	954,225	290,813	290,813
Other State Revenues	1,898,617	2,194,899	2,195,508	2,159,410
Local Revenues	44,370	48,300	48,300	48,300
Fundraising and Grants	39,075	35,000	35,000	35,000
Total Revenue	10,059,053	10,837,308	10,474,174	10,697,806
Expenses				
Compensation and Benefits	5,969,928	6,386,009	6,251,022	6,445,742
Books and Supplies	641,736	679,325	523,821	530,573
Services and Other Operating Expenditures	2,306,031	2,368,537	2,242,869	2,275,143
Depreciation	508,172	508,172	822,128	822,128
Other Outflows	76,000	78,280	80,628	83,047
Total Expenses	9,501,867	10,020,323	9,920,468	10,156,634
Operating Income	557,186	816,985	553,706	541,173
Fund Balance				
Beginning Balance (Unaudited)	11,602,272	12,170,560	12,987,545	13,541,251
Audit Adjustment	11,102			
Beginning Balance (Audited)	11,613,374	12,170,560	12,987,545	13,541,251
Operating Income	557,186	816,985	553,706	541,173
Ending Fund Balance	12,170,560	12,987,545	13,541,251	14,082,424
Total Revenue Per ADA	17,448	18,549	17,928	18,310
Total Expenses Per ADA	16,481	17,151	16,980	17,384
Operating Income Per ADA	966	1,398	948	926
Fund Balance as a % of Expenses	128%	130%	136%	139%

**Language Academy
Multi-year Projection
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
Key Assumptions				
Enrollment Breakdown				
TK	22	20	20	20
K	66	66	66	66
1	66	66	66	66
2	66	66	66	66
3	66	66	66	66
4	66	66	66	66
5	66	66	66	66
6	67	67	67	67
7	64	66	66	66
8	65	66	66	66
Total Enrolled	614	615	615	615
ADA %				
K-3	93.2%	95.0%	95.0%	95.0%
4-6	94.9%	95.0%	95.0%	95.0%
7-8	94.0%	95.0%	95.0%	95.0%
Average ADA %	93.9%	95.0%	95.0%	95.0%
ADA				
K-3	267	270	270	270
4-6	189	189	189	189
7-8	121	125	125	125
Total ADA	577	584	584	584
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)	615	615	615	615
# Unduplicated (CALPADS)	493	493	493	493
# Free & Reduced Lunch (CALPADS)	457	457	457	457
# ELL (CALPADS)	294	294	294	294
New Students	-	-	-	-
School Information				
FTE's	106.1	115.7	90.7	90.7
Teachers	36	36	36	36

**Language Academy
Multi-year Projection
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
Certificated Pay Increases	3%	3%	3%	3%
Classified Pay Increases	3%	3%	3%	3%
# of school days	-	-	-	-
Default Expense Inflation Rate		3%	3%	3%

**Language Academy
Multi-year Projection
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	5,079,830	4,353,864	4,588,262	4,791,342
8012 Education Protection Account Entitlement	469,675	1,656,614	1,721,884	1,778,534
8096 Charter Schools in Lieu of Property Taxes	1,573,339	1,594,407	1,594,407	1,594,407
SUBTOTAL - LCFF Entitlement	7,122,843	7,604,884	7,904,553	8,164,283
Federal Revenue				
8181 Special Education - Entitlement	76,750	76,875	76,875	76,875
8291 Title I	175,655	175,655	175,655	175,655
8292 Title II	24,819	24,819	24,819	24,819
8294 Title IV	13,464	13,464	13,464	13,464
8297 PY Federal - Not Accrued	47	-	-	-
8299 All Other Federal Revenue	663,412	663,412	-	-
SUBTOTAL - Federal Revenue	954,147	954,225	290,813	290,813
Other State Revenue				
8319 Other State Apportionments - Prior Years	13,723	-	-	-
8381 Special Education - Entitlement (State	480,299	518,035	518,035	518,035
8382 Special Education Reimbursement (State	47,504	-	-	-
8550 Mandated Cost Reimbursements	10,460	11,444	12,053	12,450
8560 State Lottery Revenue	142,713	144,624	144,624	144,624
8590 All Other State Revenue	36,495	353,373	353,373	316,878
8593 Expanded Learning Opportunities Program	963,942	963,942	963,942	963,942
8596 Other State Revenue 6	203,482	203,482	203,482	203,482
SUBTOTAL - Other State Revenue	1,898,617	2,194,899	2,195,508	2,159,410
Local Revenue				
8636 Uniforms	12,000	12,000	12,000	12,000
8638 Merchandise Sales	1,953	1,300	1,300	1,300
8660 Interest	11,528	9,000	9,000	9,000
8670 Fees and Contracts	6,000	6,000	6,000	6,000
8693 Field Trips	1,461	15,000	15,000	15,000
8699 All Other Local Revenue	11,429	5,000	5,000	5,000
SUBTOTAL - Local Revenue	44,370	48,300	48,300	48,300

