

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

June 27, 2024 at 5:30pm/jueves, 27 de junio del 2024 a las 5:30pm
 Room 8/Salón 8

Members of the public who wish to access this Board meeting may do so at:
[Zoom Link](#) You may also call in using the Zoom phone number: (669) 900-6833;
[Meeting ID: 912 0068 0381](#) [Passcode: 777292](#)

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Garduño-Medina, Elena	Parent/ <i>Madre</i> (23-26) Vice President/ <i>Vicepresidenta</i>		
2.	Jose Luis Rodríguez	Parent/ <i>Padre</i> (22-25)		
3.	Alex Dickson	Parent/ <i>Madre</i> (21-24)		
4.	Adriana Yáñez-Gutiérrez	Staff/ <i>Personal</i> (23-26)		
5.	Alex Hayes	Teacher/ <i>Maestro</i> (22-25) President/ <i>Presidente</i>		
6.	Rosa Lomelí	Teacher/ <i>Maestra</i> (21-24) Secretary/ <i>Secretaria</i> *Teleconference location: 12245 Boessow Road, Galt, CA 95632		
7.	Yesenia Ramírez-Huamani	Community Member/ <i>Miembro Comunitario</i> (23-26) Treasurer/ <i>Tesorera</i>		
8.	Luisana Victorica	Community Member/ <i>Miembro Comunitario</i> (22-25) *Teleconference location: 2450 Alambra Boulevard, Sacramento, CA 95817		
9.	Nina Sylvains	Community Member/ <i>Miembro Comunitario</i> (21-24) *Teleconference location: 2994 West Eight Mile Road, Stockton, CA 95209		
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 23, 2024/*23 de mayo de 2024*

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/Concilio de familias - Representative/representante (5 min)

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

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

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

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

Motion: _____ Second: _____ Vote: _____

B. LAS Family and Community Engagement (FACE) Policy Approval/Aprobación de Póliza de participación familiar y comunitaria de LAS (FACE) – Parent Council, Bersola (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

C. LAS Fiscal Year 2024 Budget/Presupuesto de LAS para el año fiscal 2024 – Ramírez-Huamaní, Morales (30 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: _____

D. Policy Committee Update: Staff Student Interaction Policy, Student Freedom of Speech/Expression Policy, COVID-19 Sick Leave Policy: Approval/Actualización del comité de polizas: Aprobación de la Póliza de interacción entre el personal y estudiantes, Póliza de libertad de expresión de los estudiantes, Póliza de baja por enfermedad COVID-19- Victorica, de León (15 min.)

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

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

Motion: _____ Second: _____ Vote: _____

E. Board Development: Annual survey, Nominations and Elections Update/ Encuesta anual y actualización de nominaciones y elecciones (10 min.)

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

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

Motion: _____ Second: _____ Vote: _____

F. Facilities Committee Update: Core Building Modernization/Actualización del comité de plantel escolar: Modernización del edificio principal – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

G. Title I - Protected Prayer Certification/ Título I - Certificación de protección de oración – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

H. Education Protection Account/Resolución de EPA – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

I. Proposition 28 Expenditure Plan/Plan de Gastos Proposition 28 – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

J. May Check Register/Registro de la cuenta bancaria de mayo – School Leadership/Liderazgo (10 min)

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

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

Motion: _____ Second: _____ Vote: _____

K. Monthly Financials/Financieros mensuales – Ramírez-Huamaní, Morales (5 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: _____

V. FUTURE MEETINGS/Próxima Junta

A.) Next Meeting: Thursday, August 22, 2024 at 5:30pm – jueves, 22 de agosto de 2024 a las 5:30pm

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

VII. ADJOURNMENT/Clausura

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

Motion: _____ Second: _____ Vote: _____

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



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

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
May 23, 2024/ 23 de mayo de 2024
5:30 pm in Room P

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Alex Hayes at 5:36 PM. Roll call was taken./ La junta fue convocada por Alex Hayes a las 5:36 PM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Elena Garduño-Medina	Parent/Madre (23-26) Vice President/Vicepresidenta	X	
	2. José Luis Rodríguez	Parent/Padre (22-25)	X	
	3. Alex Dickson	Parent/Madre (21-24)	X	
	4. Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)	X	
	5. Alex Hayes	Teacher/Maestro (22-25) President/Presidente	X	
	6. Rosa Lomelí	Teacher/Maestra (21-24) Secretary/Secretaria	X	
	7. Yesenia Ramírez-Huamaní	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorera	X	
	8. Luisana Victorica	Community Member/Miembro Comunitario (22-25)	X	
	Teleconference Location: 2450 Alambra Boulevard, Sacramento, CA 95817			
	9. Nina Sylvains	Community Member/Miembro Comunitario (21-24)	X	
	Teleconference Location: 2994 West Eight Mile Road, Stockton, CA 95209			
	10. Student Representatives	Student Council Representatives/Representates del Concilio Estudiantil	X	
	11. Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica	X	
	12. Judy Morales	Director of Business and Operations/Directora de Negocios y Operaciones	X	
	13. Eduardo de León	Executive Director/Director Ejecutivo	X	
	Agenda/Agenda	Action/Acción		
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	A motion was made to approve the May 23, 2024 agenda <i>Se hizo una moción para aprobar la agenda del 23 de mayo de 2024</i> 1 st Motion/1 ^a Moción: Rodríguez 2 nd Motion/2 ^a Moción: Dickson Absences/Ausencias: Ramírez-Huamaní, Garduño-Medina Abstentions/Abstenciones: None/ninguna The motion passed with seven votes. / <i>La moción pasó con siete 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 25, 2024 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 25 de abril de 2024.</i> 1 st Motion/1 ^a Moción: Dickson 2 nd Motion/2 ^a Moción: Rodríguez Absences/Ausencias: Ramírez-Huamaní, Garduño -Medina Abstentions/Abstenciones: None/ninguna The motion passed with seven votes. / <i>La moción pasó con siete 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/Ninguno		
III. INFORMATIONAL ITEMS/ARTICULOS DE COMUNICACIÓN				
III.1.	Student Council/Concilio estudiantil – Representative/representante	Student Council Advisor, Castañeda, shared the Student Council report. <i>Una asesora del Concilio de estudiantes, Castañeda, compartió el reporte del Concilio de estudiantes.</i>		

III.2.	Parent Council/Concilio de familias – Representative/representante	Eduardo de León shared the Parent Council report. <i>Eduardo de León compartió el reporte del Concilio de familias.</i>
III.3.	Kindergarten & 8th Grade Promotion/Promoción de estudiantes de Kindergarten y 8° grado – Representative/representante	Eduardo de León shared information. <i>Eduardo de León compartió información.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A.	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 with the Governing Board. <i>Teejay Bersola compartió el borrador del LCAP con la mesa directiva.</i>
	Public Comments Comentarios Públicos	None/Ninguno
IV.B.	Finance Committee: Preliminary Review 24-25 Budget/Comité de Finanzas: Revisión preliminar del presupuesto 24-25 – EdTec, Morales	Nick Mawad, EdTec, and Judy Morales presented the 2024-2025 preliminary budget. <i>Nick Mawad, EdTec, y Judy Morales presentaron el presupuesto preliminar para 2024-2025.</i>
	Public Comments Comentarios Públicos	None/Ninguno
VI.C.	LAS Family and Community Engagement (FACE) Policy (first read)/Póliza de participación familiar y comunitaria de LAS (FACE) (primera lectura) – Parent Council, Bersola	Teejay Bersola presented the first read of the Family and Community Engagement policy. <i>Teejay Bersola presentó la primera lectura de la póliza de participación familiar y comunitaria.</i>
	Public Comments Comentarios Públicos	None/Ninguno
VI.D.	Policy Committee Update: Staff Student Interaction Policy, Student Freedom of Speech/Expression Policy, COVID-19 Sick Leave Policy (first reads)/Actualización del comité de polizas: Póliza de interacción entre el personal y estudiantes, Póliza de libertad de expresión de los estudiantes, Póliza de baja por enfermedad COVID-19 (primeras lecturas)- Victorica, de León	Eduardo de León presented the first reads of the policies. <i>Eduardo de León presentó las primeras lecturas de las pólizas.</i>
	Public Comments Comentarios Públicos	None/Ninguno
VI.E.	Board Development: Nominations, Elections/Desarrollo de la mesa directiva: Nominaciones, elecciones – Victorica, de León	Eduardo de León presented the board nominations and elections timeline for the 2024-2027 terms. <i>Eduardo de León presentó la línea cronológica para las nominaciones y elecciones de la mesa directiva para el periodo de 2024-2027.</i>
	Public Comments Comentarios Públicos	None/Ninguno
VI.F.	Facilities Committee Update: Core Building Modernization/Actualización del comité de plantel escolar: Modernización del edificio principal – School Leadership/Liderazgo	Judy Morales presented an update on the Core Building Modernization project. <i>Judy Morales presentó una actualización del proyecto de modernización del edificio principal.</i>
	Public Comments Comentarios Públicos	None/Ninguno

VI.G.	April Check Register/Registro de la cuenta bancaria de abril – School Leadership/Liderazgo	<p>The April check register was presented to the board.</p> <p><i>El registro de la cuenta bancaria de abril se presentó a la mesa directiva.</i></p> <p>A motion was made to approve the April check register.</p> <p><i>Se hizo una moción para aprobar el registro de la cuenta bancaria para el mes de abril.</i></p> <p>1st Motion/1^a Moción: Rodríguez 2nd Motion/2^a Moción: Gardunño-Medina Absences/Ausencias: None/ninguna Abstentions/Abstenciones: Yáñez-Gutiérrez, Lomelí The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VI.H.	Monthly Financial/Financieros mensuales – School Leadership/Liderazgo	<p>Judy Morales presented the monthly financials.</p> <p><i>Judy Morales presentó los financieros mensuales.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
V. FUTURE MEETINGS/PRÓXIMA JUNTA		
a. Regular Board Meeting: Thursday, June 27, 2024 at 5:30pm – <i>jueves, 27 de junio de 2024 a las 5:30pm</i>		
VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
VII. ADJOURNMENT/CLAUSURA The board meeting was adjourned at 7:30 PM. / <i>La reunión de la Mesa se terminó a las 7:30PM.</i>		



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

Agenda Item #III1

Board Meeting Date: June 27, 2024

Subject: Parent 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:

As we end the 2023-2024 school year, school leadership would like to extend appreciation to our Parent Connector, maestra Rosío Pérez, and the entire Parent Council. The year was very successful and ended with staff appreciation, and nomination and elections for the 2024-2025 school year. The following are the elected members of the 2024-2025 Parent Council:

Role	Parent
President	Brianna Hanes
Vice-President	Becca Hawkins
Secretary	Lucero García
Treasurer	Martha (Mars) López
Transitional Kindergarten Representative	TBD at start of school year
Kindergarten Representative	TBD at start of school year
1 st Grade Representative	Jennifer Williams
2 nd Grade Representative	Érica Eisenhut
3 rd Grade Representative	Xico González
4 th Grade Representative	Priscila Serrato
5 th Grade Representative	Adriana Mlakar
6 th Grade Representative	Manuela Castañeda
7 th Grade Representative	Nancy García
8 th Grade Representative	Xochith Laredo



Fecha de la reunión: 27 de junio de 2024

Tema: Concilio Familiar

- 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:

Al finalizar el año escolar 2023-2024, el liderazgo escolar desea extender su agradecimiento a nuestra Enlace de Familias, la maestra Rosío Pérez, y a todo el Concilio de Familias. El año fue muy exitoso y terminó con reconocimiento al personal, nominaciones y elecciones para el año escolar 2024-2025. Los siguientes son los miembros electos del Concilio de Familias 2024-2025:

Puesto	Miembro de familia
Presidente	Brianna Hanes
Vice-Presidente	Becca Hawkins
Secretaria	Lucero García
Tesorera	Martha (Mars) López
Representante de Kínder Transicional	TBD al inicio del año escolar
Representante de Kínder	TBD al inicio del año escolar
Representante de 1º	Jennifer Williams
Representante de 2º	Érica Eisenhut
Representante de 3º	Xico González
Representante de 4º	Priscila Serrato
Representante de 5º	Adriana Mlakar
Representante de 6º	Manuela Castañeda
Representante de 7º	Nancy García
Representante de 8º	Xochith Laredo



A California Public School

Agenda Item# IVA

Board Meeting Date: June 27, 2024

Subject: LCAP Annual Update

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

Committee: School Leadership

Information:

Part 1: LCFF and LCAP

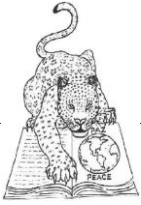
California adopted a formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF).

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

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

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

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



A California Public School

Attachments:

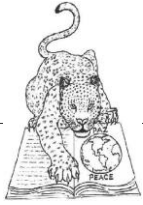
- 1) LAS LCAP Part1: Plan for Annual Update FY24 and FY25
- 2) LAS LCAP Part2: Budget Action Tables for Annual Update FY24 and FY25
- 3) LAS LCAP Part3: Local Indicators
- 4) LAS Federal Addendum

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, 2024.

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 062424

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



Fecha de la Reunión: 27 de junio de 2024

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

Language Academy
LCAP Data

Budget Overview for Parents		2024-25
Revenue		
Total LCFF Funds		7,874,446
<i>LCFF Supplemental & Concentration Grants</i>		1,601,168
All Other State Funds		2,561,817
All Local Funds		83,300
All Federal Funds		291,695
Total Projected Revenue		10,811,258
Expenses		
Total General Fund Expenses		10,600,704

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		
2023-24	Unduplicated Pupil % (Optional - LCAP General Information)	78%
2024-25	Projected LCFF Supplemental and/or Concentration Grants	1,601,168
2024-25	Projected Additional LCFF Concentration Grant (15 percent)	143,682
2024-25	Projected Percentage to Increase or Improve Services for the Coming School Year	26%

LCAP Action Tables		
2023-24	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,592,834
2023-24	Estimated Actual LCFF Base Grant (LCFF Carryover Table)	6,158,146
2024-25	Projected LCFF Base Grant (Data Entry Table)	6,224,049
2024-25	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,601,168
2024-25	Projected TK Add On	49,229

Local Control and Accountability Plan (LCAP): Draft v062424 3PM

FY24 Annual Update- Closing Cycle FY22-FY24 and FY25 Plan Summary- Beginning Cycle FY25-FY27

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 [FY25]

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 FY24 school year. As of April 2024, there are 753 children on the LAS waiting list.

LAS Demographics

For FY24 TBD, LAS demographic data constitutes 80% Unduplicated, 71% Socio-economically Disadvantaged, 43% English Learners and 10% qualifying for Special Education services. About 94% of the students are Latino, 0.8% Black/African Americans, 4% White, 0.5% Asian, and 1% Two or more races. Additionally, there is 1 (0.2%) Foster youth and a total of 4 (0.6%) 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 FY23 CA Dashboard LAS data. Success Highlight 1: For both ELA and Math, there is an overall increase in points from the prior year to the current year. Area of Improvement: For both ELA and Math, the Students with Disabilities (SWD) subgroup are in the red.

TABLE 1

The Language Academy of Sacramento

Generate PDF Report 

View Additional Reports 

2023 

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

Chronic Absenteeism



Orange

Suspension Rate



Green

English Learner Progress



Orange

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study


STANDARD MET

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

All Students State



Yellow

26.4 points below standard
Increased 6.3 Points ↕


EQUITY REPORT
Number of Student Groups in Each Level

1	1	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
Mathematics

All Students State



Yellow

38.1 points below standard
Increased 8.7 Points ↕


EQUITY REPORT
Number of Student Groups in Each Level

1	0	3	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
English Learner Progress