**Language Academy
Multi-year Projection
As of May FY2023**

Fundraising and Grants

8801 Donations - Parents

8802 Donations - Private

8803 Fundraising

SUBTOTAL - Fundraising and Grants

TOTAL REVENUE

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
	3,197	5,000	5,000	5,000
	-	5,000	5,000	5,000
	35,878	25,000	25,000	25,000
	39,075	35,000	35,000	35,000
	10,059,053	10,837,308	10,474,174	10,697,806

**Language Academy
Multi-year Projection
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries	2,333,520	2,375,170	2,446,425	2,519,818
1101 Teacher - Stipends	77,788	84,850	87,396	90,017
1102 Title I/SES Tutoring	22,500	40,500	41,715	42,966
1103 Teacher - Substitute Pay	89,593	81,400	83,842	86,357
1300 Certificated Supervisor & Administrator Salaries	145,428	149,791	154,285	158,913
1311 SPED Certificated	350,001	347,436	357,859	368,595
1920 Other Cert - Summer	65,800	98,700	101,661	104,711
1940 Other Certificated Supervisor & Admin Salaries	116,206	123,283	126,981	130,791
SUBTOTAL - Certificated Salaries	3,200,835	3,301,130	3,400,164	3,502,169
Classified Salaries				
2100 Classified Instructional Aide Salaries	112,323	117,286	120,805	124,429
2103 SPED Classified	137,675	112,824	116,209	119,695
2200 Classified Support (Intervention Tutoring)	240,271	337,737	34,543	35,579
2300 Classified Supervisor & Administrator Salaries	102,207	105,274	108,432	111,685
2400 Classified Clerical & Office Salaries	172,043	258,406	266,159	274,143
2601 Classified Stipends	10,000	-	-	-
2900 Classified Other Salaries	51,360	33,480	34,484	35,519
2905 Other Classified - After School	180,327	215,739	222,211	228,878
2908 Enrichment - ELO-P	25,000	96,252	99,140	102,114
2925 Other Classified - Childcare	1,280	1,318	1,358	1,399
2930 Other Classified - Maintenance/Grounds	166,955	168,093	173,136	178,330
SUBTOTAL - Classified Salaries	1,199,441	1,446,410	1,176,477	1,211,771
Employee Benefits				
3100 STRS	611,360	630,516	649,431	668,914
3200 PERS	-	-	-	-
3300 OASDI-Medicare-Alternative	136,061	148,692	138,949	142,844
3400 Health & Welfare Benefits	723,407	760,649	791,075	822,718
3500 Unemployment Insurance	20,978	17,324	14,959	14,960
3600 Workers Comp Insurance	52,803	56,970	54,920	56,567

Language Academy
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
3900 Other Employee Benefits	25,043	24,317	25,046	25,798
SUBTOTAL - Employee Benefits	1,569,652	1,638,469	1,674,381	1,731,802
Books & Supplies				
4100 Approved Textbooks & Core Curricula Materials	56,120	135,000	60,000	61,800
4101 SPED Textbooks	7,700	7,700	7,931	8,169
4200 Books & Other Reference Materials	71,500	93,000	61,000	61,000
4201 Library Resources	15,000	15,000	15,450	15,914
4315 Custodial Supplies	35,000	30,600	31,518	32,464
4320 Educational Software	70,000	70,000	72,100	74,263
4325 Instructional Materials & Supplies	49,475	48,475	35,000	35,000
4330 Office Supplies	32,500	31,400	15,000	15,450
4335 PE Supplies	9,000	10,000	10,300	10,609
4340 Professional Development Supplies	3,000	3,000	3,000	3,000
4350 Uniforms	33,817	-	-	-
4352 Garden	2,000	2,000	2,060	2,122
4354 ASES Materials	6,000	6,000	6,180	6,365
4355 Summer School Materials	9,400	4,400	4,532	4,668
4356 SPED Consumables	10,000	10,000	10,000	10,000
4410 Classroom Furniture, Equipment & Supplies	45,004	30,750	15,750	15,750
4420 Computers: individual items less than \$5k	139,000	50,000	50,000	50,000
4423 Classroom Noncapitalized items 1	10,000	10,000	10,000	10,000
4430 Non Classroom Related Furniture, Equipment & Supplies	37,220	122,000	114,000	114,000
SUBTOTAL - Books and Supplies	641,736	679,325	523,821	530,573
Services & Other Operating Expenses				
5210 Conference Fees	5,000	35,000	35,000	35,000
5215 Travel - Mileage, Parking, Tolls	2,299	5,000	5,000	5,000
5220 Travel and Lodging	9,486	35,000	35,000	35,000
5305 Dues & Membership - Professional	15,000	15,000	15,450	15,914
5450 Insurance - Other	106,766	114,204	117,630	121,159
5515 Janitorial, Gardening Services & Supplies	14,400	120,000	123,600	127,308
5535 Utilities - All Utilities	215,000	102,000	105,060	108,212
5605 Equipment Leases	34,640	34,640	35,679	36,750
5610 Rent	102,000	101,195	104,231	107,358
5615 Repairs and Maintenance - Building	30,118	206,000	50,000	51,500
5616 Repairs and Maintenance - Computers	20,000	20,000	20,600	21,218