All Students State



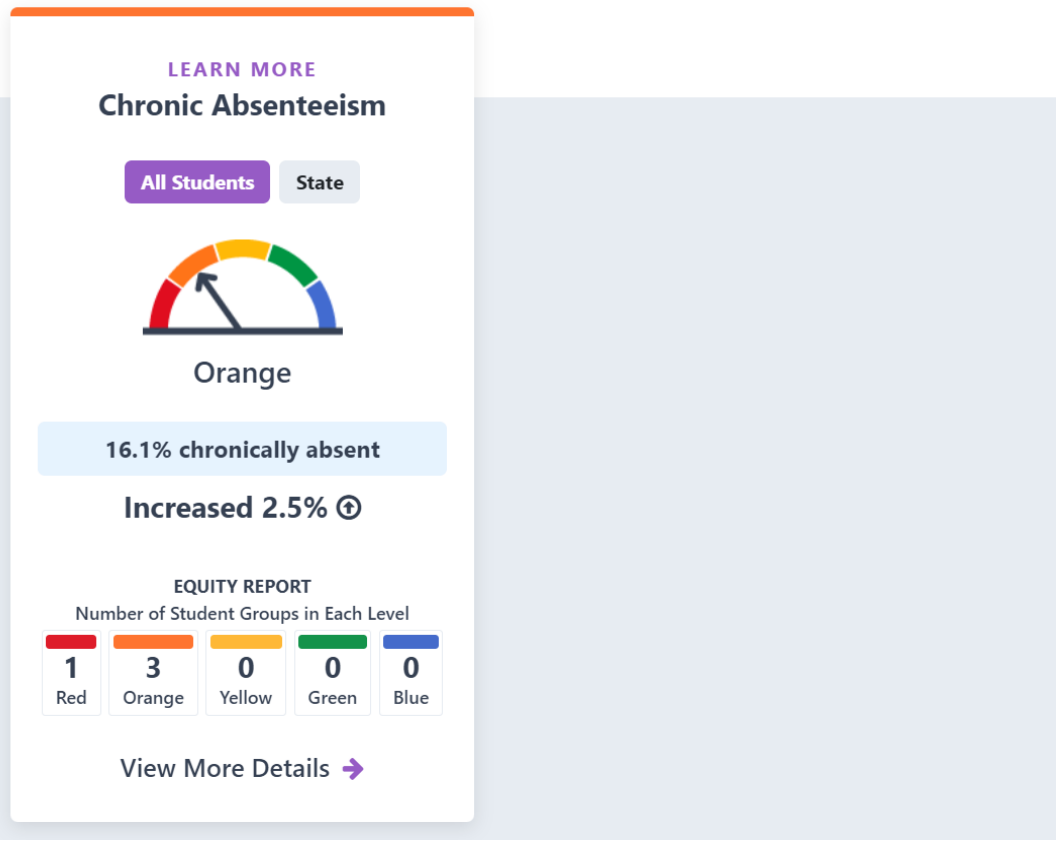
Orange

48.1% making progress
Declined 8.6% ↕

View More Details →

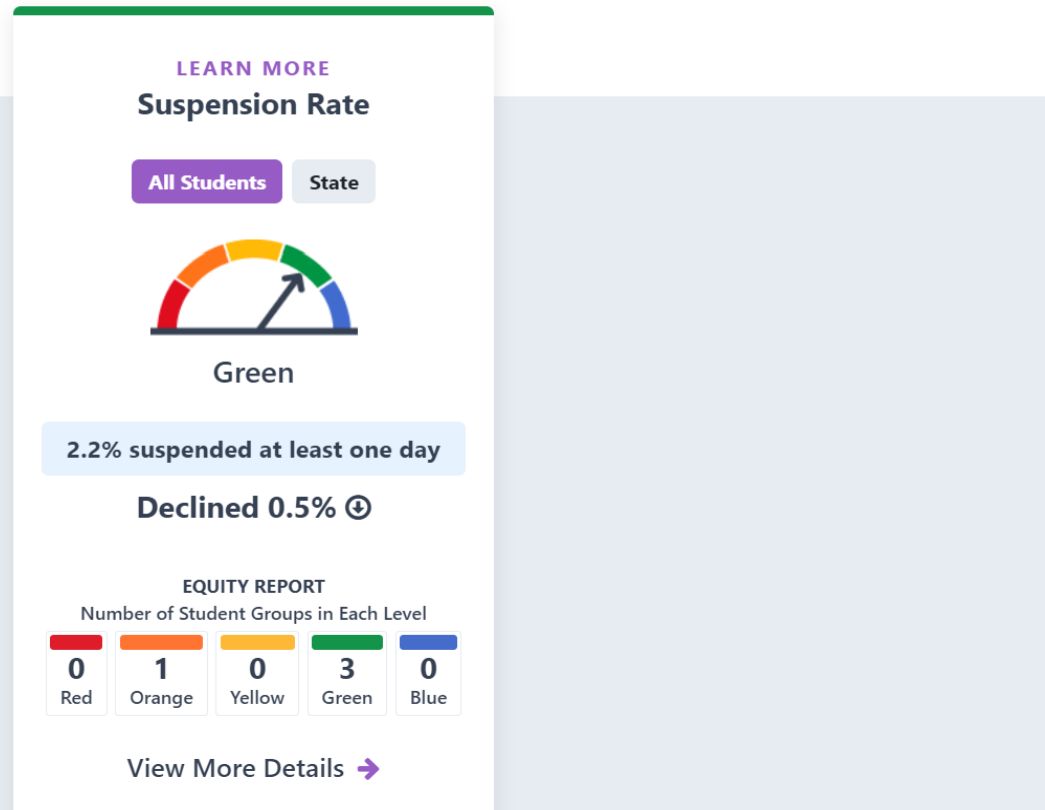
Academic Engagement

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



Conditions & Climate

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



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

LAS: A DUAL LANGUAGE IMMERSION PROGRAM

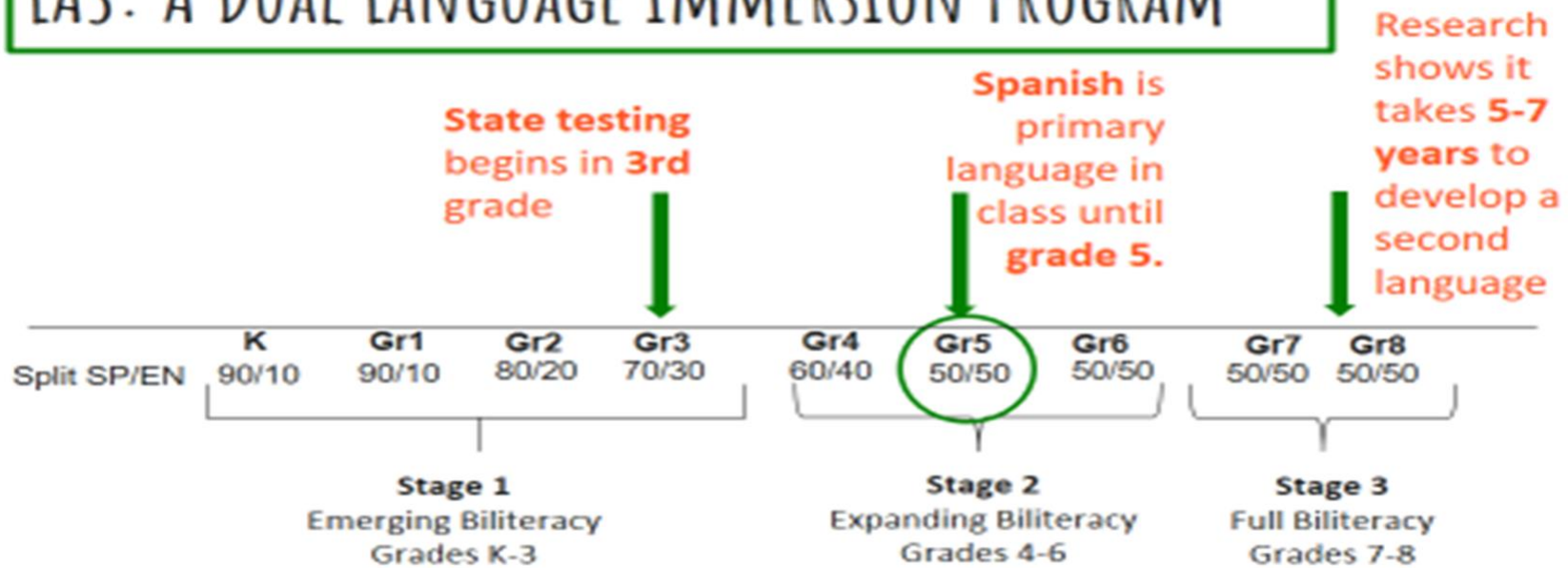


TABLE 3

LAS, STATE & SURROUNDING SCHOOLS

FY 2023 SBAC SCORES: AGGREGATE (GRADES 3-8 COMBINED)

English Language Arts

LAS	39%
SCUSD	38%
STATE	47%

Math

LAS	33%
SCUSD	29%
STATE	35%

Aggregate scores do NOT tell our story...

TABLE 4

SBAC BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

This is where we outperform!

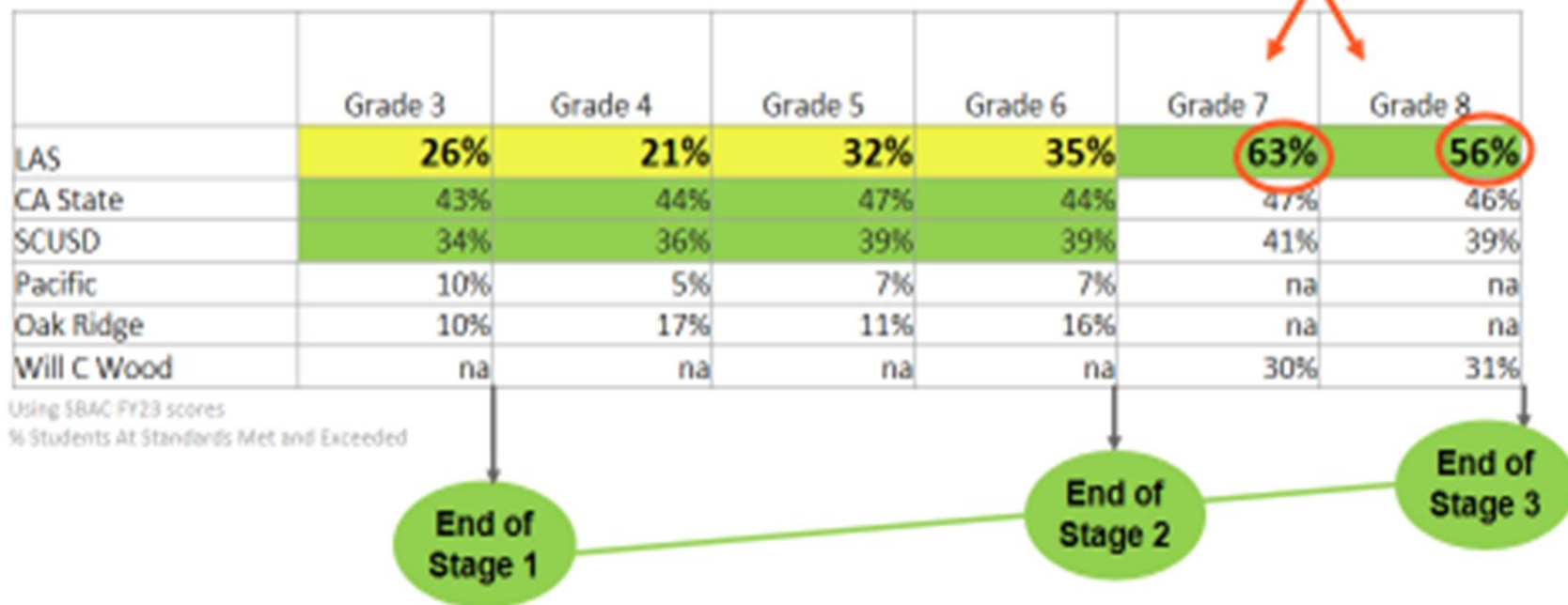


TABLE 5

SBAC BY GRADE LEVELS: MATH

This is where we outperform!

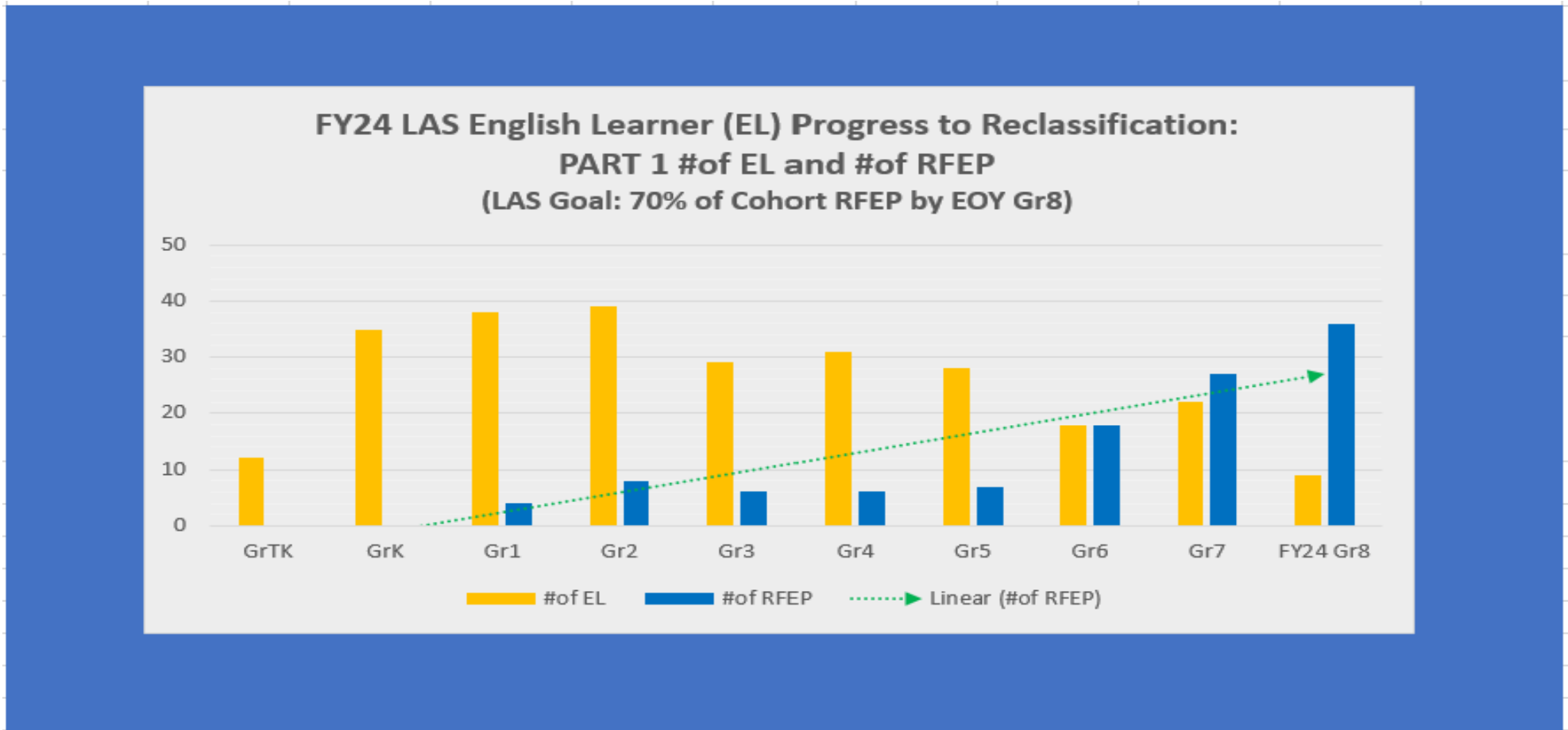
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	32%	24%	23%	26%	52%	44%
CA State	45%	41%	33%	33%	33%	30%
SCUSD	38%	33%	27%	31%	29%	24%
Pacific	14%	5%	2%	2%	na	na
Oak Ridge	13%	15%	5%	16%	na	na
Will C Wood	na	na	na	na	22%	18%

Using SBAC FY23 scores
% Students At Standards Met and Exceeded

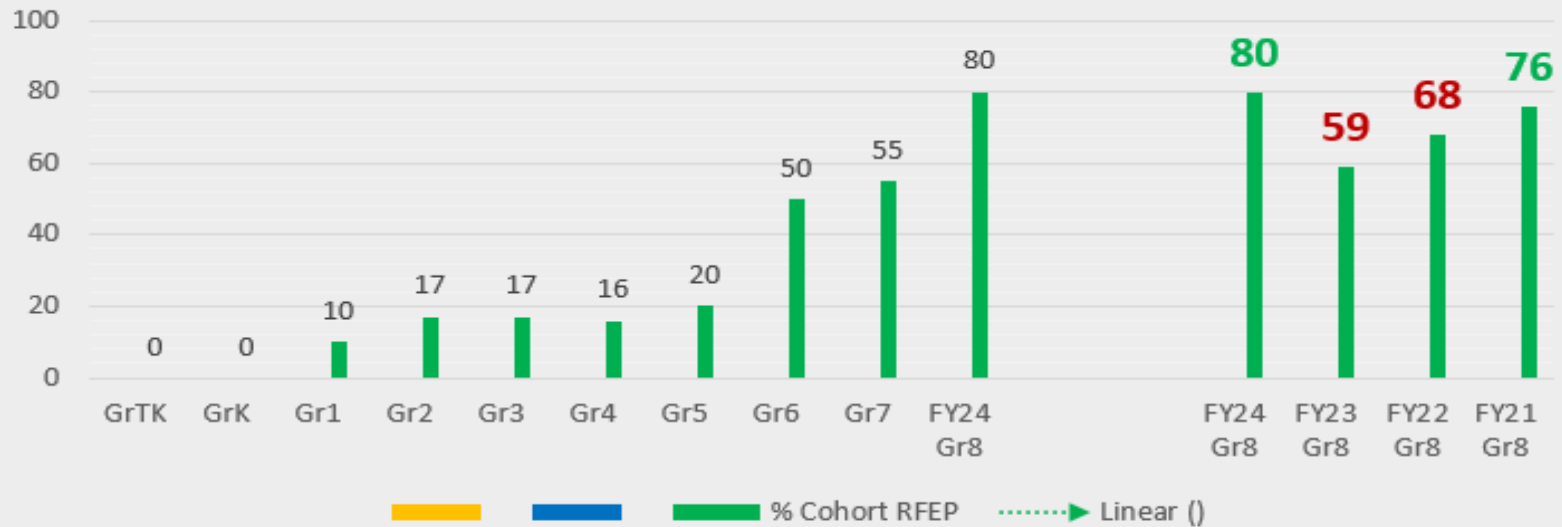


Success Highlight 2: Gr8 Cohort Reclassification Rate. Another success highlight is that LAS continues to show an upward trajectory of its English Learner achievement. The green bars on TABLE 6 below illustrate this as they show the percentage of reclassified students per cohort upon completion of the LAS Biliteracy End of Stage 3 in Grade 8. (Note: FY24 data is pending finalization as SBAC and Summative ELPAC for spring 24 become available).

TABLE 6.1 and 6.2



**FY24 LAS English Learner (EL) Progress to Reclassification:
PART 2 Percentage of Cohort RFEP
(LAS Goal: 70% of Cohort RFEP by EOY Gr8)**

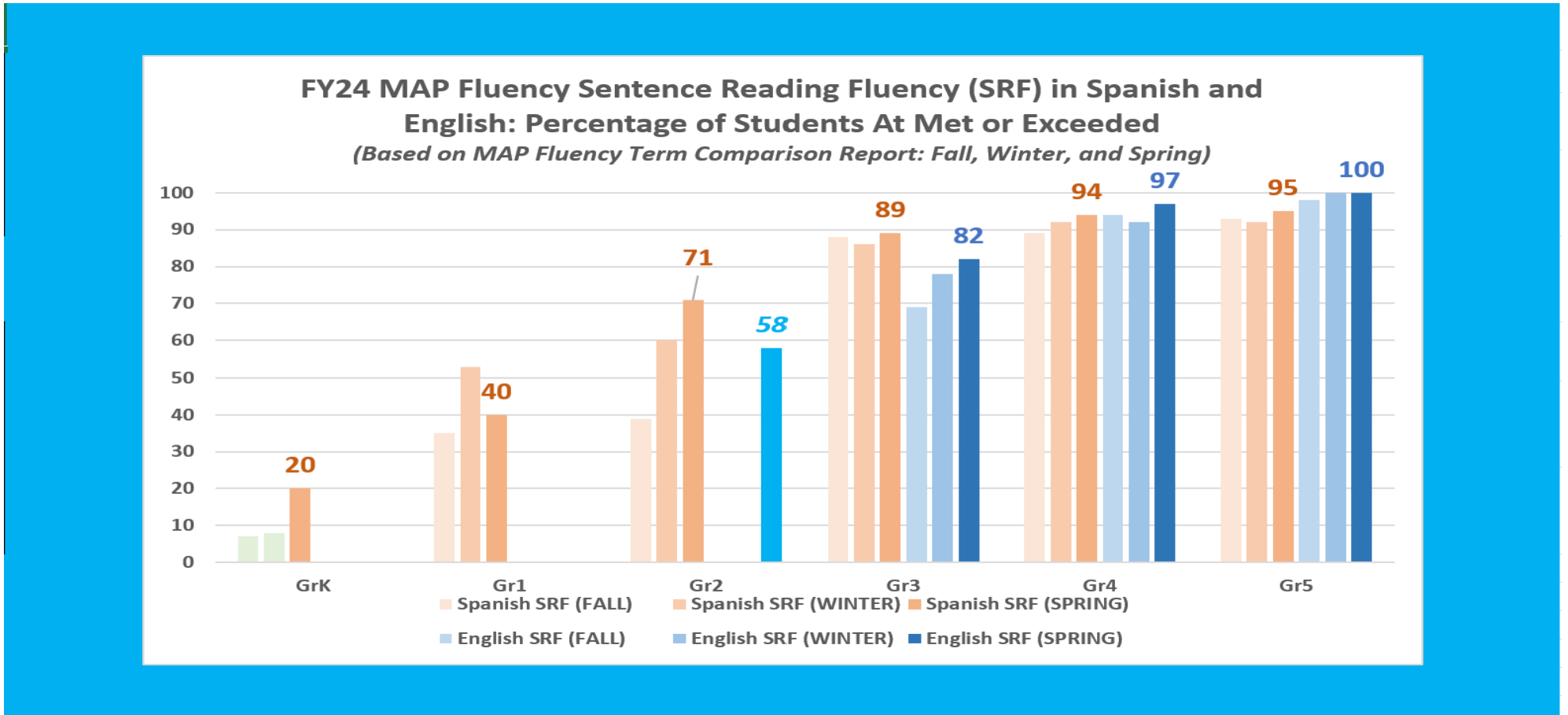


Success Highlight 3: LAS Internal Accountability: NWEA MAP Growth and MAP Fluency School-wide Implementation and Overall Performance Growth

Another success highlight in FY23 and FY24 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 FY24 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, that by middle school, End of Stage 3 Biliteracy, there is 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, 2024)

TABLE 8.1

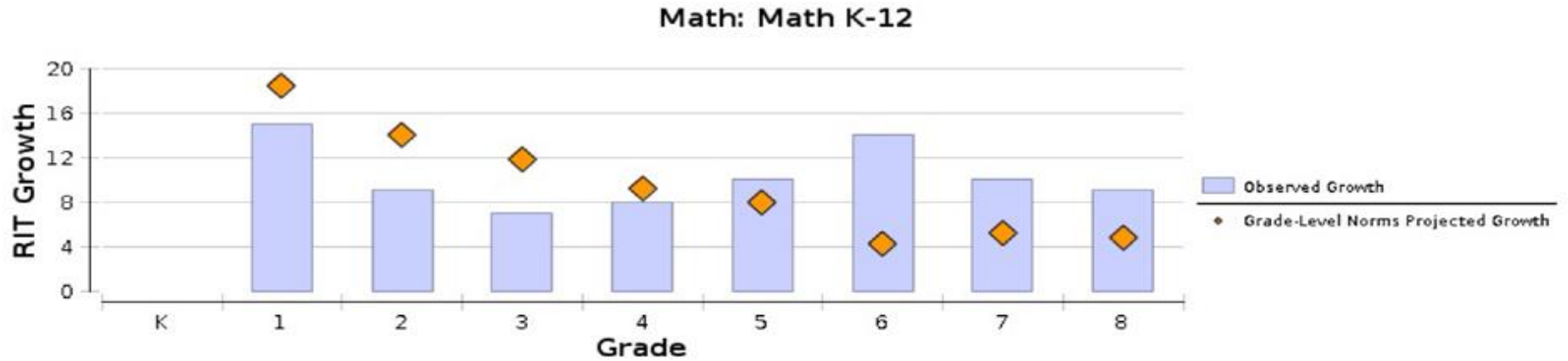


TABLE 9.1

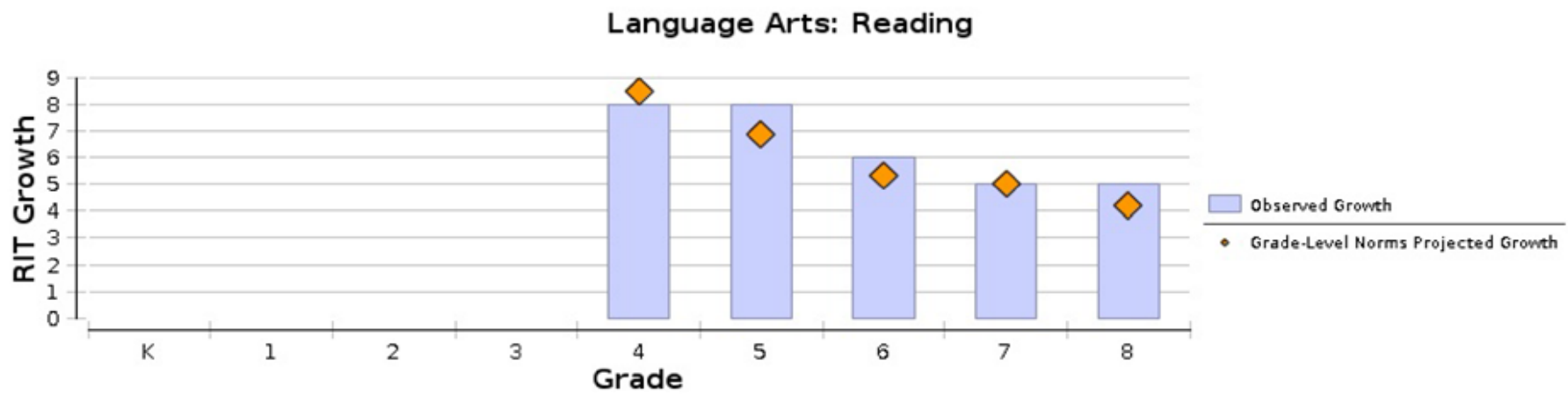


TABLE 8.2

FY24 MAP Growth MATH Conditional Growth Index (CGI)
Spring to Spring Analysis: Cohort Trend from FY22-FY24
(Red Line Axis = Zero = One Year Growth)

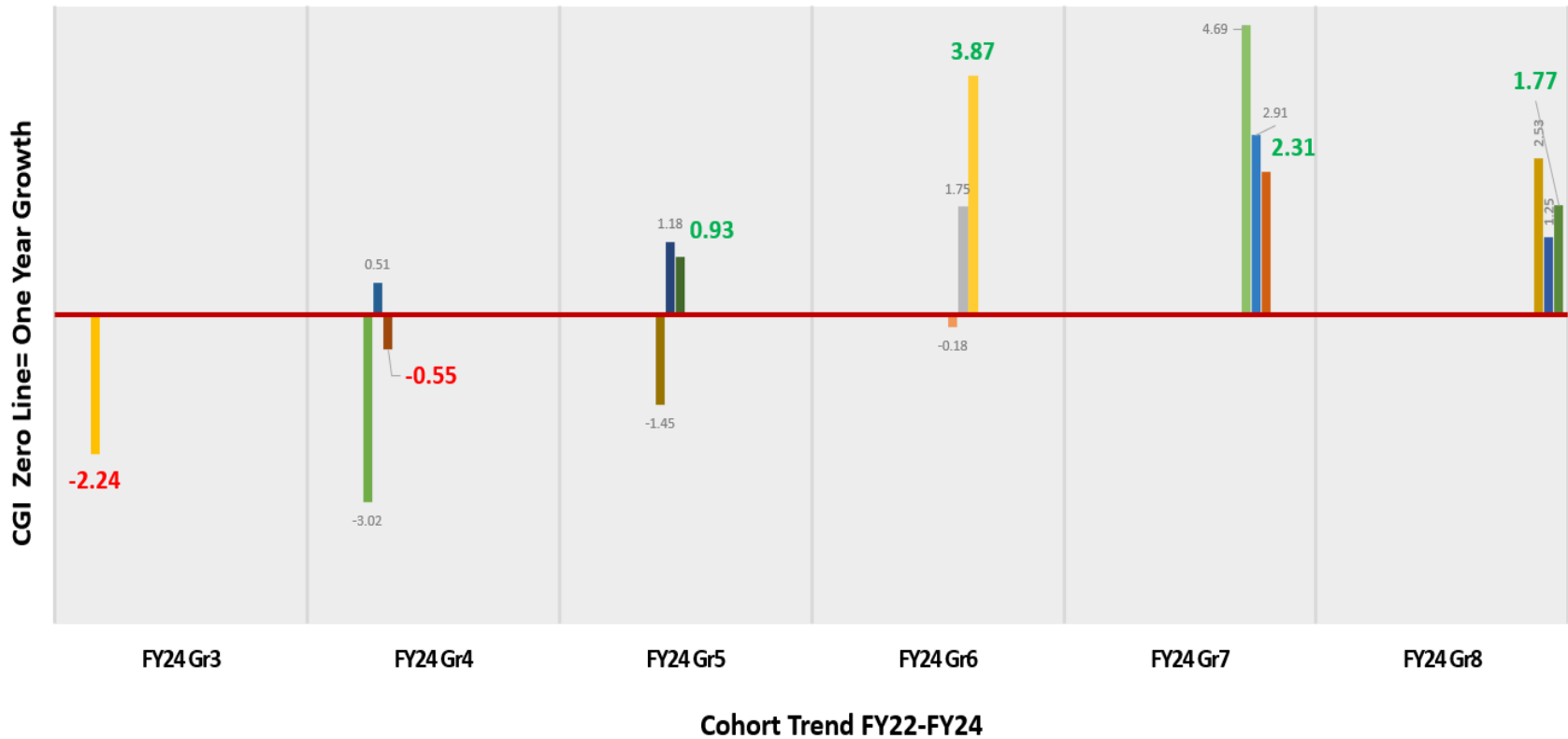
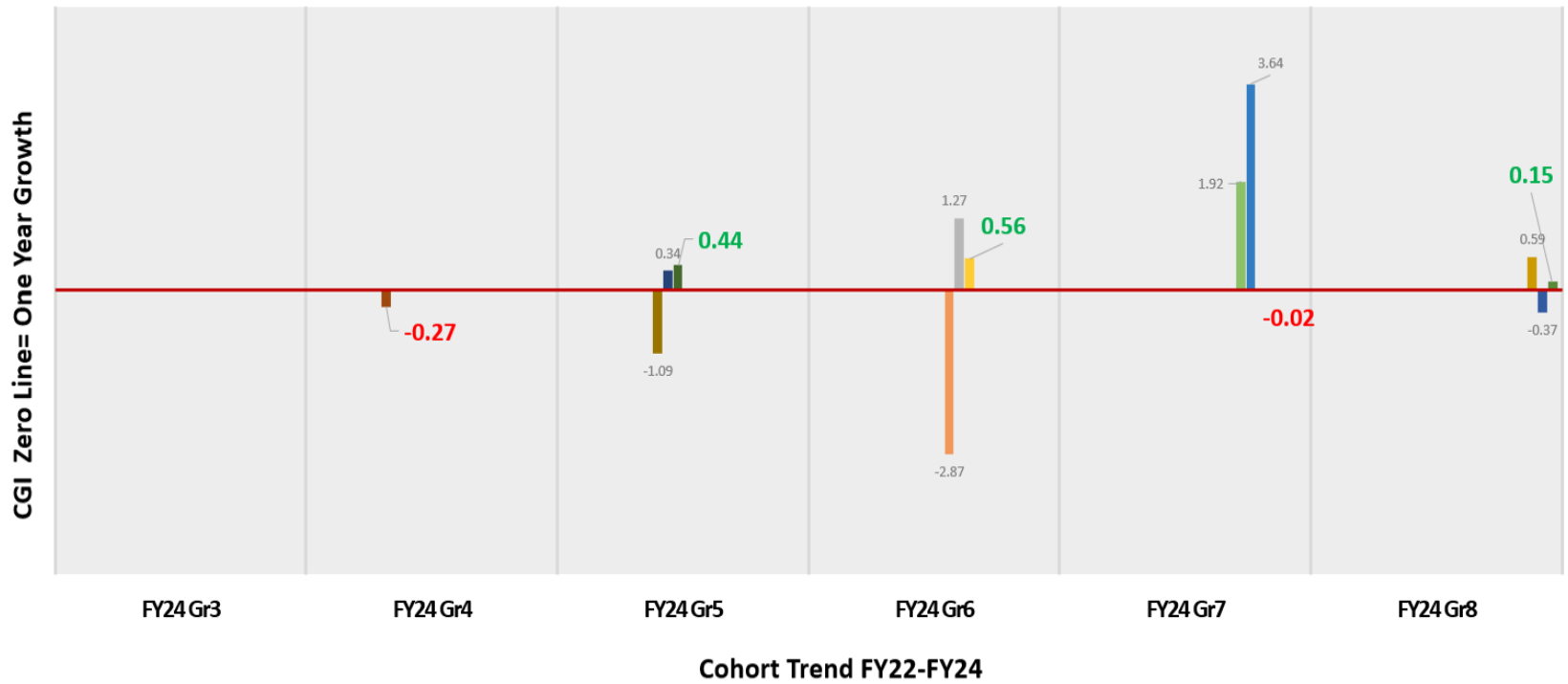


TABLE 9.2

FY24 MAP Growth ELA Conditional Growth Index (CGI)
Spring to Spring Analysis: Cohort Trend from FY22-FY24
(Red Line Axis = Zero = One Year Growth)



Success Highlight 4: FY24 School-wide Intervention Data:

As of May 2024, of the total of 263 intervention services rendered in literacy, student participants had an overall growth average of 88% based on post assessments. . Moreover, out of 82 students provided math interventions afterschool, student participants had an overall growth average of 77% based on post assessments. These results are consistent with the previous years' intervention program data with an overall average achievement growth of 93-99 range%. 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: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

For FY24, LAS is currently receiving technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism. Throughout the year, LAS Leadership Team attended on-going meetings with SCOE staff to learn about Improvement Science and its application in addressing the root causes of the identified performance areas of improvement. Moreover, the LAS SPED Team consulted with its SELPA, The El Dorado County Office of Education Charter, for a series of three meetings to discuss the on-going LAS actions and implementation to address these areas of improvement for SWD subgroup. In summary, LAS has become even more laser focused on: 1) understanding the context of the academic performance trajectory and expectation for SWD in a 90-10 dual language immersion program, 2) the importance of data disaggregation for Gr8 Cohort's SWD, and 3) teaching the public on how to interpret academic progress for SWD enrolled in a dual language immersion program. Moreover, LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey of SPED specific services. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD in ELA and Math performance, as well as increased school engagement and attendance.

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 FY24, 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). Per the FY23 CA Dashboard, these three areas remain to be of concern hence, identifying LAS as a school in need of Differentiated Assistance from SCOE.

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)

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 17 – May 15, 2024

LAS

ITEM 2: LCAP available on LAS Website for Feedback

By June 13, 2024

Online at: www.lasac.info

LCAP Educational Partner Outreach and Consultation Dates 2023-2024:

Educational Partner Group and Meeting Dates

Governing Board Meetings and Retreat

2023: 9/22, 10/27, 12/1, 12/9

2024: 1/26, 2/23, 3/22, 4/25, 5/23, 6/27

Parent Council/ELAC/SSC Meetings

2023: 9/5, 10/11, 10/25, 11/6, 12/6

2024: 1/10, 1/17, 2/7, 2/21, 4/10, 5/8

Parent Association/Parent as Partners/Town Hall Meetings

2023: 8/30, 10/11, 10/24, 11/7, 11/15, 11/16, 12/5

2024: 2/1, 3/7, 3/14, 4/25

Staff Meeting and PD Meetings

2023: 8/4, 8/25, 8/26, 8/31, 9/21, 10/26, 12/8

2024: 1/25, 1/26, 2/22, 3/21, 4/21, 4/24, 5/23, 6/8

CDT Committee Meetings

2023: 9/22, 9/26, 10/6, 11/2, 12/7

2024: 2/1, 3/8, 4/4, 5/2

Student Council Meetings

2023: 9/22, 9/26, 10/6, 11/2, 12/7

2024: 2/1, 3/8, 4/4, 5/2

SELPA Meetings

2024: 4/30, 5/8, 5/15

ITEM 3: LAS Public Hearing

Public comments are welcome at all monthly

Governing Board Meetings

Friday, May 23, 2024 and June 27, 2024 @ 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- FY24:

- 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 883 (FY16: 182, FY17: 88, FY18: 51, FY19: 50, FY20: 29, FY21: 44, FY22: 122, FY23: 125, FY24: 192) "What I Know" and 707 (FY16: 183, FY17: 36, FY18: 45, FY19: 71, FY20: 32, FY21: 30, FY22: 116, FY23: 87, FY24: 107) "What I Want to Know" statements. Thus far, 1, 550 total comments have been verified and reviewed for feedback. 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) FY24 TBD - 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 FY24: TBD

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 four 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. (FY24: Add more for FY24)
- 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) and ERWC AELD in middle school.
- 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 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. (FY25: Ineffective action to be removed for next LCAP cycle)
- Governing board new member recruitment continues to be a challenge
- Student survey new area of improvement is student’s lower perception that “Students try to stop bullying when it happens” which dropped from 60% to 55% along with “My school is clean” - a change from 52% to 49%, a historical low percentage.

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Academic Engagement related concerns dominate the FY24 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)

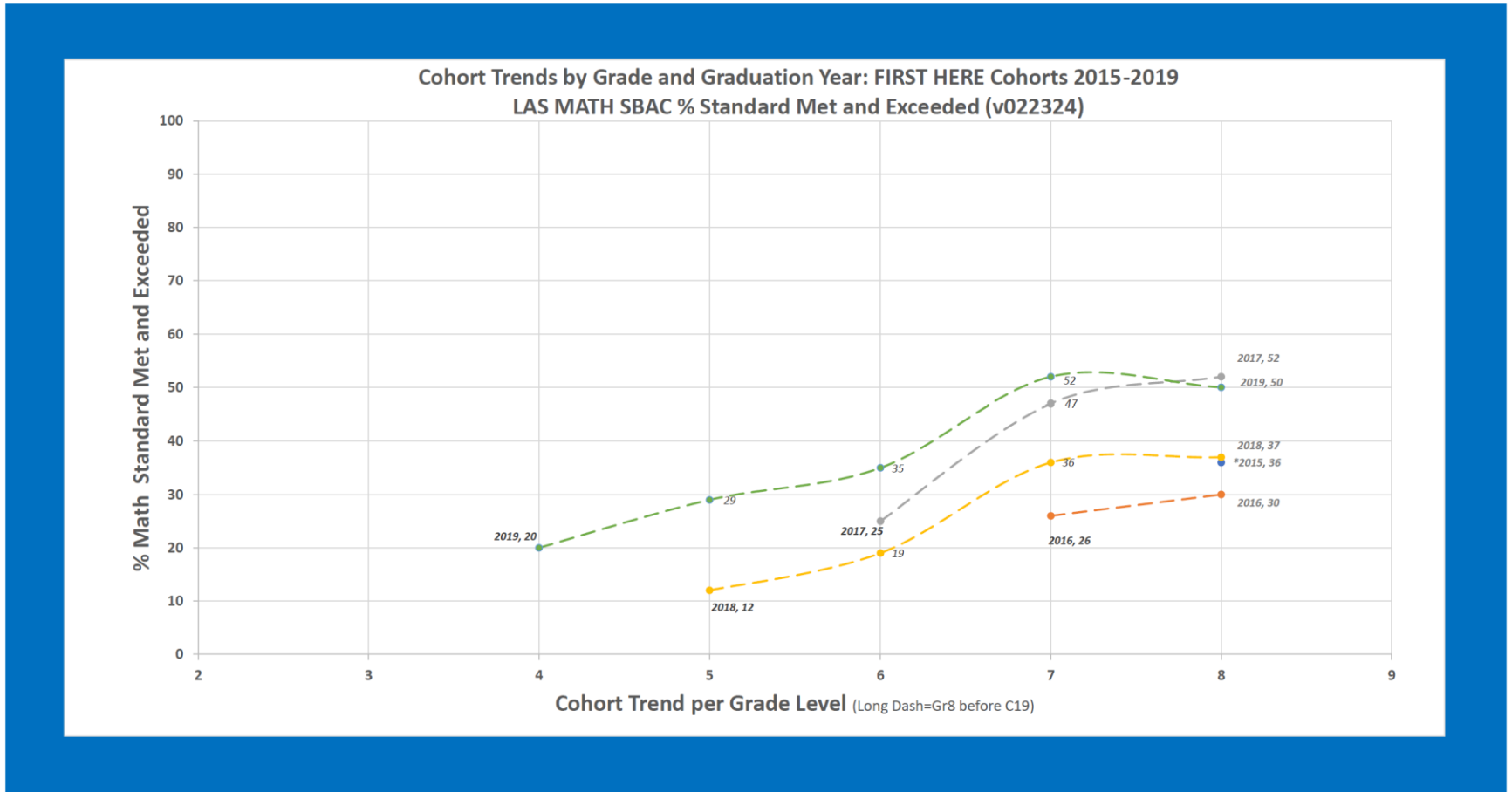
Goal 1	Description
<p>AP.G1 Maintenance Goal:</p>	<p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. 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.

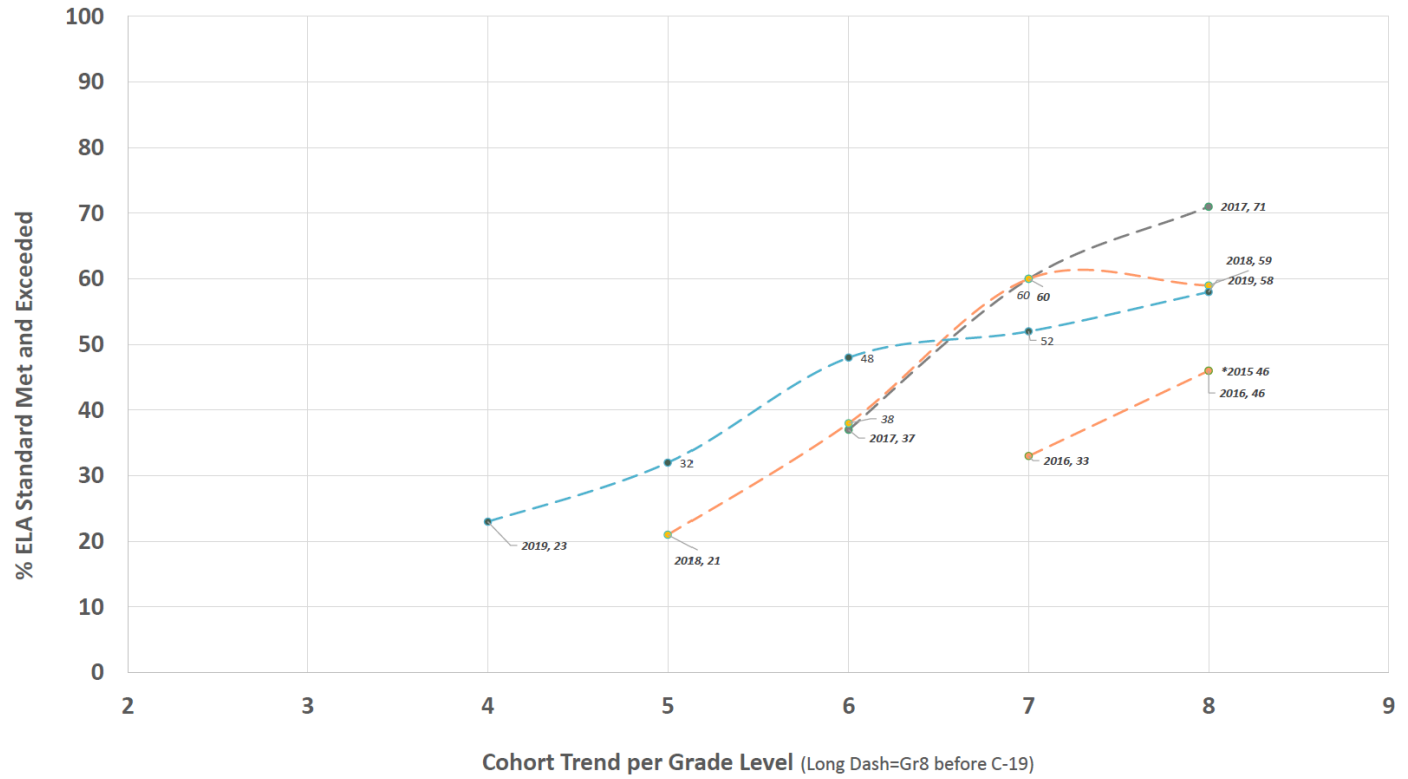
This goal is at the core of our work at LAS. As a community, we continue to study the ramifications of the school closure due to the pandemic as well as the learning recovery needs of our students in relation to their academic performance. Accordingly, we then can align our resources and ensure expert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

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>External Accountability: (FY24 Data TBD- August, 2024)</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 show 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>