**Language Academy
Multi-year Projection
As of May FY2023**

	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26
5617 Repairs and Maintenance - Other Equipment	2,550	2,550	2,627	2,705
5803 Accounting Fees	26,000	26,000	26,780	27,583
5804 Parent Trainings	1,020	1,500	1,545	1,591
5805 Administrative Fees	15,270	10,000	10,300	10,609
5806 Assemblies	3,000	5,000	5,150	5,305
5809 Banking Fees	500	500	515	530
5812 Business Services	89,900	94,395	99,115	104,070
5813 Board Development	5,600	5,600	5,768	5,941
5818 SPED Legal Fees	5,600	5,600	5,768	5,941
5824 District Oversight Fees	81,913	87,456	90,902	93,889
5827 ELO-P Expenses	938,942	730,000	722,982	715,753
5830 Field Trips Expenses	65,798	56,000	56,000	56,000
5833 Fines and Penalties	68	-	-	-
5836 Fingerprinting	3,000	3,000	3,090	3,183
5839 Fundraising Expenses	41,107	36,700	37,801	38,935
5845 Legal Fees	10,200	10,200	10,506	10,821
5851 Marketing and Student Recruiting	1,224	1,224	1,261	1,299
5852 Prop 28 Expenses	-	107,866	107,866	107,866
5857 Payroll Fees	19,225	15,300	15,759	16,232
5860 Printing and Reproduction	35,000	35,000	36,050	37,132
5861 Prior Yr Exp (not accrued)	17,773	-	-	-
5863 Professional Development	34,749	55,000	56,650	58,350
5869 Special Education Contract Instructors	203,000	172,000	177,160	182,475
5872 Special Education SELPA Fee	19,887	20,822	21,446	22,090
5874 Sports	16,000	16,000	16,480	16,974
5875 Staff Recruiting	1,300	1,300	1,339	1,379
5878 Student Assessment	17,703	12,485	12,860	13,245
5881 Student Information System	12,098	11,000	11,330	11,670
5887 Technology Services	50,539	35,000	35,000	35,000
5899 Miscellaneous Operating Expenses	320	-	-	-
5910 Communications - Internet / Website Fees	7,000	7,000	7,210	7,426
5915 Postage and Delivery	4,000	4,000	4,000	4,000
5920 Communications - Telephone & Fax	21,038	12,000	12,360	12,731
SUBTOTAL - Services & Other Operating Exp.	2,306,031	2,368,537	2,242,869	2,275,143
Depreciation Expense				
6900 Depreciation	508,172	508,172	822,128	822,128

Language Academy
Multi-year Projection
As of May FY2023

	Year 1	Year 2	Year 3	Year 4
	2022-23	2023-24	2024-25	2025-26
SUBTOTAL - Depreciation Expense	508,172	508,172	822,128	822,128
Other Outflows				
7438 Long term debt - Interest	76,000	78,280	80,628	83,047
SUBTOTAL - Other Outflows	76,000	78,280	80,628	83,047
TOTAL EXPENSES	9,501,867	10,020,323	9,920,468	10,156,634



A California Public School

Agenda Item# IVD

Board Meeting Date: June 23, 2023

Subject: EPA Resolution

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

Committee: School Leadership

Information: The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). Of the funds in the account, 89 percent in provided to K-12 education.

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2023-2024 and the proposed spending allocation.