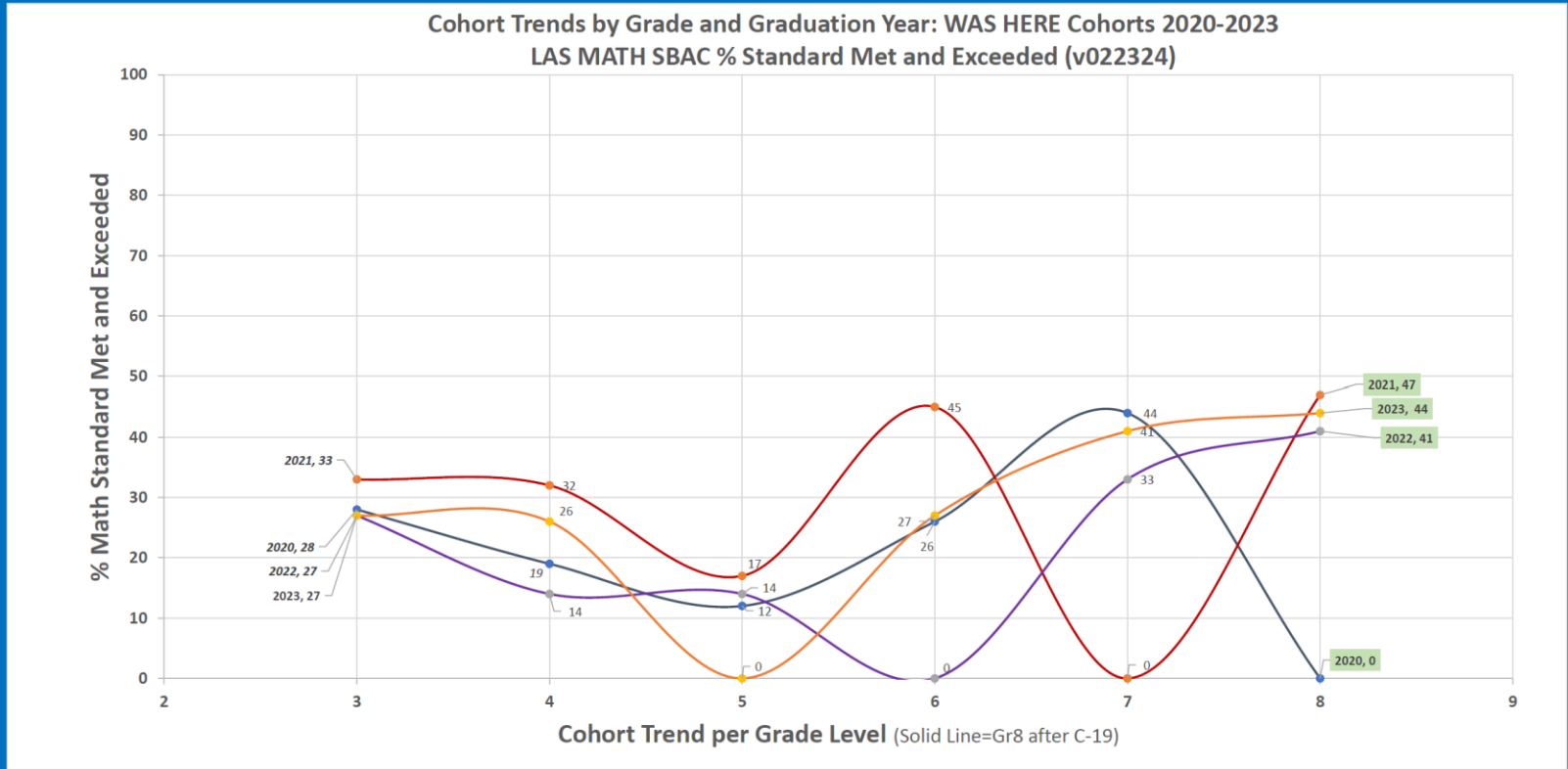
COHORT TRENDS: Pre-Pandemic

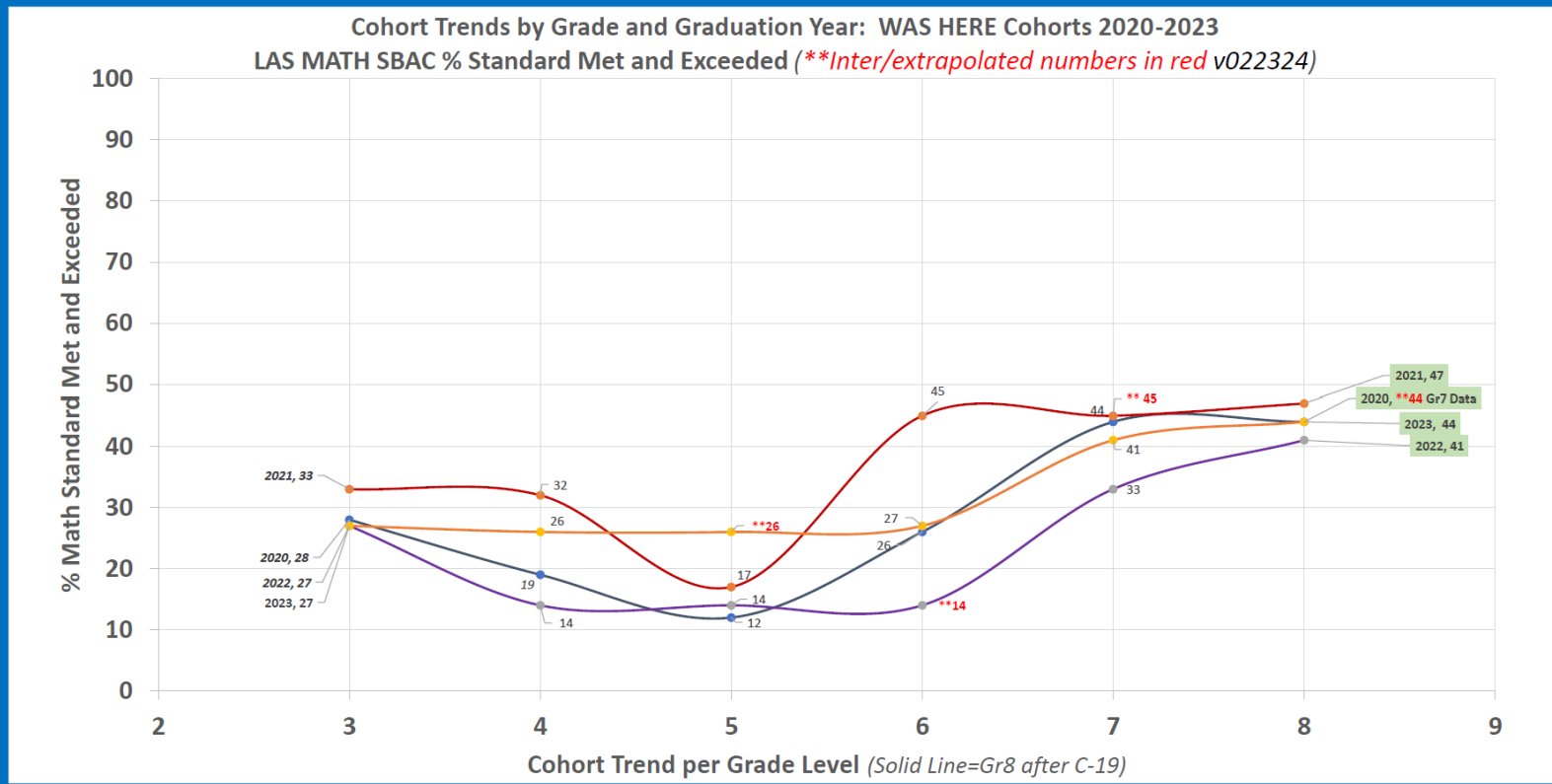


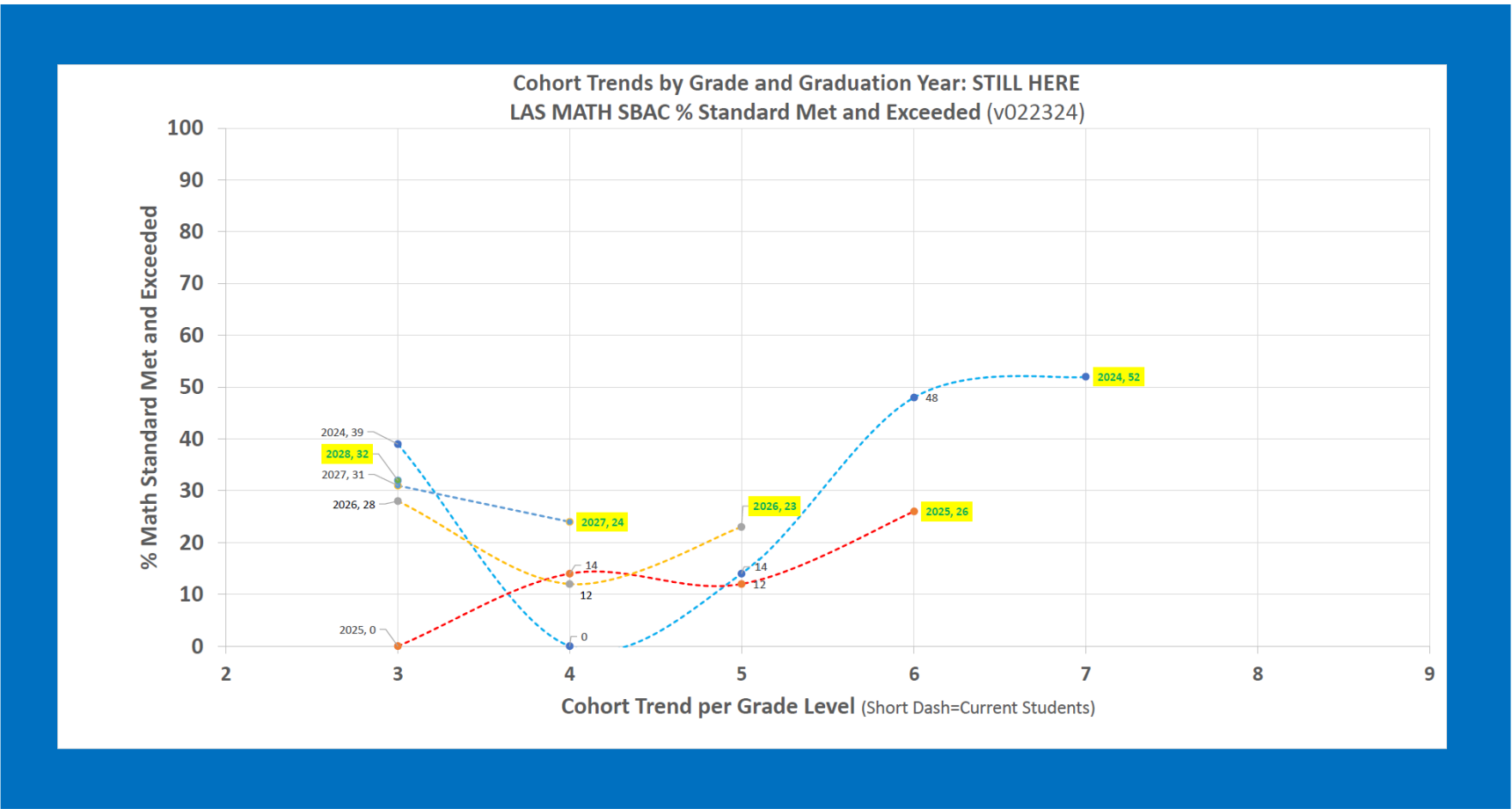
Cohort Trends by Grade and Graduation Year: FIRST HERE Cohorts: 2015-2019
 LAS ELA SBAC % Standard Met and Exceeded (v022324)

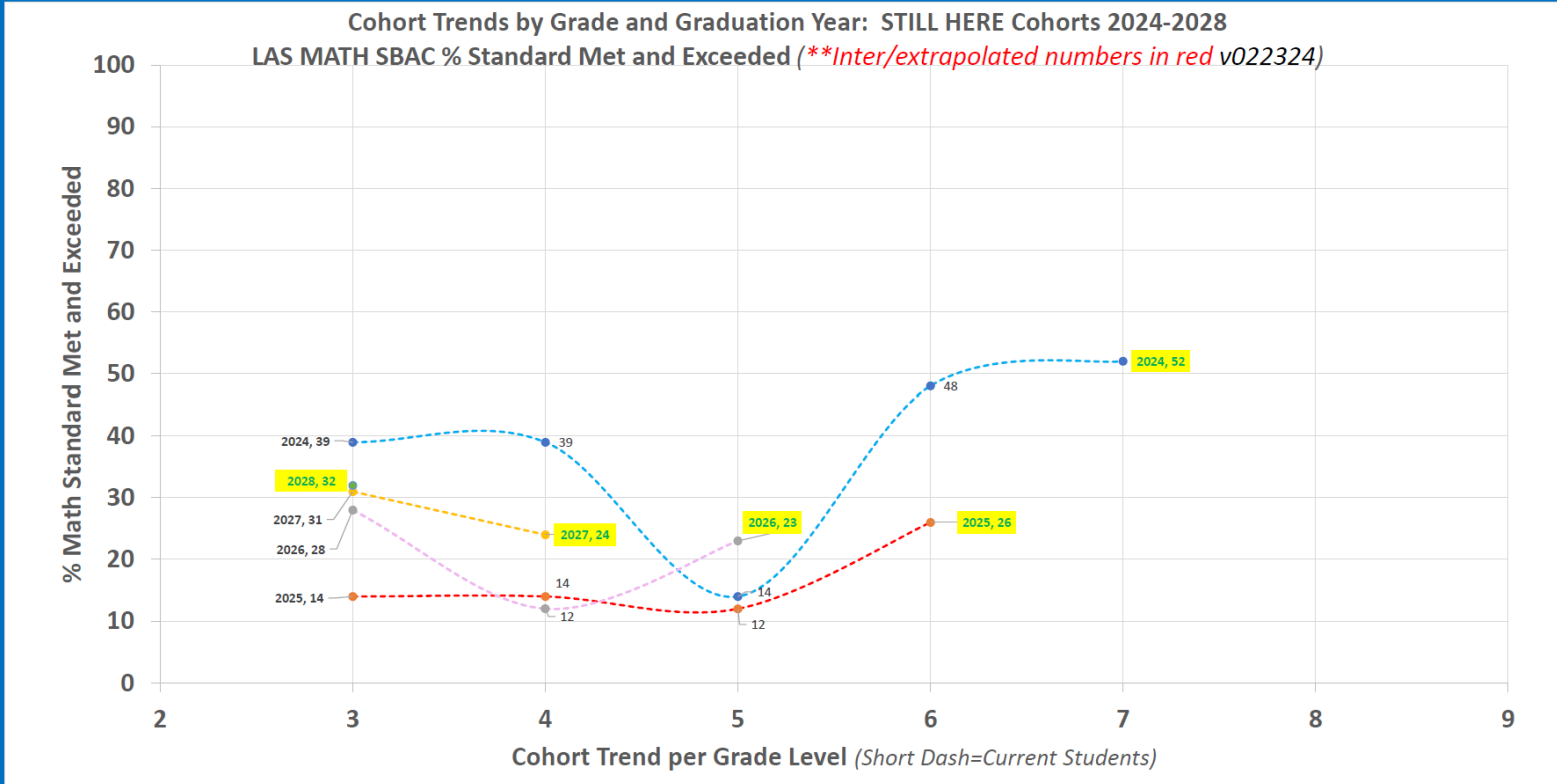


COHORT TRENDS: Pandemic and Present Recovery

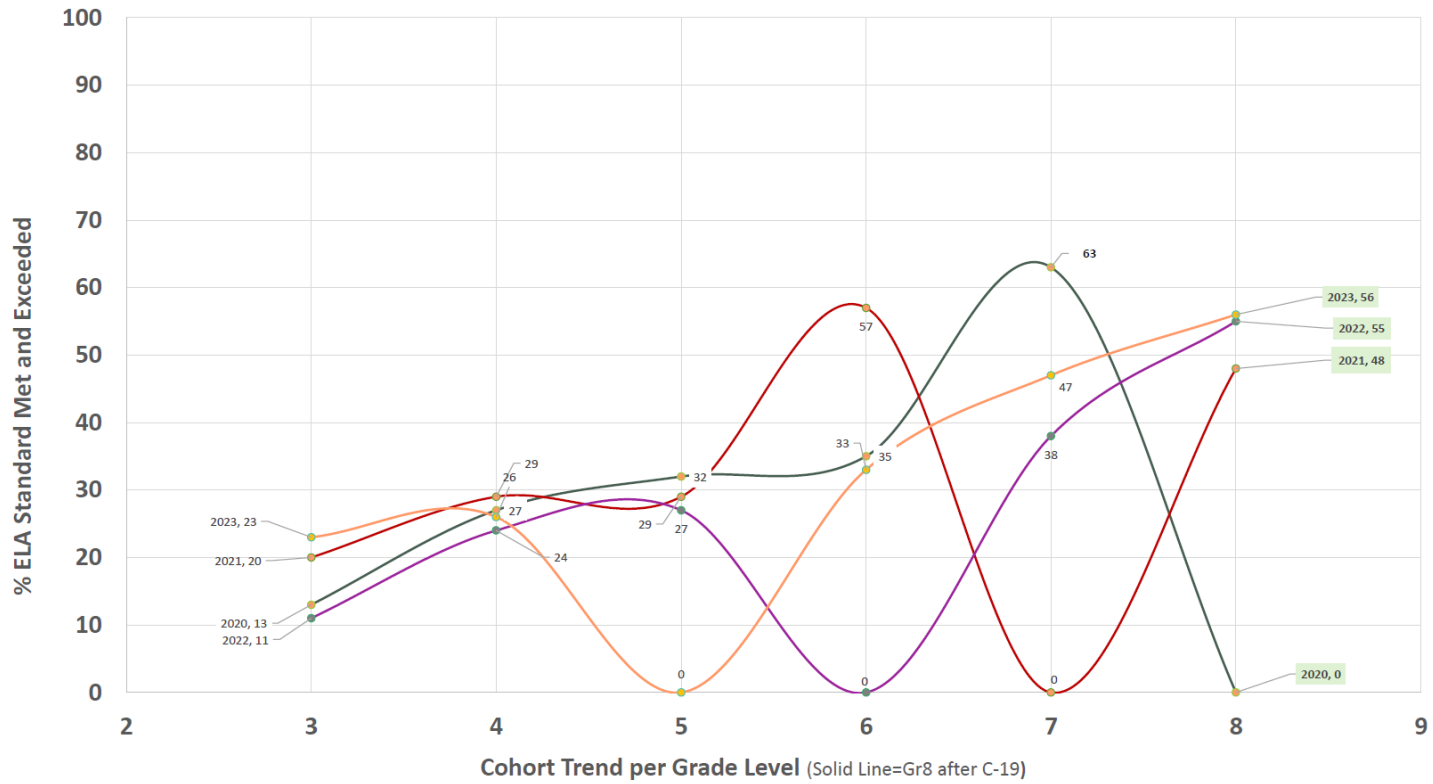




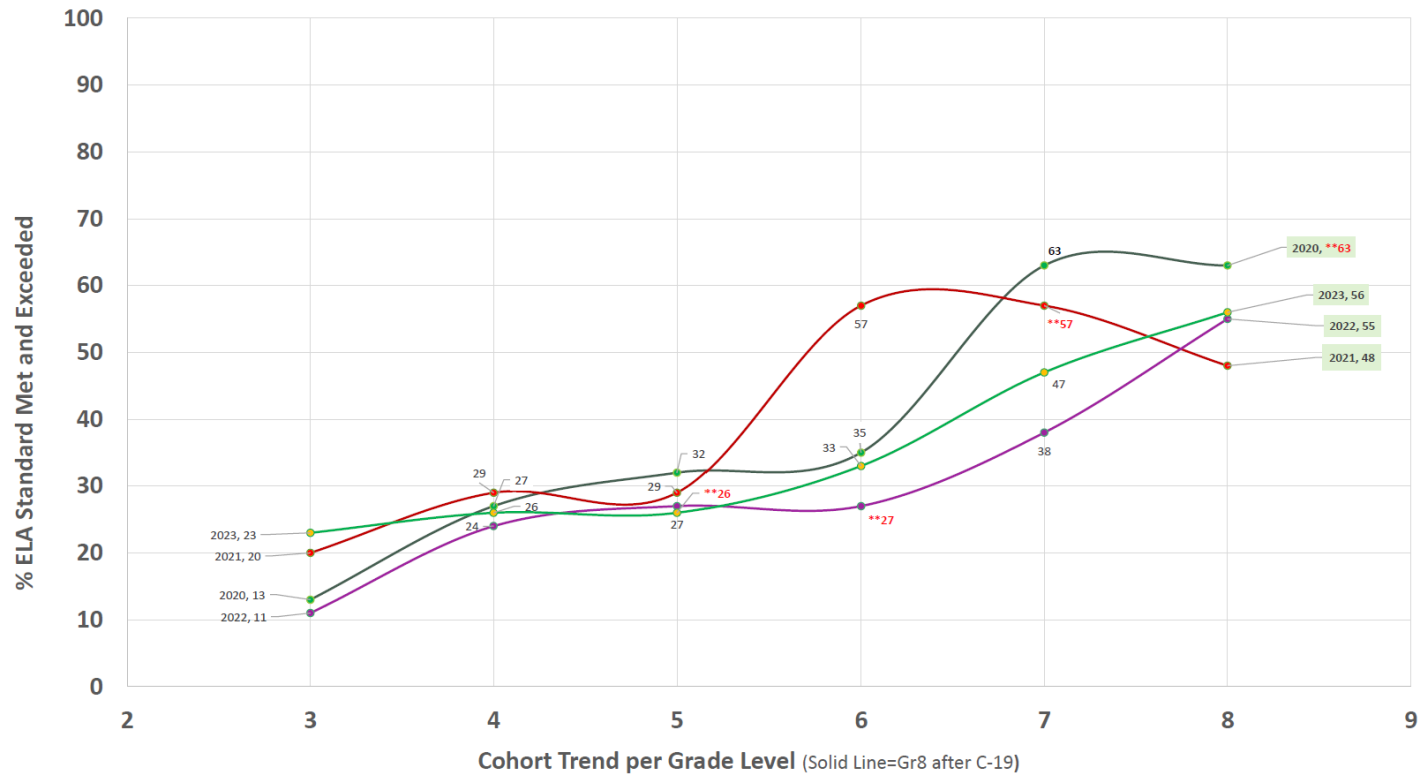




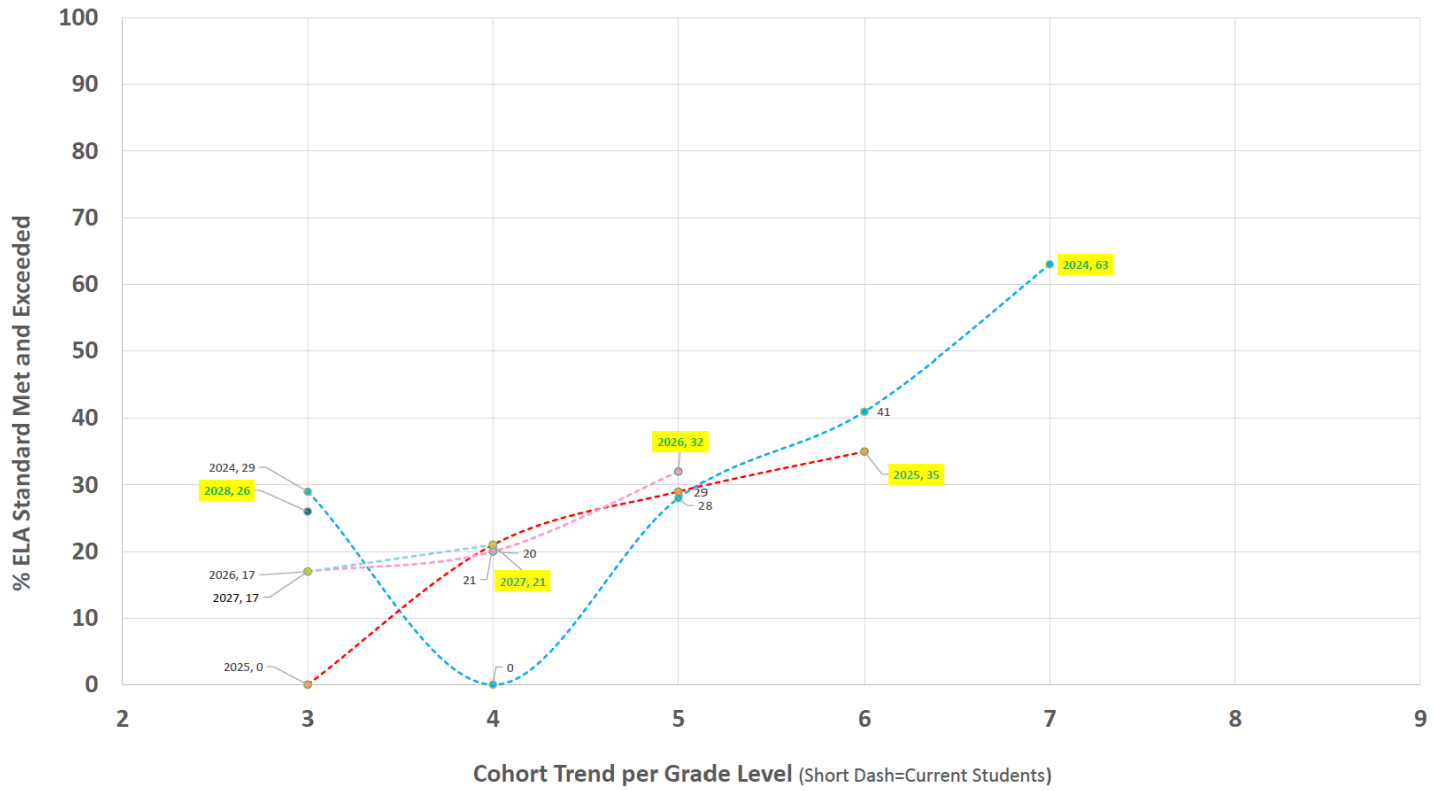
Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (v022324)



Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022324)



Cohort Trends by Grade and Graduation Year: STILL HERE 2024-2028
 LAS ELA SBAC % Standard Met and Exceeded (v022124)



Cohort Trends by Grade and Graduation Year: STILL HERE 2024-2028
 LAS ELA SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022124)

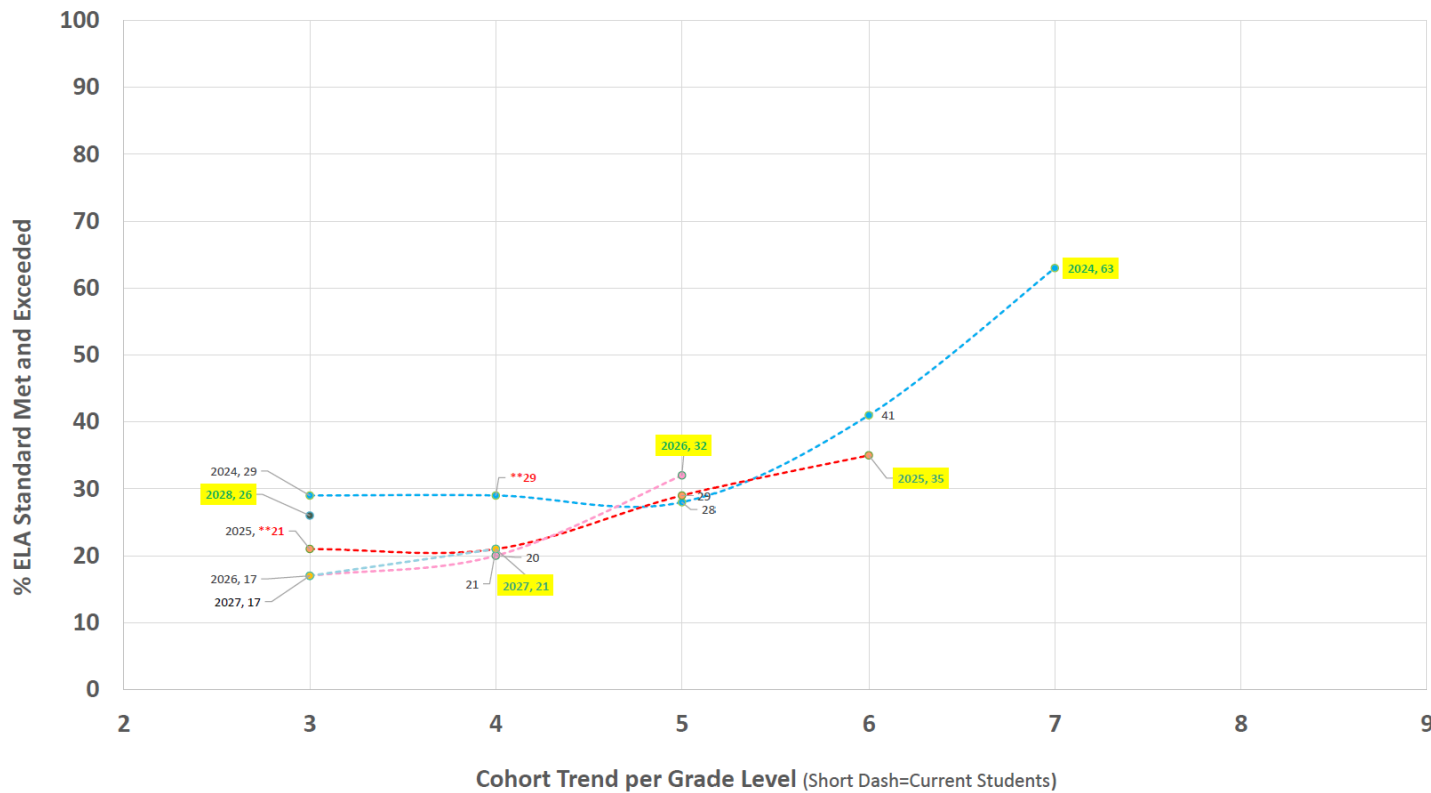


TABLE 14 and TABLE 15 reflect the historical trend of LAS Gr8 Cohort meeting/exceeding the academic performance in ELA and Math for all its subgroups. This remains to be true for the FY23 SBAC results as well. (Note: Dark Green = 1st Place and Light Green = 2nd Place)

TABLE 14

FY23 LAS, State, SCUSD, Surrounding MS and Surrounding DLE Program: Subgroups for Gr8 Only

	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only
	Gr8 Only	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only
LAS ELA	56	45	14	63	56	na	77
State	46	35	5	51	35	12	51
SCUSD	39	29	5	60	29	9	42
Will C Wood	31	30	4	72	20	4	28
Miwok (Sutter)	67	49	33	70	54	12	68
Cal Middle	51	35	3	57	42	26	55
Edison	9	12	0	17	13	na	6

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	44	32	7	54	44	na	55
State	30	19	3	31	18	7	34
SCUSD	24	16	4	36	15	5	27
Will C Wood	18	17	4	42	9	0	14
Miwok (Sutter)	49	32	6	46	32	5	50
Cal Middle	29	14	3	33	18	7	30
Edison	10	12	0	17	13	na	6

By the End of Stage 3 Gr8 achievement goals:

(FY21) G3.0 SBAC 48% of Gr8 Cohort students who met/exceeded ELA standards (FY22: 55%) and (FY23: 77%)

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

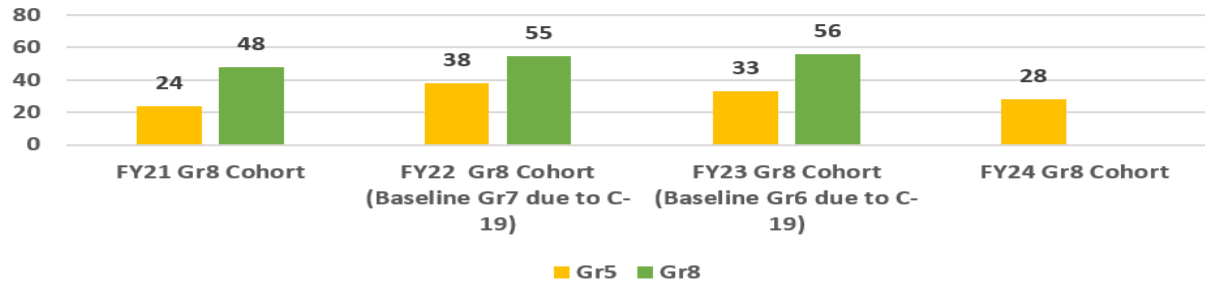
G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools (Refer to TABLE 14 and TABLE 15)

	LAS FY21: Gr8	State FY21: Gr8	District FY21: Gr8	Neighbor Schools FY21: Gr8

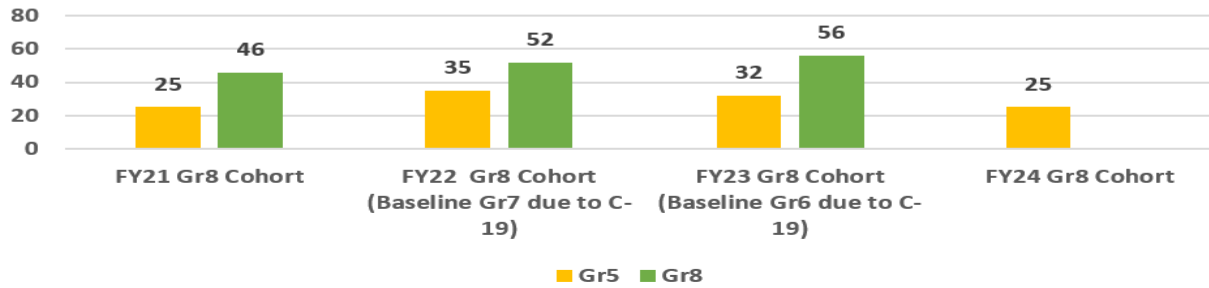
<i>All FY21 Gr8 Cohort Students</i>	48%	47%	No Data C-19	No Data C-19
<i>Latinx</i>	46%	36%	No Data C-19	No Data C-19
<i>English Learner (EL)</i>	33%	7%	No Data C-19	No Data C-19
<i>RFEP</i>	55%	53%	No Data C-19	No Data C-19
SPED	*	*	No Data C-19	No Data C-19
SED	46%	35%	No Data C-19	No Data C-19

Graphs below FY24:

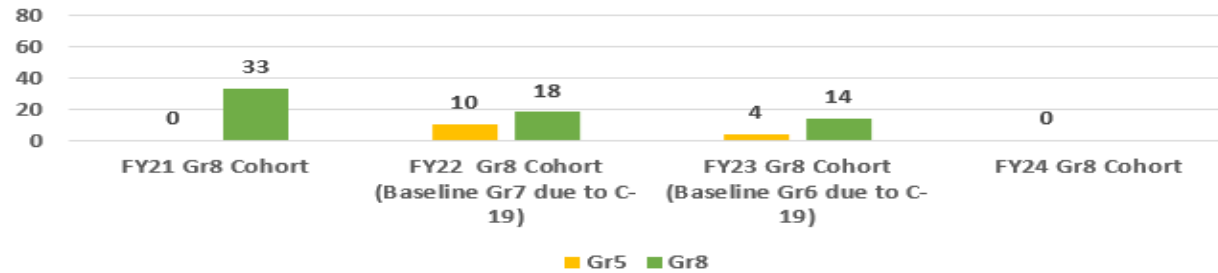
SBAC ELA Gr5 to Gr8 Trajectory: All Cohort



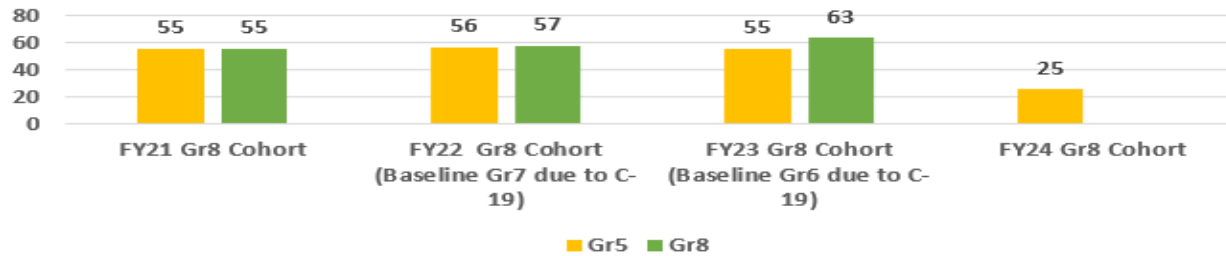
SBAC ELA Gr5 to Gr8 Trajectory: Latinx



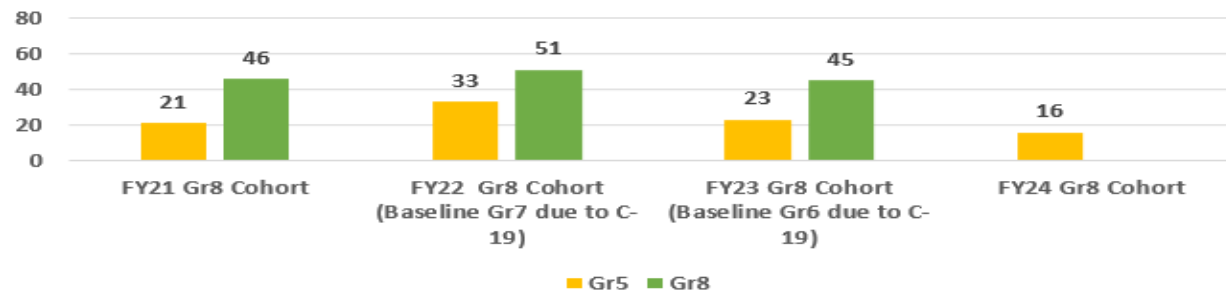
SBAC ELA Gr5 to Gr8 Trajectory: EL



SBAC ELA Gr5 to Gr8 Trajectory: RFEP



SBAC ELA Gr5 to Gr8 Trajectory: SED



Internal Accountability: FY24 TBD

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

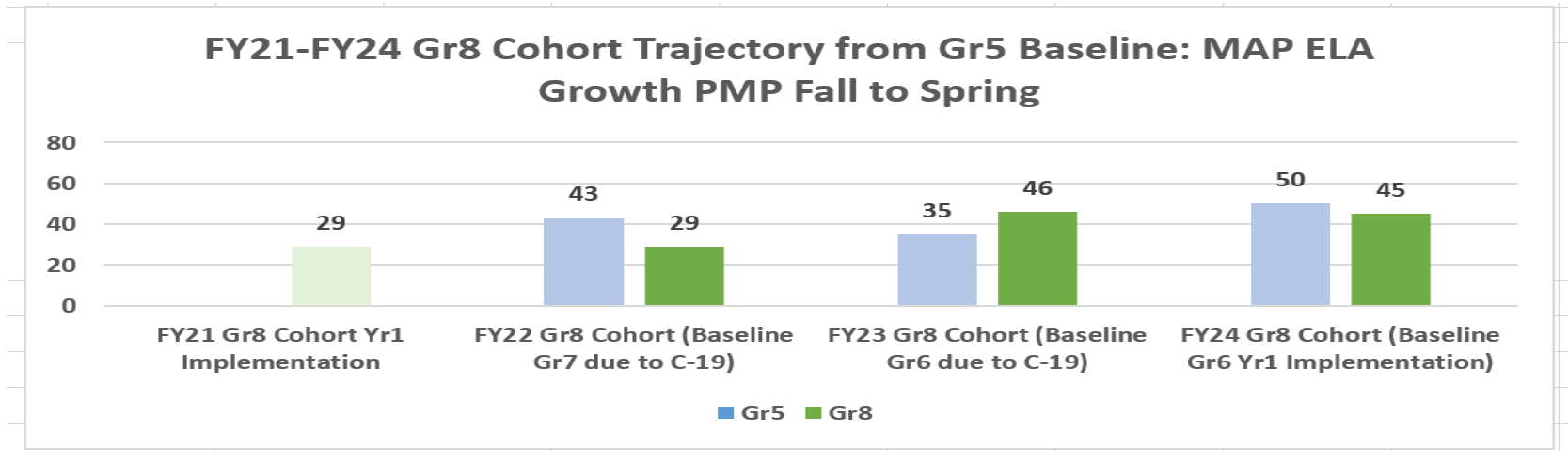
FY24 MAP Growth PMP Fall to Spring Analysis
062424

ELA Gr4-Gr8

PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8					45					
FY23 Gr8				44						
FY22 Gr8					52					
FY21 Gr8				43						
FY24 Gr7					52					
FY23 Gr7			33							
FY22 Gr7					50					
FY21 Gr7			35							
FY24 Gr6				47						
FY23 Gr6					59					
FY22 Gr6		29								
FY21 Gr6										
FY24 Gr5					55					
FY23 Gr5			36							
FY22 Gr5		20								

FY21 Gr5										
FY24 Gr4		28								
FY23 Gr4			39							
FY22 Gr4		23								
FY21 Gr4										

TABLE 18.1 and TABLE 18.2



AP.G1.3 FY24: TBD 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

FY24 MAP Growth PMP Fall to Spring Analysis
062424

SLA Gr4-Gr8

PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8				41						
FY23 Gr8			33							
FY22 Gr8		27								
FY21 Gr8	19									
FY24 Gr7		22								
FY23 Gr7				40						
FY22 Gr7		27								
FY21 Gr7	16									
FY24 Gr6		21								
FY23 Gr6			31							
FY22 Gr6	15									
FY21 Gr6										

FY24 Gr5				45							
FY23 Gr5		25									
FY22 Gr5		25									
FY21 Gr5											
FY24 Gr4			38								
FY23 Gr4		23									
FY22 Gr4			34								
FY21 Gr4											