	Estimated Allocation	Approved EPA Spending
FY 2023	1,656,614	Account Code 1100 - Teacher Salaries

Recommendation:

School Leadership requests that the Governing Board review and approve the attached EPA resolution.

Documents Attached:

1. EPA Resolution
2. EPA Estimated Expenditures

	Aye	Nay	Abstain	Absent
Members				
Aceves, Fernando				
Sylvains, Nina				
Dizon, Ray				
Hayes, Alex				
Rodriguez, Jose Luis				
Kokayi, Nailah				
Lomelí, Laura				
Luna, Brenda				
Totals:				

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 06/21/2023

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



A California Public School

Agenda Artículo# IVD

Fecha de la Reunión: 23 de junio del 2023

Tema: Resolución de EPA

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

Comité: Liderazgo Escolar

Información: Los ingresos generados mediante la proposición 30 son depositados en una cuenta nueva llamada, cuenta de protección de educación. De los fondos en la cuenta, el 89% es para educación de K-12.

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2021-2022, así como los gastos asignados.

	Asignación estimada	Gastos aprobados por la EPA
FY 2023	1,656,614	Código de cuenta 1100 – Salarios de los maestros

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la resolución de EPA.

Documentos adjunto:

1. Resolución de EPA
2. Estimación de Gastos de EPA

<p>Tiempo estimado para la presentación: 5 min. Entregado por: School Leadership Fecha: 06.21.2023</p>

<p>Páginas pertinentes en: () La constitución, páginas _____ () MOU, páginas _____</p>

Language Academy of Sacramento
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Language Academy of Sacramento shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Language Academy of Sacramento;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Language Academy of Sacramento has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 23, 2023

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Language Academy of Sacramento Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2023 - June 30, 2024

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Language Academy of Sacramento
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$1,656,614
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$1,656,614
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$1,656,614

*Estimated EPA Spending based on CDE's Estimated 2023-24 EPA Entitlement
 Actual amount and expenses may be different than stated. Per Proposition 30, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.



A California Public School

Agenda Item #IVE

Board Meeting Date: June 20, 2023

Subject: May 2023 Check Register

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the May 2023 check register.

Documents Attached:

1. May 2023 Check Register

Members	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Sylvains, Nina				
Dizon, Ray				
Hayes, Alex				
Rodriguez, Jose Luis				
Kokayi, Nailah				
Lomelí, Laura				
Luna, Brenda				
Totals:				

<p>Estimated Time of Presentation: 5 min Submitted By: School Leadership Date: 06.20.23</p>
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<p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p>
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A California Public School

Agenda Artículo #IVE

Fecha de la Reunión: 20 de junio del 2023

Tema: Registro de la cuenta bancaria mayo 2023

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de mayo del 2023

Documento adjunto:

1. Registro de la cuenta bancaria del mes de mayo 2023

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 06.20.23

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

**Language Academy of Sacramento
Check Register
May 2023**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
5/1/2023	10365	Michael's Transporation Service	Field trip travel fees: 2nd - 3rd Grade	3,157.00
5/12/2023	10366	Pedro Aguilera	ELOP Instructional Materials	226.93
5/12/2023	10367	Pedro Aguilera	ELOP Instructional Materials	331.27
5/12/2023	10368	Amazon Capital Services	Instructional Materials	360.80
5/12/2023	10369	Ascensus	Retirement Services (403b)	745.00
5/12/2023	10370	Baker Tilly, US, LLP	Administrative services	1,795.00
5/12/2023	10371	Luis Cruz-Llamas	Reimb: Instructional materials	13.46
5/12/2023	10372	Department of Justice	Fingerprinting fees	81.00
5/12/2023	10373	Elevator Industries	Elevator maintenance services: May 2023	105.00
5/12/2023	10374	Erica Frederiksen	Reimb: Instructional materials	93.25
5/12/2023	10375	K12 Health	Health services	1,264.00
5/12/2023	10376	Kayla Toft	ELOP: Cheer Uniforms	288.00
5/12/2023	10377	Xochith Laredo	Reimb: PC: Children's Day Event	328.37
5/12/2023	10378	Learning Solutions	SPED Services	1,290.82
5/12/2023	10379	LIFT Aftermath Basketball	Basketball Services	900.00
5/12/2023	10380	Brenda Luna	Reimb: Instructional materials/books, PC: Children's Day	489.25
5/12/2023	10381	Navigate360, LLC	(4320) Professional Development	2,724.38
5/12/2023	10382	Ana Novoa	Reimb: Fieldtrip fees, Instructional materials	269.01
5/12/2023	10383	Office Depot	Office materials/Intructional Materials	1,719.94
5/12/2023	10384	Ariana Pantoja	Reimb: Teacher Appreciation Materials	75.30
5/12/2023	10385	SCUSD/Accounting Services	Utilities: Jan, Feb, March 2023	10,652.88
5/12/2023	10386	Evelyn Sandoval	Reimb: SPED Office Supplies	119.00
5/12/2023	10387	Scholastic Inc	Classroom libraries: Chapa	22.22
5/12/2023	10388	Scholastic Inc	Classroom libraries: Cruz Llamas	7.07
5/12/2023	10389	The Home Depot Pro	Custodial materials	1,507.53
5/12/2023	10390	Virginia Ramirez	REIMB: PC Children's Day Event	336.05
5/12/2023	10391	Windstream Communication Inc	Communication services	4,337.08
5/17/2023	10392	Arcstrem LLC	Robotics Instruction	3,240.00
5/17/2023	10393	Louis Heinzer	Soccer Coaching	3,500.00
5/17/2023	10394	The Sacramento Ballet	Enrichment: Ballet Instruction	2,250.00
5/17/2023	10395	Tristan Bare	Soccer Instruction	2,500.00
5/17/2023	10396	Veronica Kovats Art	Art instruction services	825.00
5/26/2023	10397	Esquire IMAX Theatre	Fieldtrip admission fees: 6th/7th Grade	2,044.50
5/31/2023	10398	La Minerva	6th / 7th Grade Field Trip Celebration	1,631.25
5/30/2023	ACH	Mutual of Omaha	Health Benefits - May 2023	4,958.53
5/30/2023	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - May 2023	33,185.68
5/15/2023	ACH	Western Health Advantage	Health Benefits - May 2023	7,743.04
5/31/2023	ACH	Sutter Health Plus	Health Benefits - May 2023	15,539.17
5/19/2023	ACH	Vision Service Plan - CA	Health Benefits - May 2023	1,091.97
5/2/2023	ACH	Marlin Leasing Corp	Phone Equipment Lease - April 2023	2,822.48
5/16/2023	ACH	Marlin Leasing Corp	Phone Equipment Lease - May 2023	2,533.69
5/12/2023	ACH	California Credit Union	Various	8,359.49
5/12/2023	ACH	California Credit Union	Various	30.45
5/16/2023	ACH	California Credit Union	Various	6,084.10
5/30/2023	ACH	California Credit Union	Various	10,395.06
5/15/2023	ACH	SYNCB/AMAZON	Instructional Materials	973.26
Total				142,947.28



A California Public School

Agenda Item# IVF

Board Meeting Date: April 22, 2023

Subject: 1) Parent Involvement Policy Annual Review and 2) School-Parent Compact Annual Review

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

Background:

LAS Parent Involvement Policy and School Parent Compact annual review is a federal compliance requirement. At the start of the school year, School Leadership solicits input from parent stakeholder groups such as the Parent Council, Parent Association, ELAC, and School Site Council (SSC). The process is finalized when the LAS Governing Board reviews an updated version of the policy and the compact for approval.

LAS Parent Involvement Policy: Approved by Parent Council 121422

Parent Involvement Policy v121422 Draft

*(Based on CDE Parental Involvement Guidelines; **and italics are additions based on parent feedback**)

P4.1 Conduct an annual meeting to be held during the first trimester of each school year to inform parents of the programs and opportunities available to students through Title 1 and parent's rights to be involved.

P4.2 Provide consistent feedback to families concerning student achievement, ***ensure parent participation during Parent Association, Parent Council, charter committee meetings*** and solicit parent input to guide the planning of Title 1 program opportunities.

P4.3 Make reasonable attempt to provide access to all school related activities and communication for parent with limited English proficiency or physical disabilities and migratory or homeless families.

P4.4 Provide parents information regarding grade level multicultural curriculum ***and materials, end of the grade level expectations***, academic assessments and student achievement data during parent/teacher conferences at least twice a year.



A California Public School

P4.5 Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities.

P4.6 Ensure **LAS staff (i.e. Parent Connector)** facilitate the process of involving parents in the developing/revising the School Parent Involvement Plan, School-Parent Compact, and parent involvement workshops and event opportunities where they learn ways to help in the classrooms.

P4.7 Administer Climate Surveys (Programmatic Audit Surveys) on a yearly basis to evaluate the effectiveness of school programs and parent involvement opportunities. Survey results will be disseminated in a variety of ways.

Attachment:

- 1) School Parent Compact

Recommendation:

School Leadership requests that the Governing Board review the updated parent involvement policy and compact, make a recommendation for board action.