TABLE 20.1 and TABLE 20.2

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
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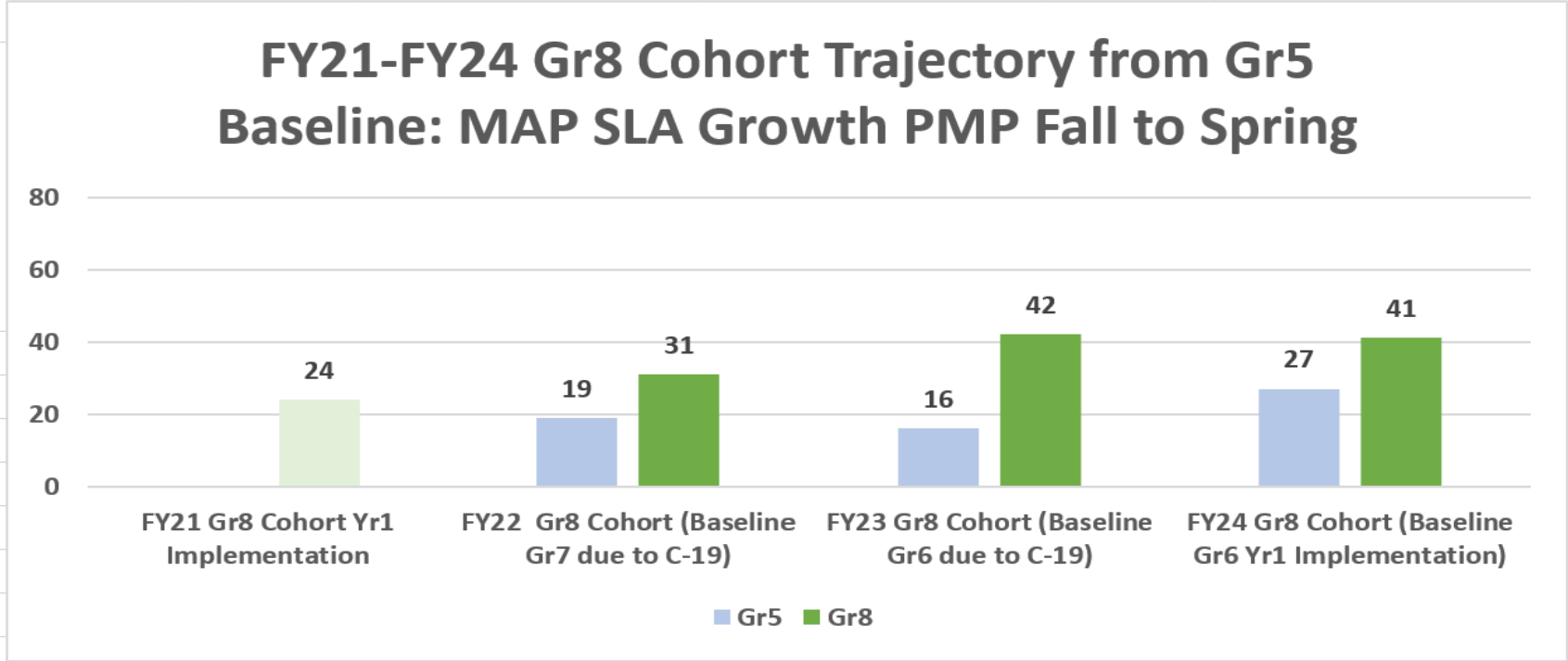
AP.G1.3 External Accountability: (FY24 Data TBD- August, 2024)

ELA: State SBAC and Verifiable Data MAP Growth

Overview of LAS History of Academic Performance (AP):

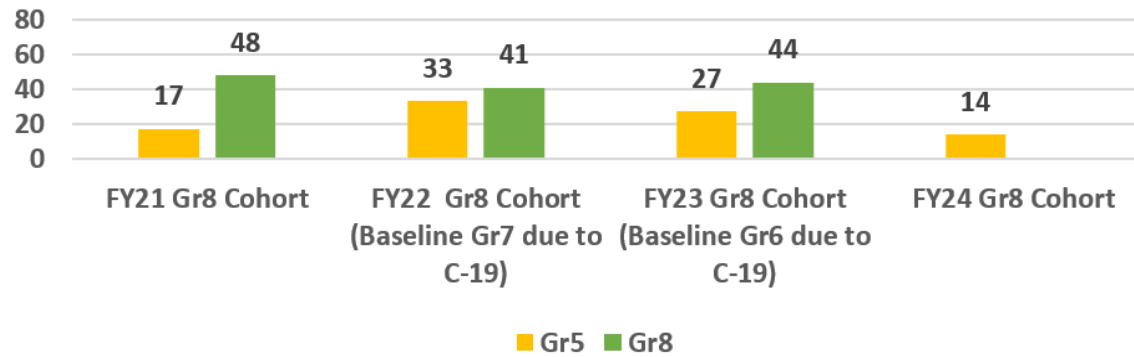
There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.

TABLES 12 and TABLE 13 show how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.

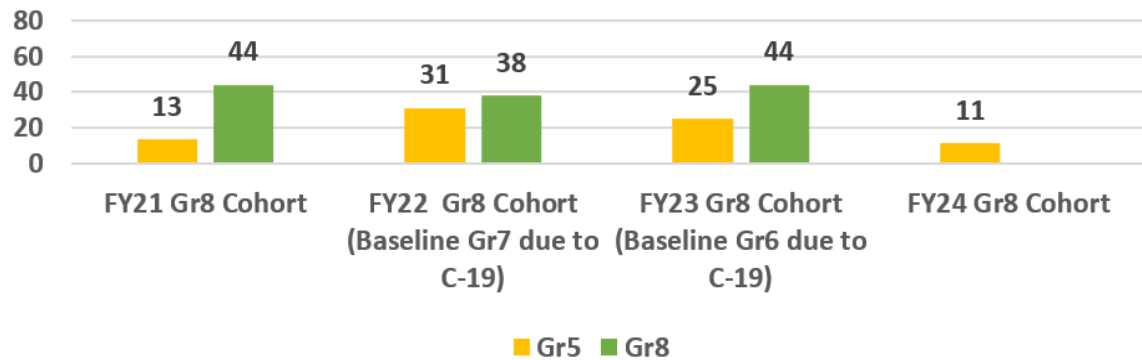


<p>AP.G1.4</p> <p>MATH: State SBAC and Verifiable Data MAP Growth Math</p>	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>External Accountability</u></p> <p><u>G4.0 FY23 SBAC 33% of Gr8 Cohort students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> 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>FY21 Gr8 Cohort Comparative Math Data: Gr5 vs Gr8</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. Refer to TABLE 15</p> <p><u>Internal Accountability</u></p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics</u></p> <p><u>G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics</u></p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</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>For further reference, review the following:</p> <ul style="list-style-type: none"> • TABLE 5 • TABLE 11 • TABLE 13 • TABLE 15 • TABLES 22.1-21.5
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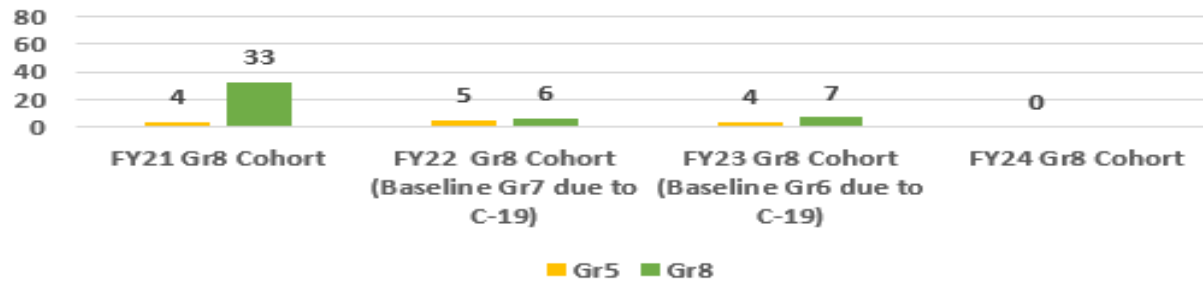
SBAC Math Gr5 to Gr8 Trajectory: All Cohort



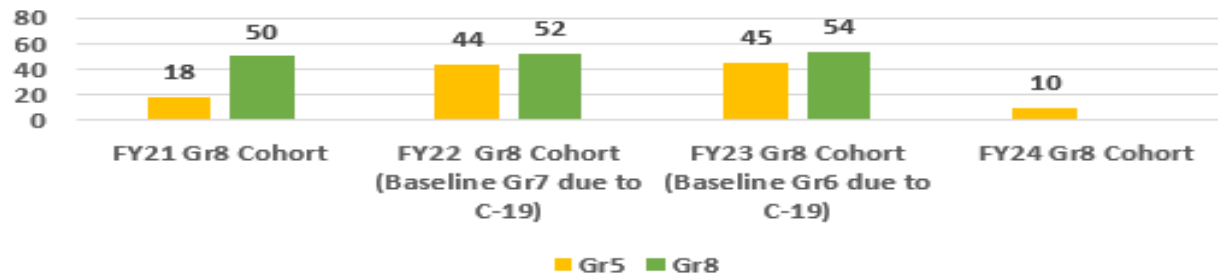
SBAC Math Gr5 to Gr8 Trajectory: Latinx



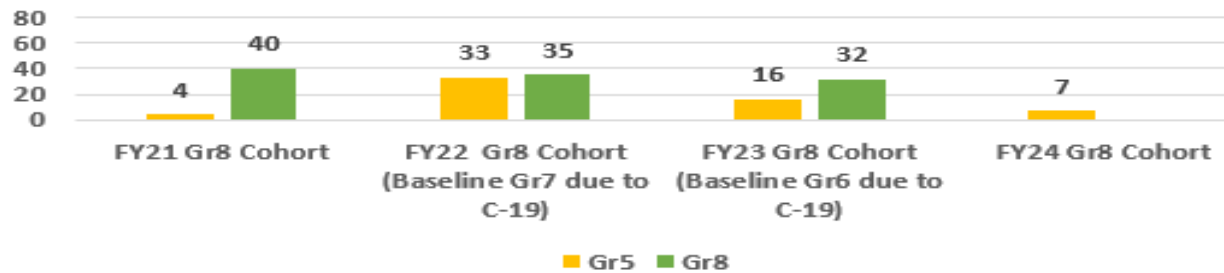
SBAC Math Gr5 to Gr8 Trajectory: EL



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

FY24 MAP Growth PMP Fall to Spring Analysis
062424

MATH		Gr4-Gr8								
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8					58					
FY23 Gr8				47						
FY22 Gr8					51					
FY21 Gr8				44						
FY24 Gr7					55					
FY23 Gr7					55					
FY22 Gr7						68				
FY21 Gr7			35							
FY24 Gr6							76			
FY23 Gr6				48						
FY22 Gr6		23								
FY21 Gr6		21								

FY24 Gr5					50					
FY23 Gr5				46						
FY22 Gr5		22								
FY21 Gr5	18									
FY24 Gr4			39							
FY23 Gr4			38							
FY22 Gr4		25								
FY21 Gr4	14									

TABLE 23.1 and TABLE 23.2

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
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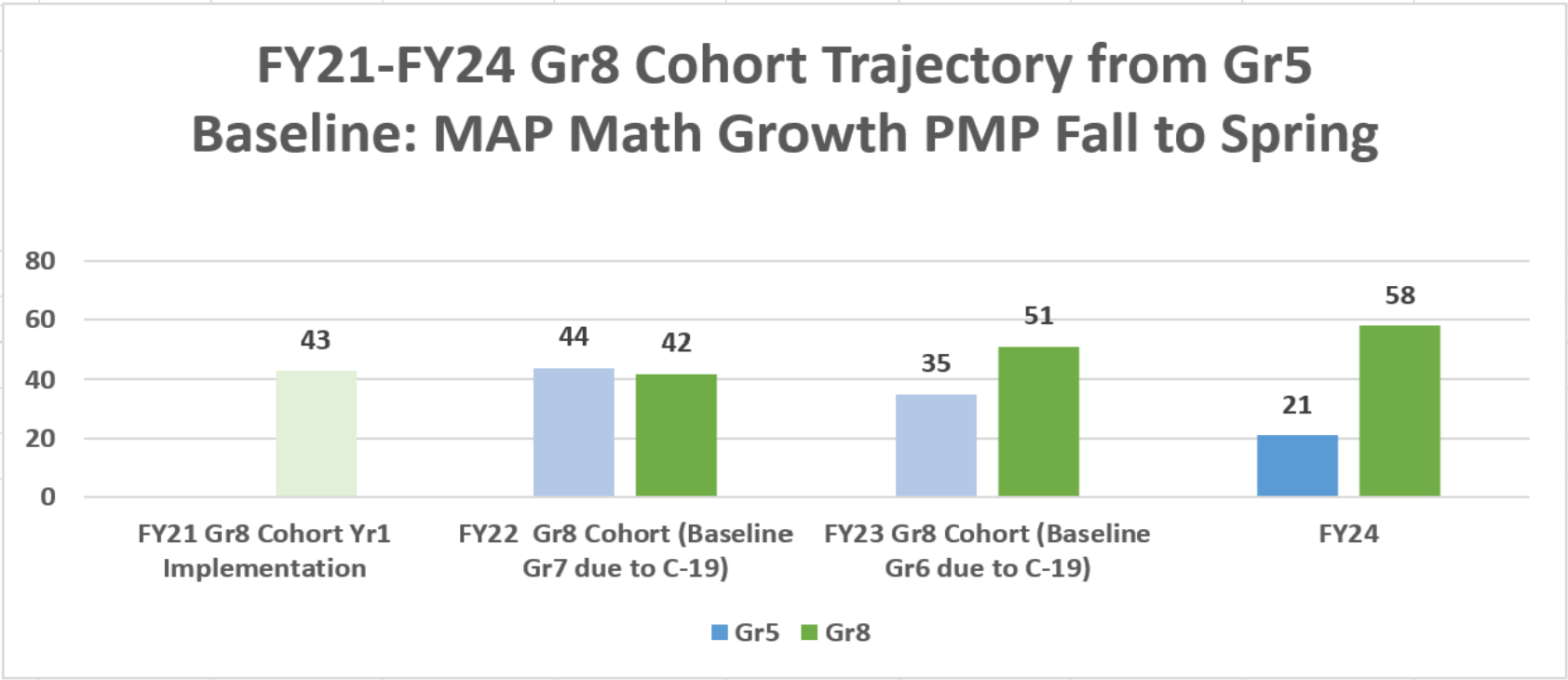
AP.G1.3 External Accountability: (FY24 Data TBD- August, 2024)

ELA: State SBAC and Verifiable Data MAP Growth

Overview of LAS History of Academic Performance (AP):

There is a predictable upward trajectory of student academic performance from primary to middle school years as illustrated in TABLE 10 and TABLE 11.

TABLES 12 and TABLE 13 show how this fact remains true even after the interruption in FY20 Covid-19 school closure. LAS resiliently bounced back for each Gr8 Cohort thereafter.



AP.G1.5
ELL/LTEL:
State SBAC,
ELPAC, and
Verifiable
Data MAP
Growth
Reading and
Math

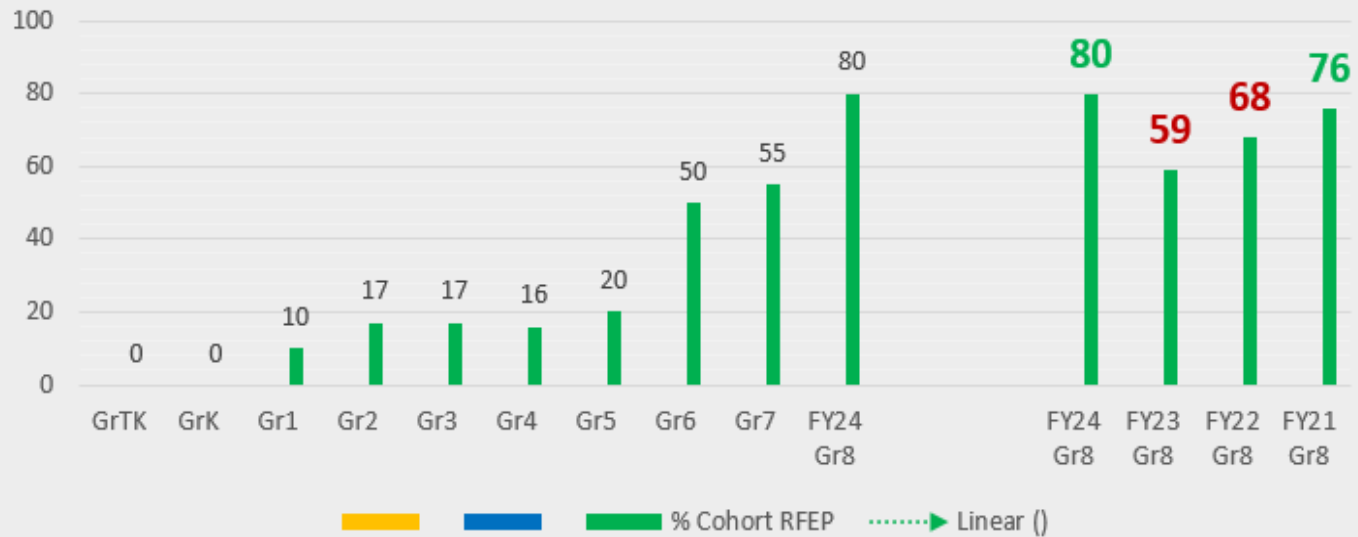
External Accountability:

FY24 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)

**FY24 LAS English Learner (EL) Progress to Reclassification:
PART 2 Percentage of Cohort RFEF
(LAS Goal: 70% of Cohort RFEF by EOY Gr8)**



Internal Accountability:

G5.1 LAS MAP English Reading and Math – FY24 MAP Growth Subgroup Data

Measure 4: Increases in Student Achievement (Local Assessments) (School Leader)

Charter School Directions: Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of **the average growth students** at your school made during the year. (Based on MAP School Profile Growth and Achievement Report)

OVERALL AND GROUPS	FY24 LAS MAP Growth Spring Window Gr8 Cohort Conditional Growth Index (CGI)	FY24 LAS MAP Growth Spring Window Gr8 Cohort Conditional Growth Percentile (CGP)
All Students - Overall Reading in ENGLISH (*LAS is a DLE 90:10 Program)		
Latino	0.24	60th
SED	0.13	55th
RFEP	-0.31	38th
EL	1.21	89th
SPED	3.45	99th
All Students - Overall Math (*LAS is a DLE 90:10 Program: Gr1-Gr4 Math is in SPANISH; Gr5-Gr8 is in ENGLISH)		
Latino	1.74	96 th
SED	1.67	95 th
RFEP	1.56	94 th
EL	1.14	87 th
SPED	0.87	81 st

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p>	<p>External Accountability: (FY24 Data TBD- August, 2024)</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 show 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>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 *Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<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>Goals Met</p> <p>*FY23 CA Dashboard SWD= Red</p>	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC 39% 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>
AP.G1.3 SLA: MAP Growth Spanish Reading	Upward trajectory and comparable data (TABLES above)	Goals Met	Goals Met	Goals Met	<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= TBD</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY22.</p>
AP.G1.4 MATH: State SBAC and Verifiable Data MAP Growth Math	Upward trajectory and comparable data (TABLES above)	Goals Met except for FY22 Gr8 MAP Growth Cohort All and Latinx subgroup	Goals Met	Goals Met *FY23 CA Dashboard SWD= Red	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC 33% 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>
AP.G1.5 ELL/LTEL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math	70% RFEP (76%)	Goal Not Met (68%)	Goal Not Met (59%)	TBD	<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. <i>New Baseline FY25: 65% based on last two years RFEP data</i></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>

					G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs
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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 FY24.

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

Action #	Title	Description	Total Funds (FY25)	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 (TGr1: consultation, PD) (Gr2-3; who is doing this research/ 90/10 model) (Gr4-5: latest research)</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i></p>	<p>OC 1000-3000, 5000 series) \$6,305,224</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 (K-4) (TGr1: TK-8 and TK-4) Gr2-3: TK-8) SPED: add TK)</p> <p>Analyze SLA achievement data by schoolwide, grade level and subgroups</p>	See above	N

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: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i></p>	See above	N
AP.G1.6a	English Language Learners/LTEs	<p>ELL/LTEs: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators (<i>Gr4-5 and MS: change RFEP % goal from 70% to 65% - average of FY22 and FY23 RFEP data</i>)</p>	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>For FY24, LAS is currently receiving technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism. Throughout the year, LAS Leadership Team attended on-going meetings with SCOE staff to learn about Improvement Science and its application in addressing the root causes of the identified performance areas of improvement. Moreover, the LAS SPED Team consulted with its SELPA, The El Dorado County Office of Education Charter, for a series of three meetings to discuss the on-going LAS actions and implementation to address these areas of improvement for SWD subgroup. In summary, LAS has become even more laser focused on: 1) understanding the context of the academic performance trajectory and expectation for SWD in a 90-10 dual language immersion program, 2) the importance of data disaggregation for Gr8 Cohort's SWD, and 3) teaching the public on how to interpret academic progress for SWD enrolled in a dual language immersion program. Moreover, LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey</p>	<p><i>See detailed budget below for items that increase and improve services to ELs and SED</i></p>	Y
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	<p>of SPED specific services. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD in ELA and Math performance, as well as increased school engagement and attendance.</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/LTEs. (TGr1: TBD) (Gr4-5: Cohort specific)</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>Increased services: Literacy Coach and intervention (TGr1: primary/intermediate coaches?)</i>	<i>See APG1.3a above</i>	<i>Y</i>
	<i>Increased services: (One Year Only) Part-time teacher on special assignment</i>	<i>OC 1100: \$35,000 ESSER</i>	<i>Y</i>
	<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	<i>OC 2100: \$188,087 LCFF, ESSER</i>	<i>Y</i>
	<i>Increased services: Intervention Tutors (School year)</i>	<i>OC 1102: \$398,080 ESSER</i>	<i>Y</i>
	<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$500,000 Title 1, ESSER 3</i>	<i>Y</i>
	<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: \$90,450</i>	<i>Y</i>

			<i>ELOP</i>	
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Goal Analysis [FY24]

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 FY23 and FY24 and to planning consequent actions to address emerging needs. In the last two years, LAS has had to restructure literacy coaching capacity due to staff exit, creating a change in expenditure line. Otherwise,,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 two years ago, there has been an increase in staffing -particularly in instructional support -i.e., learning hubs, intervention support, enrichment, 2) increase in digital platform needs for teaching and learning, including purchase of MAP Growth, MAP Fluency, and MAP Accelerator and 3) one-time stipend retention incentive for all staff: credentialed and classified

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.
Focus Goal	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. The FY24 EOY attendance rate is 95.28%; up from FY23’s 94.09% - an increase of 1.19%; hence, meeting LAS’ ADA goal of 95%. LAS is looking forward to continue to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

Based on (Illuminate) Infinite Campus, CALPADS, CA Dashboard, DataQuest Attendance Data

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

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
AE.G2 Illuminate and CALPADS Attendance Data	<p>All Students</p> <p>FY24 Goal Met 95%</p> <p>FY23 Goal not met 94%</p> <p>FY22: (96% attendance rate per recent change in law)</p> <p>FY21 (Covid-19 School Closures): Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data: 97% and 97% Subgroups: EOY FY23 and MOY FY24 (see table above)</p> <ol style="list-style-type: none"> 1) EOY FY23: Goals Met, except for SWD and ELs 2) MOY FY24: Goals Met, for SWD TBD <p>Absenteeism (chronic): Schoolwide FY23: Goal Not Met; Subgroups FY23 Goal Not Met</p> <p>Dropout for middle school at zero rate</p>

Metric		Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)			
Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 *Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
AE.G2 Illuminate and CALPADS Attendance Data	97% ADA and 3% Chronic Absenteeism	Goals Met	Goal Not Met 94%	Goal Met 95%	<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 (FY25)	Contributing
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<p>AE.G2.1a</p>	<p>Attendance and Reengagement Support</p>	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Infinite Campus SIS)</p> <p>For FY24, LAS is currently receiving technical assistance in the form of Differentiated Assistance from the Sacramento County Office of Education (SCOE) in the following performance areas for the Students with Disabilities (SWD) subgroup: ELA, Math, and Chronic Absenteeism. Throughout the year, LAS Leadership Team attended on-going meetings with SCOE staff to learn about Improvement Science and its application in addressing the root causes of the identified performance areas of improvement. Moreover, the LAS SPED Team consulted with its SELPA, The El Dorado County Office of Education Charter, for a series of three meetings to discuss the on-going LAS actions and implementation to address these areas of improvement for SWD subgroup. In summary, LAS has become even more laser focused on: 1) understanding the context of the academic performance trajectory and expectation for SWD in a 90-10 dual language immersion program, 2) the importance of data disaggregation for Gr8 Cohort’s SWD, and 3) teaching the public on how to interpret academic progress for SWD enrolled in a dual language immersion program. Moreover, LAS with expediency, implemented a school-wide call for action mid-year to identify SWD who are at-risk of being Chronically Absent as well as those who already have the status and conducted a staff training on how to discuss the importance of attendance for these families during the spring Parent Teacher Conferences. LAS has disaggregated both external accountability data for Gr8 Cohort SWD SBAC results and internal accountability data Gr8 Cohort MAP Growth results, as well as started a longitudinal research on the grading patterns for the Gr8 Cohort SWD: 1) # of students with D or F in ELA and Math, and 2) # of students with a cumulative G.P.A. of 1.9 or lower. In terms of student engagement, for the first time this spring, SWD will have an end of the year breakfast sponsored by the SPED Team to celebrate the closing of the school year as well as student participation on survey of SPED specific services. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD in ELA and Math performance, as well as increased school engagement and attendance.</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p>	<p>OC 2000 and 5000 series \$422,113 SPED, LCFF</p>	<p>Y</p>
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Action #	Title	Description	Total Funds (FY25)	Contributing
		<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>		
	<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	<i>OC 2905, 3000 series, 4354</i> <i>\$242,718</i> <i>LCFF, ASES</i>	<i>Y</i>
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	<i>OC 2905,2908,5827, 5852</i> <i>\$1,000,763</i> <i>ELOP</i>	<i>Y</i>
	<i>SEL Support</i>	<i>Increase services: Additional PT Counselor</i>	<i>OC 5880</i> <i>\$32,000</i> <i>ESSER</i>	<i>Y</i>

Goal Analysis [FY24]

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. Since FY23 and into FY24, 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 in the past two years. Additional expenditures is evident in both the ASES and Enrichment programs – a necessity to create a welcoming in-person learning and holistic schooling experience. Lastly, staff members who directly work in monitoring attendance data received a one-time retention incentive stipend; hence, increasing the actual expenditures this year.

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 modestly end the year with 95.28% ADA fir FY24; an increase from previous year.

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

An explanation of why the LEA has developed this goal.

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

Goal 3 Conditions and Climate

CC.G3 (Illuminate) Infinite Campus, CA Dashboard, Data Quest, CALPADS Suspension and Expulsion Data and LAS Stakeholder Survey Data

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

Metric

Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)

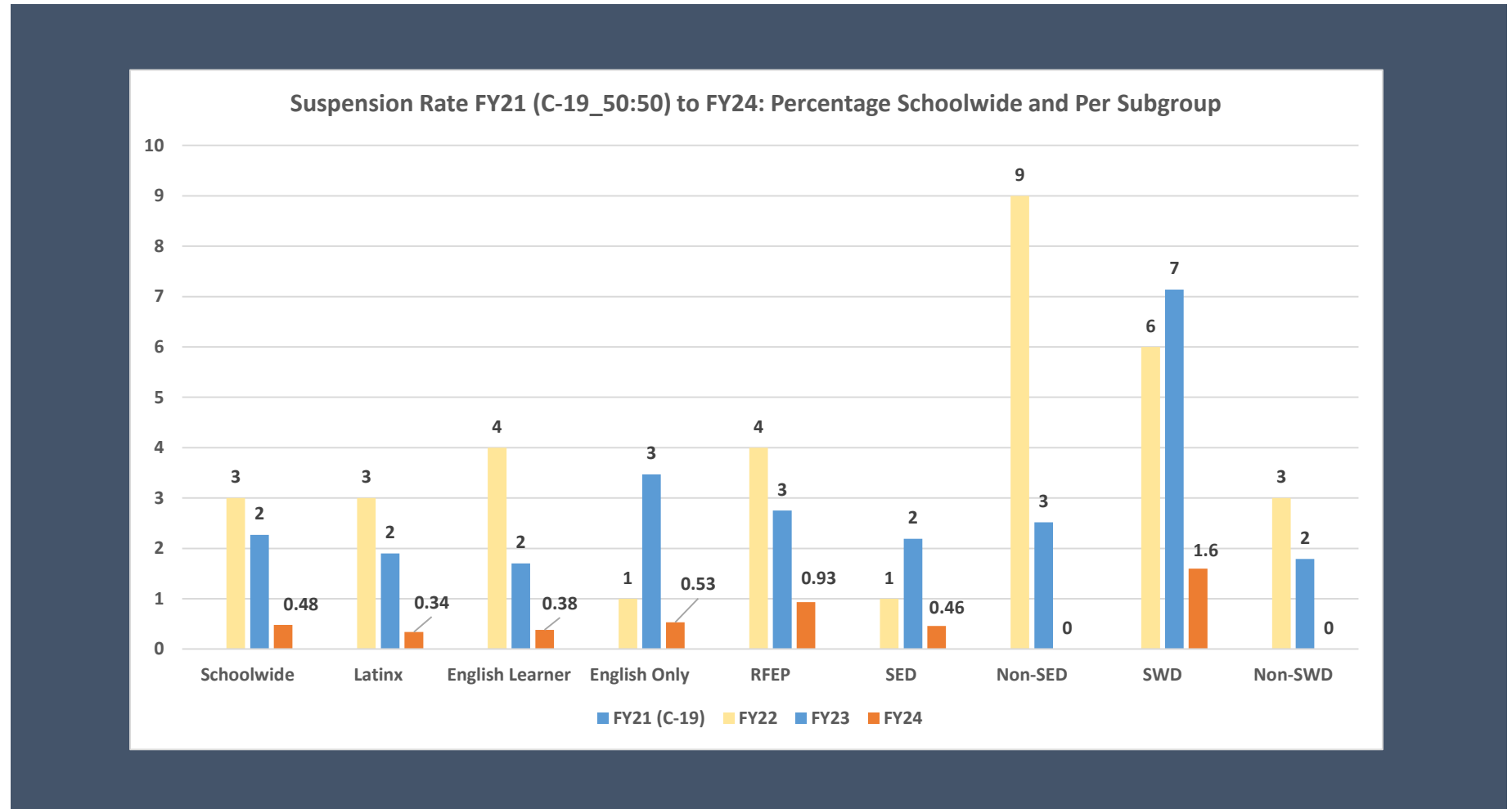
CC.G3.2

Illuminate
and
CALPADS
Data

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 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>CC.G3.6</p> <p>LAS:</p> <p>Stakeholder Satisfaction</p> <p>(Annual stakeholder survey data)</p>	<p><i>High participation rate: 90% or higher</i></p> <p><i>FY21 data: 95% Gr3-8 student participation</i></p> <p><i>(FY22: TK-Gr8 97% student participation)</i></p> <p><i>(FY23: TK-Gr8 97% student participation)</i></p> <p><i>(FY24: 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%) (FY24: 92%)</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%) (FY24: 97%)</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%) (FY24: 9%)</p>

Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>CC.G3.7</p> <p>LAS: <i>Volunteerism</i></p> <p>LAS: <i>Voter participation</i></p>	<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p>FY22 Board Election (11/2021): 80% voter participation</p> <p>FY23 Board Election (Nov, 2022): 82%</p> <p>FY24 Board Election (Oct, 2023): 79% (Did not meet goal of 85% voter participation)</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p>
<p>CC.G3.8a</p> <p><i>Local Indicator</i></p>	<p>FY21-24: Goal Met</p> <p>Maintain state expectation on Teacher Quality</p>
<p>CC.G3.8b</p> <p><i>Local Indicator</i></p>	<p>FY21-24: Goal Met</p> <p>Maintain state expectation on Instructional and Curriculum Materials</p>
<p>CC.G3.8c</p> <p><i>Local Indicator</i></p>	<p>FY21-24: Goal Met</p> <p>Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards</p>

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 * Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
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	TBD	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.
CC.G3.6 LAS: Stakeholder Satisfaction (Annual stakeholder survey data)	90% + participation	Goals Met	Goals Met	Goals Met	<i>High participation rate: 90% or higher</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.” G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.” G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”

Metric	Baseline (FY21)	Year 1 Outcome (FY22)	Year 2 Outcome (FY23)	Year 3 Outcome (FY24)	Desired Outcome for 2023–24 *Based on Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<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) 29%</p>	Goal Met	Goal Met	Goal Not 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	Goal Not Met	Maintain state expectation on Teacher Quality (Per SARC: LAS has 0.50 Out of Field Teacher)
<p>CC.G3.8b</p> <p><i>Local Indicator</i></p>	As stated	Goal Met	Goal Met	Goal Met	Maintain state expectation on Instructional and Curriculum Materials
<p>CC.G3.8c</p> <p><i>Local Indicator</i></p>	As stated	Goal Met	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 (FY25)	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>	<p>SPED, LCFF (duplicate from Goal2- AE.G2.1a)</p>	Y
CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement		N
CC.G3.7	<p>LAS: <i>Volunteerism</i></p> <p>LAS: <i>Voter participation</i></p>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	<p>OC 2925 \$1,360 Title 1</p>	Y

Action #	Title	Description	Total Funds (FY25)	Contributing
		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 \$7,620 Title 1	Y
CC.G3.8b <i>Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements <i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	OC 4200, 4201, 4320, 4325, 4420 \$71,100 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 \$1,388,530 LCFF, ASES	Y

Goal Analysis [FY24]

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 and FY24, 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.

The most remarkable difference between Budgeted Expenditures and Estimated Actual Expenditures is due to the one time retention incentive stipend to all LAS staff, including those who have a direct operational responsibility in the success of the conditions and climate of the school.

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

This statement continues to be true for FY24: 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 [FY25]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,601,168	\$143,682

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; for FY24 there is one student in this status). 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 (53%) and SED (20%) vs. Not SED students (41%) and in Math, ELLs (9%) vs. EOs (47%) and SED (12%) vs. Not SED students (36%). 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

FY24

Intervention Summary

Cycle 1 / Ciclo 1	Cycle 2 / Ciclo 2	Cycle 3 / Ciclo 3	Cycle 4 / Ciclo 4
141 students/ estudiantes	138 students/ estudiantes	132 students/ estudiantes	131 students/ estudiantes
Total Students in Intervention for <u>FY23/24</u>	SED	RFEP	EL
263	221	29	159
Cycles	Foundational Skills Overall Growth	Comprehension Overall Growth	Overall Growth
Cycle 1	89%	97%	93%
Cycle 2	70%	100%	86%
Cycle 3	70%	97%	86%
Cycle 4	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

Math Teacher-Led After-School Intervention Summary

Grade:	K	1st	4th	6th	7th	8th	TOTAL
Students:	12	10	11	17	16 + 5	11	82

Grade	Overall Growth
K	<i>Literacy 100%, Math 83%</i>
1st	<i>Literacy 80%, Math 60%</i>
4th	73%
6th	82%
7th	100% , 40%
8th	100%

FY23

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

As of May, 2023 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 (in Spanish and English depending on grade level) and MAP Reading Fluency are administered several times per year to ensure that student needs are monitored and connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselors and school psychologist are also provided to identify students in need. Through the MTSS process, 9% of the student body received a team approach analysis of individual student performance deemed at risk in FY24. Of the students served via MTSS, 63% are ELs and 78% are socio-economically disadvantaged. In FY24, 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 summary, the FY24 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.

FY25 TBD LAS expects 26% projected percentage to increase or improve services for ELs, SED students and foster youth for the FY25. Based on SBE formula calculator, LAS's LCFF Supplemental and Concentration Grant is projected to be \$1,601,168.

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. FY24 is LAS 3rd 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 \$143,682 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

Plan de Control Local y Rendición de Cuentas (LCAP, por sus siglas en inglés): Borrador v062424 3PM

Año Fiscal 24 Actualización anual- Ciclo de cierre Año Fiscal 22-24 y 25 Resumen del plan- Ciclo inicial Año fiscal 25-27

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

Resumen del plan [FY25]

Información general

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

El 19 de febrero de 2004, la Mesa Directiva de SCUSD votó unánimemente a favor de la aprobación de la petición original de la carta para la Academia de Idiomas de Sacramento (LAS). 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 inauguración de la escuela en 2004, el número de alumnos matriculados en LAS ha pasado de 228 a 616 para el año escolar FY24. A partir de abril de 2024, hay 753 niños en la lista de espera de LAS.

Datos demográficos de LAS

Para FY24, los datos demográficos de LAS constituyen 80% No Duplicados, 71% Con Desventajas Socioeconómicas, 43% Aprendices de Inglés y 10% que califican para servicios de Educación Especial. Alrededor del 94% de los estudiantes son latinos, 0.8% negros/afroamericanos, 4% blancos, 0.5% asiáticos y 1% de dos o más razas. Además, hay 1 (0.2%) joven en hogar temporal y un total de 4 (0.6%) 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. (ALFABETIZACIÓN BILINGÜE); 2) Desarrollar y mostrar una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás. (CONFIANZA Y HABILIDADES PARA LA VIDA); y, 3) Demostrar habilidades de liderazgo 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 decimonoveno año, 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 de doble vía

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 materia</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.

Responsabilidad externa de LAS:

Datos del Tablero de CA para el año fiscal '20 y '21 no está disponible debido al cierre escolar por COVID-19. TABLA 1 a continuación son los datos del Tablero de CA del año fiscal '23. Éxito Destacado 1: Tanto para Artes de lenguaje en inglés y Matemáticas, hay un aumento general en los puntos del año anterior al año actual. Área de Mejora: Tanto para Artes de lenguaje en inglés como para Matemáticas, el subgrupo de Estudiantes con Discapacidades (SWD, por sus siglas en inglés) está en rojo.

TABLA 1

The Language Academy of Sacramento

Generate PDF Report 

View Additional Reports 

2023 

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

Chronic Absenteeism



Orange

Suspension Rate



Green

English Learner Progress



Orange

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study


STANDARD MET

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

All Students State



Yellow

26.4 points below standard

Increased 6.3 Points ↕


EQUITY REPORT
Number of Student Groups in Each Level

1	1	2	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

LEARN MORE
Mathematics

All Students State



Yellow

38.1 points below standard

Increased 8.7 Points ↕


EQUITY REPORT
Number of Student Groups in Each Level

1	0	3	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

LEARN MORE
English Learner Progress

All Students State



Orange

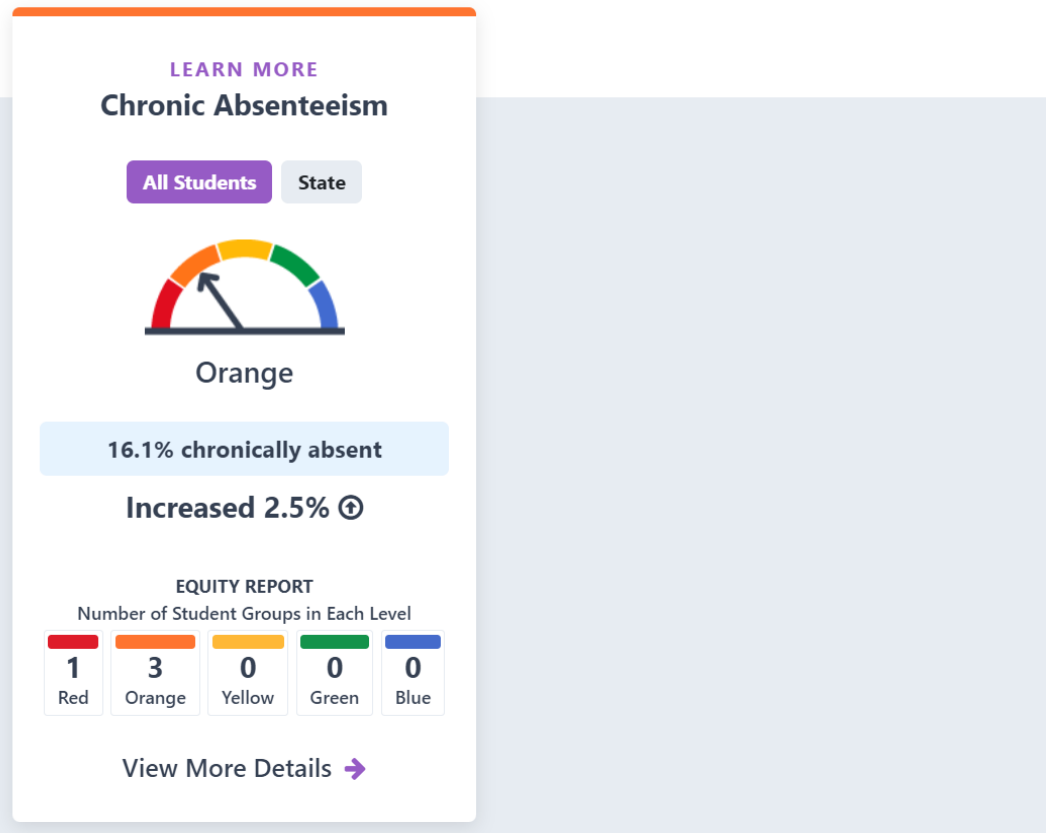
48.1% making progress

Declined 8.6% ↕

[View More Details](#) →

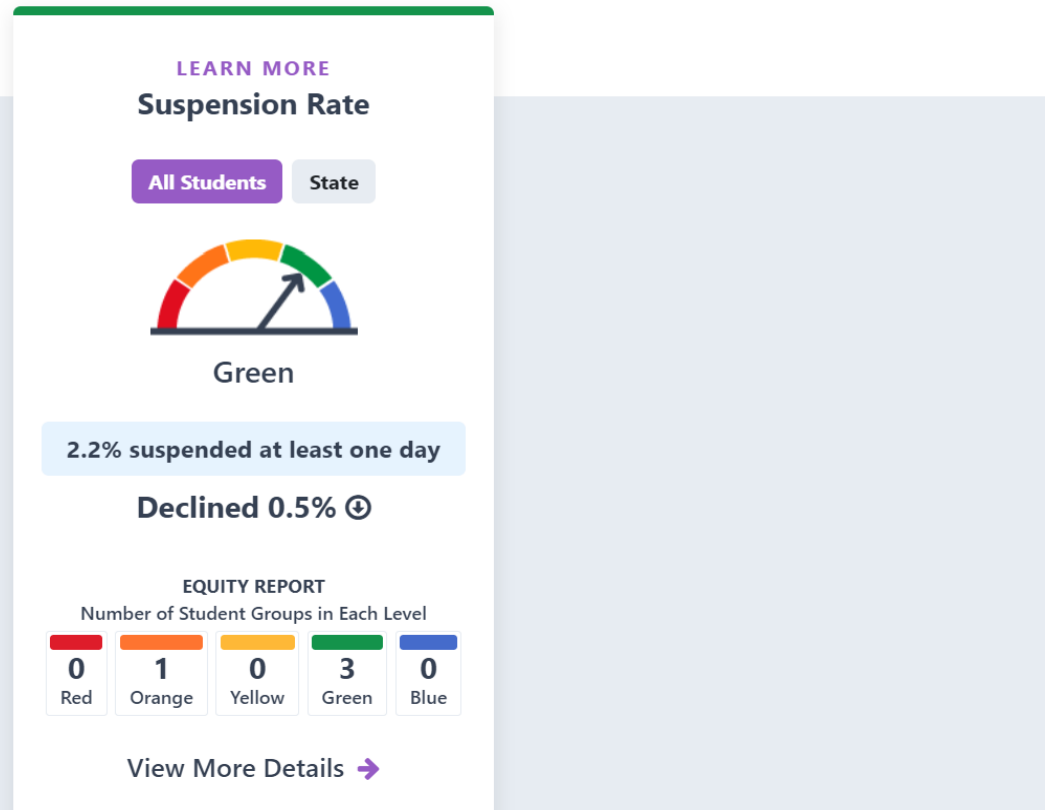
Academic Engagement

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



Conditions & Climate

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



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.