Members	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Sylvains, Nina				
Dizon, Ray				
Hayes, Alex				
Rodriguez, Jose Luis				
Kokayi, Nailah				
Lomelí, Laura				
Luna, Brenda				
Totals:				

<p>Estimated Time of Presentation: 10 min Submitted By: Bersola Date: 062023</p>

<p>Pertinent Pages in <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____ <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>



A California Public School

Agenda Artículo# IVF

Fecha de la Reunión: 23 de junio de 2023

Tema: 1) Revisión anual de la Póliza de participación de padres y 2) Revisión anual del Acuerdo entre la escuela y los padres

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

Contexto:

La revisión anual de la Póliza de Participación de Padres de LAS y del Pacto de Padres de la Escuela es un requisito de cumplimiento federal. Al comienzo del año escolar, el Liderazgo Escolar solicita la opinión de los grupos de padres interesados, como el Concilio de Padres, la Asociación de Padres, ELAC y el Concilio del Sitio Escolar (SSC, por sus siglas en inglés). El proceso finaliza cuando la Mesa Directiva de LAS revisa una versión actualizada de la póliza y el acuerdo para su aprobación.

Póliza de participación de padres de LAS: Aprobada por el Concilio de padres 12142022

Póliza de Participación de Padres

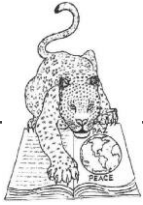
***(Basado en las guías de Participación de Padres en CDE; Letras negritas y cursivas son adiciones basadas en comentarios de los padres)**

P4.1 Conducir una reunión anual que se llevará a cabo durante el primer trimestre de cada año escolar para informar a los padres de los programas y las oportunidades disponibles para los estudiantes a través de Título 1 y el derecho de los padres de estar involucrados.

P4.2 Proveer comentarios consistentemente a las familias con respecto al logro académico, ***asegurar la participación de padres durante la Asociación de Padres, el Concilio de Padres, las reuniones de comité*** y solicitar la opinión de los padres para guiar la planificación de oportunidades del programa de Título 1

P4.3 Hacer intentos razonables para proveer acceso a todas las actividades escolares y comunicación para los padres con fluidez limitada en inglés o discapacidades físicas y migratorias o familias sin hogar.

P4.4 Proveerle a los padres información con respecto a currículo multicultural a nivel de grado y ***materiales, expectativas de fin de año***, evaluaciones académicas, y datos de logro estudiantil durante conferencias de padres/maestros al menos dos veces por año.



A California Public School

P4.5 Establecer un comité asesor para estudiantes de inglés como segunda lengua (ELAC) que proveerá información sobre actividades de Título 1.

P4.6 Asegurar que **personal de LAS (es decir, Enlace de Padres)** facilite el proceso de involucrar a padres en el desarrollo/la revisión del Plan escolar de participación de padres, Acuerdo de escuela y padres, y talleres de participación de padres y oportunidades para eventos donde podrán aprender maneras de ayudar en los salones.

P4.7 Administrar Encuestas de Clima (Encuestas de Auditoría Programática) anualmente para evaluar la efectividad de los programas escolares y las oportunidades de participación de padres. Resultados de la encuesta se deben difundir de una variedad de maneras.

Adjunto:

1. Acuerdo entre la Escuela y Padres

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise la Póliza actualizada de participación de padres y haga una recomendación para acción de la Mesa directiva.

Language Academy of Sacramento

Parent and Student Compact

Student Statement

As a Language Academy Student, I realize the importance of doing my personal best every day. I know I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be in class by **8 A.M. each day.**
- Support the School-Wide Behavior Plan as stated in this Handbook.
- Return completed class work and homework on time.
- Be a cooperative learner.
- Ask for help when needed.
- Respect school property
- Respect LAS Students and Staff

I have read, understand, and agree to follow the policies and procedures from this Student/Parent Handbook.

Student's Signature _____ Date _____

Parent Statement

I understand that my participation in my child's education will help their achievement and attitude. Therefore, I will carry out the following responsibilities to the best of my ability:

- Ensure that my child arrives to school by **8 A.M. every morning.**
- Encourage and set aside a quiet area for my child to complete all his/her homework and class work.
- Review all school communication sent home. This includes electronic communications such as Remind, email and text.
- Attend Back to School, Parent Teacher Conferences, Student Exhibitions, and other school events.
- Support the School-Wide Behavior Plan/Rules and Expectations
- Review the student statement with my child

I have read, understand and agree to support the Social Media Policy.

I have read, understand and agree to support the policy and procedures in the LAS Student/Parent Handbook.

Parent/Guardian's Signature _____ Date _____

Staff Statement

We understand the importance of a quality education for all students. We agree to carry out the following responsibilities to the best of our abilities:

- Teach grade level skills and concepts.
- Strive to address the individual needs of each student.
- Communicate regularly with parents/guardians regarding each child's progress.
- Provide a safe, positive and healthy environment.
- Communicate homework and class work expectations to all students.

I have read and agree with the conditions in this Parent and Student Handbook.

Teacher's Signature _____ Date _____

Academia de Idiomas de Sacramento

Acuerdo de Familias y Estudiantes

Declaración del Estudiante

Como alumno de la escuela, Academia de Idiomas de Sacramento, yo entiendo la importancia en tratar de hacer lo mejor que yo pueda; es por eso que voy a tratar de ser responsable y:

- Llegar a clases **todos los días a las 8 A.M.**
- Apoyar las expectativas, reglas y procedimientos de la escuela detallado en este manual.
- Regresar mi tarea a tiempo y completar mi trabajo en el salón.
- Ser un alumno cooperativo.
- Pedir ayuda cuando sea necesario.
- Respetar la propiedad escolar
- Respetar a los estudiantes y al personal de LAS

Yo he leído, entiendo, y estoy de acuerdo en apoyar las pólizas y procedimientos del contenido de este manual.

Firma del estudiante _____ Fecha _____

Declaración de los padres/tutores

Yo comprendo que mi participación en la educación de mi hijo/a le ayudará a sobresalir en su aprendizaje; es por eso que voy a:

- Me aseguraré que mi hijo/a llegue a la escuela a **las 8 A.M. cada mañana.**
- Escoger un lugar sin interrupciones donde mi hijo/a pueda completar su tarea o trabajo escolar.
- Revisar toda la comunicación escolar enviada a casa. Esto incluye comunicaciones electrónicas como Remind, correo electrónico y texto.
- Animar a que mi hijo/a complete su tarea diariamente.
- Asistir al Regreso de la Escuela, Conferencias de padres y maestros, la Exposición Estudiantil y otros eventos escolares.
- Apoyar las expectativas, reglas y procedimientos de la escuela detallado en este manual.
- Repasar la declaración del estudiante con mi hijo

Yo he leído, entiendo y estoy de acuerdo en apoyar las pólizas y procedimientos del contenido de este manual.

Yo he leído el Acuerdo de Padres y estoy de acuerdo en apoyar este manual.

Firma de los padres/tutores _____ Fecha _____

Declaración de los maestros

Yo entiendo la importancia de la calidad de educación que se merece cada alumno en nuestra escuela. Es por eso que voy a:

- Enseñar conceptos a nivel del grado.
- Tratar de enseñar a cada alumno para asegurar que el estudiante tenga éxito.
- Comunicarme con los padres con frecuencia acerca del progreso de su hijo/a.
- Proveer un lugar seguro, positivo y ambiente saludable.
- Explicar a los estudiantes la tarea y las expectativas de los trabajos escolares.

Leí y estoy de acuerdo con las condiciones del manual de Padres y Estudiantes

Firma del maestro/a _____ Fecha _____



A California Public School

Agenda Item IVG

Board Meeting Date: June 23, 2023

Subject: Board Development: Annual Survey, Form 700, and Elections Timeline

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

Item 1: Annual Survey

Governing Board members are asked to complete the attached self-assessment tool.

Item 2: Form 700

Governing Board members are asked to complete the Form 700.

Item 3: Nominations and Elections Update

As a reminder, the following are the vacancies that need be filled in the subsequent year and the number of applications that have been received to date:

- Parent Vacancy (2023-2026): 0 applications
- Community Vacancy (2023-2026): **1** application
- Classified Staff (2023-2026): 0 applications

Attachments: 1) Board Self-Assessment Tool

Estimated Time of Presentation: 5 min
Date: 06202023

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



A California Public School

Agenda Artículo# IVG

Fecha de la Reunión: 23 de junio de 2023

Tema: Desarrollo de la mesa directiva: Encuesta anual, Forma 700 y línea cronológica para elecciones

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

Artículo 1: Encuesta anual

Se solicita a los miembros de la mesa directiva que completen la herramienta de autoevaluación adjunta.

Artículo 2: Forma 700

Se solicita a los miembros de la mesa directiva que completen la forma 700.

Artículo 3: Línea cronológica para elecciones

Como recordatorio, las siguientes son las vacantes que deben cubrirse en el año siguiente y el número de solicitudes que se han recibido hasta la fecha:

- Vacante de padre/madre (2023-2026): 0 aplicaciones
- Vacante de comunidad (2023-2026): 1 aplicación
- Vacante de personal clasificado (2022-2025): 0 aplicaciones

Documentos adjunto: 1) Autoevaluación de la mesa directiva

Board Member Name:

Date:

Issue/Concept	Complete	In Progress	Little/No Progress	Not Applicable	Unknown
Board committees have clear scope of responsibility and charges					
Individuals board members prepare for meetings and participate constructively					
Board has a process for addressing ineffective, destructive, or absentee board members					
Meeting minutes record each board meeting and are distributed promptly after each meeting					
Relationship With Executive Director					
Board selects the Executive Director					
Board develops performance goals\targets and evaluates Executive Director performance each year					
Board has established a plan for succession in the event the Executive Director leaves\retires					
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin					
Personnel & Staffing					
Board has adopted\approved a comprehensive set of personnel policies that are in line with all applicable state\federal laws & regulations. Policies are updated at least every third year.					
Clear job description and staffing plans are in place					
Budget & Finance					
Board adopts an annual budget that maximizes the schools resources in support of mission\vision					
Board monitors budget throughout the year					
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action					
Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school's overall long-term plans					
Board has adopted a comprehensive set of fiscal management and control policies					
Board oversees all fund-raising activities on behalf of the school					
Instruction and Assessment					
Board has adopted\approval the school's curriculum and instructional program including Local Accountability Plan					
Board has adopted\approved student achievement goals\standards					
A broad-based assessment system is in place to measure progress toward instructional goals\standards					
Instructional program is in alignment with state requirements and terms of charter					
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis					
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process					

Nombre del Miembro de la Mesa:

Fecha:

Asunto/Concepto	Completo	En progreso	Poco/Sin Progreso	No aplica	Desconocido
Los comités de la Mesa tienen un claro alcance de responsabilidad y cargos.					
Los miembros de la Mesa individual se preparan para las reuniones y participan constructivamente					
La Mesa tiene un proceso para abordar a los miembros de la Mesa ineficaces, destructivos o en ausencia					
Minutas de las juntas son registradas en cada reunión y se distribuyen puntualmente después de cada reunión					
Relación con el Director Ejecutivo					
La Mesa selecciona al Director Ejecutivo.					
La Mesa desarrolla objetivos\metas de desempeño y evalúa el desempeño del Director Ejecutivo cada año					
La Mesa ha establecido un plan para la sucesión en caso de que el Director Ejecutivo renuncie\se retire.					
La Mesa tiene un claro entendimiento con el personal sobre dónde se dejan las responsabilidades de la Mesa y dónde comienzan las responsabilidades del personal					
Personal					
La Mesa ha adoptado\aprobado un conjunto integral de pólizas de personal que están en línea con todas las normas aplicables del estado\leyes y reglamentos federales. Las pólizas se actualizan al menos cada tres años.					
Hay una clara descripción del trabajo y planes de personal					
Presupuesto y finanzas					
La Mesa adopta un presupuesto anual que maximiza los recursos de las escuelas para apoyar la misión\visión					
La Mesa supervisa el presupuesto durante todo el año.					
La Mesa contrata a un auditor independiente cada año, revisa el informe de auditoría y toma las medidas de seguimiento necesarias.					
La Mesa ha adoptado un plan financiero a largo plazo (por ejemplo, de 3 años) en coordinación con los planes generales a largo plazo de la escuela					
La Mesa ha adoptado un conjunto integral de pólizas de control y gestión fiscal.					
La Mesa supervisa todas las actividades de recaudación de fondos en nombre de la escuela					
Instrucción y Evaluación					
La Mesa ha adoptado\aprobado el plan de estudios y el programa de instrucción de la escuela, incluido el Plan de Responsabilidad Local					
La Mesa ha adoptado\aprobado metas\estándares de logro estudiantiles					
Se ha implementado un sistema de evaluación de base amplia para medir el progreso hacia los objetivos\estándares de instrucción					
El programa de instrucción está alineado con los requisitos estatales y los términos de los estatutos					
Los datos de evaluación de los estudiantes se recopilan de manera integral y coherente, se presentan a la Mesa, y se revisan y analizan en profundidad periódicamente.					
La escuela informa sobre el rendimiento de los estudiantes a la agencia que otorga los estatutos de forma regular como parte del proceso continuo de supervisión y renovación.					