TABLA 2

LAS: A DUAL LANGUAGE IMMERSION PROGRAM

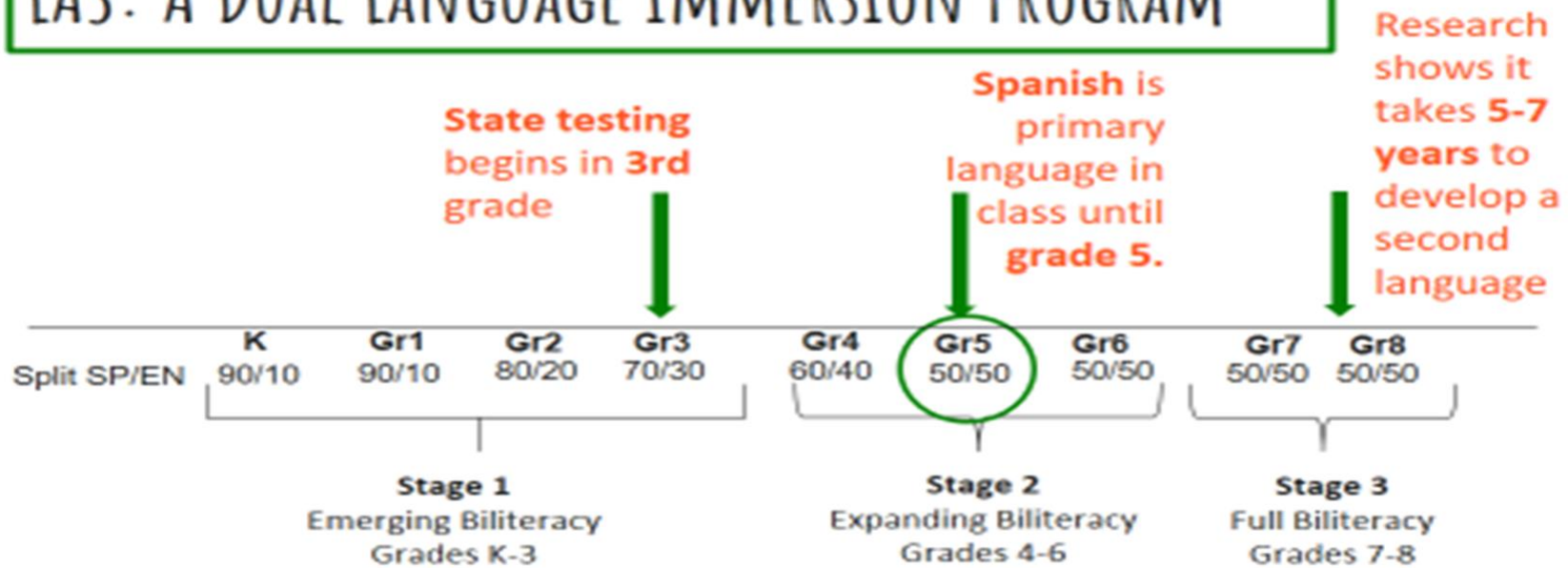


TABLA 3

LAS, STATE & SURROUNDING SCHOOLS

FY 2023 SBAC SCORES: AGGREGATE (GRADES 3-8 COMBINED)

English Language Arts

LAS	39%
SCUSD	38%
STATE	47%

Math

LAS	33%
SCUSD	29%
STATE	35%

Aggregate scores do NOT tell our story...

TABLA 4

SBAC BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

This is where we outperform!

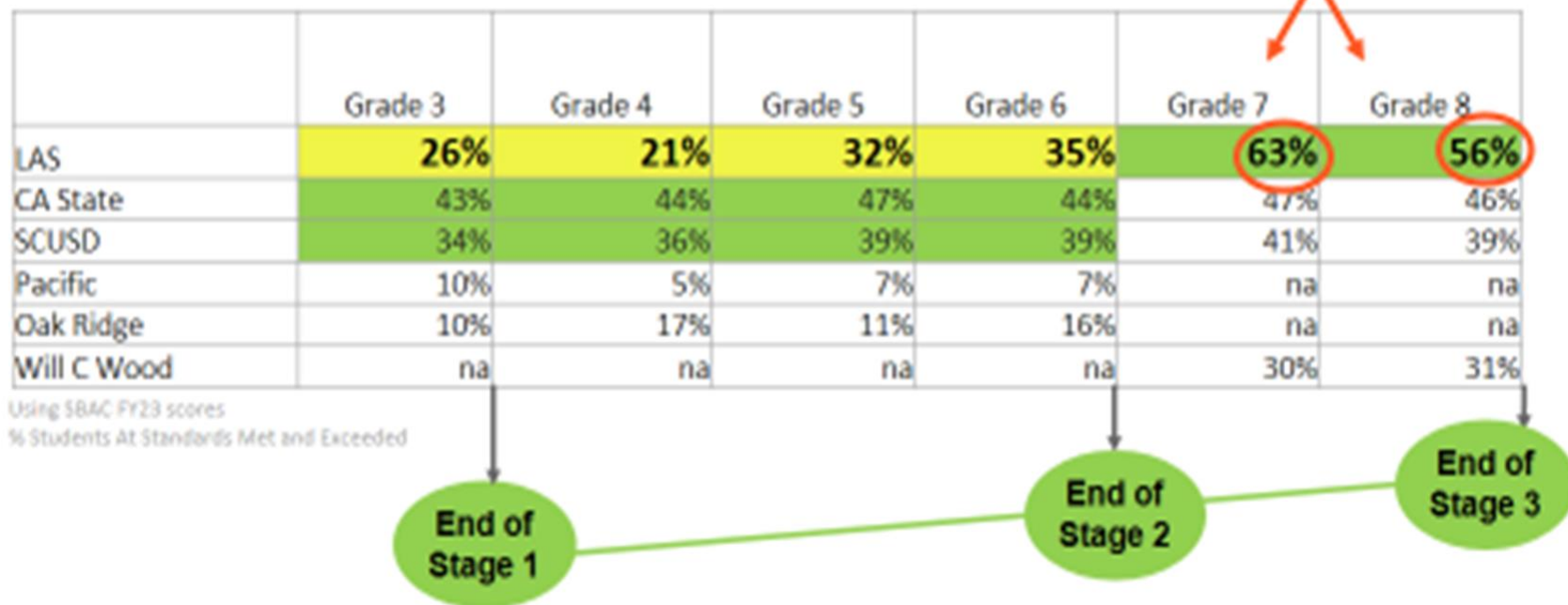


TABLA 5

SBAC BY GRADE LEVELS: MATH

This is where we outperform!

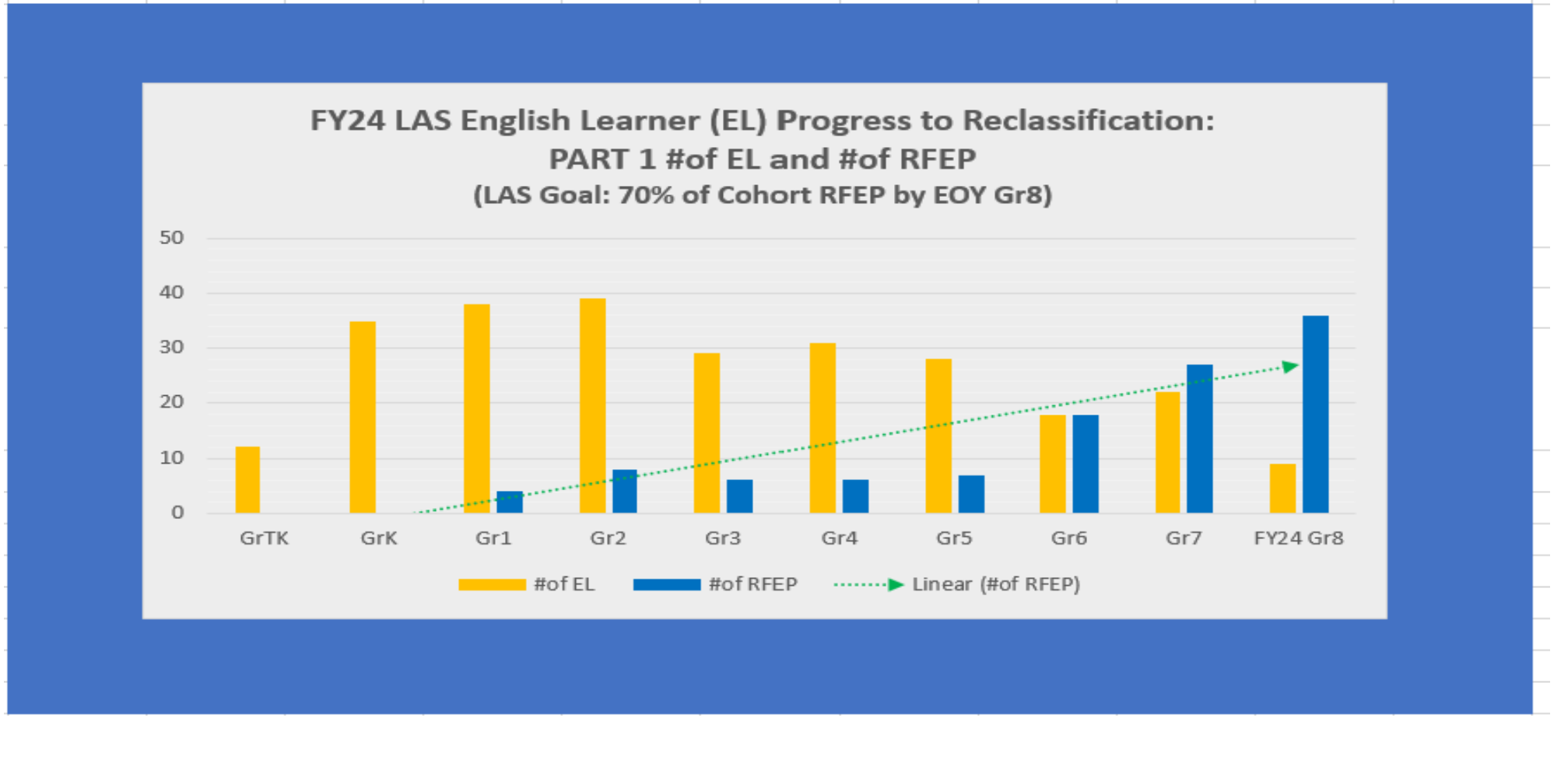
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	32%	24%	23%	26%	52%	44%
CA State	45%	41%	33%	33%	33%	30%
SCUSD	38%	33%	27%	31%	29%	24%
Pacific	14%	5%	2%	2%	na	na
Oak Ridge	13%	15%	5%	16%	na	na
Will C Wood	na	na	na	na	22%	18%

Using SBAC FY23 scores
% Students At Standards Met and Exceeded

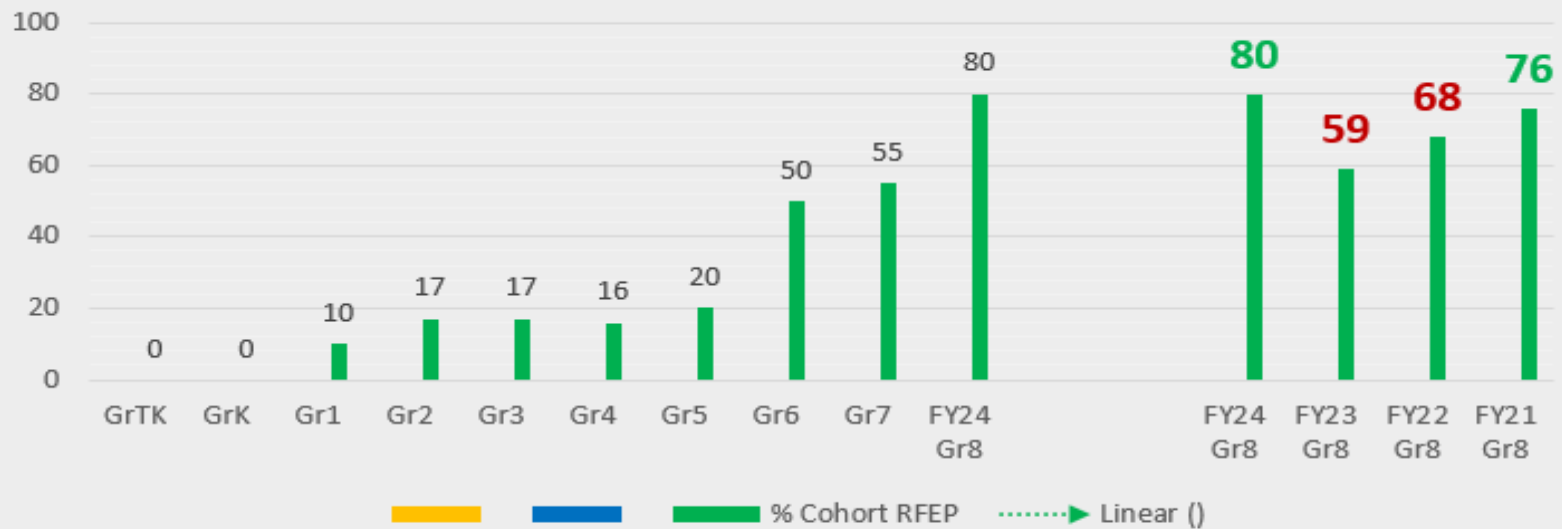


Éxito destacado 2: Tasa de reclasificación del grupo de Gr8. Otro éxito destacado es que LAS continúa mostrando una trayectoria ascendente en el rendimiento de sus aprendices de inglés. Las barras verdes en la TABLA 6 a continuación ilustran esto, ya que muestran el porcentaje de estudiantes reclasificados por grupo al completar el fin de Etapa 3 de Lectoescritura en LAS en el grado 8. (Nota: Los datos del año fiscal '24 están pendientes de finalización a medida que SBAC y el ELPAC Sumativo para la primavera '24 estén disponibles).

TABLA 6



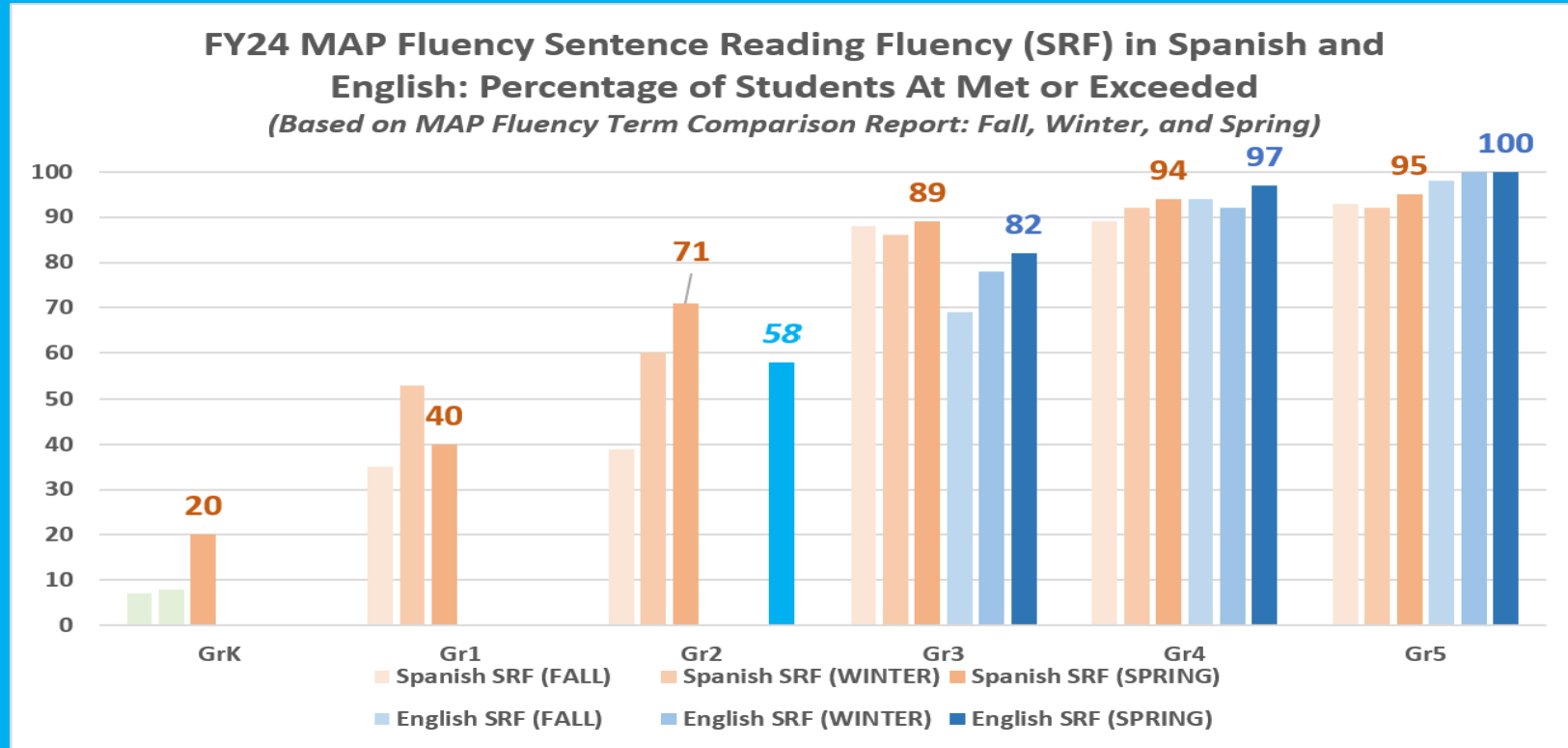
**FY24 LAS English Learner (EL) Progress to Reclassification:
PART 2 Percentage of Cohort RFEP
(LAS Goal: 70% of Cohort RFEP by EOY Gr8)**



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

Otro éxito destacado en el año escolar '23 y '24 es que LAS implementó el MAP Growth de NWEA, un dato verificable AB1505 aprobado por la Mesa Directiva Estatal de Educación para la Renovación de Escuelas Chárter, junto con MAP Fluency, en toda la escuela. Este hito ha creado una manera eficiente y alineada para LAS para monitorear el crecimiento de los logros estudiantiles en Habilidades Fundacionales de Alfabetización en Español e Inglés, Artes del Lenguaje Español, Artes del Lenguaje Inglés y Matemáticas desde la primaria hasta los años de escuela 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, por sus siglas en inglés) parecen prometedores como se indica en la TABLA 7 a continuación.

TABLA 7



Por otra parte, el MAP Growth del año fiscal '24 Gr3- Gr8 Índice de Crecimiento Escolar Condicional (CGI, por sus siglas en inglés) datos de plazo de Primavera a Primavera para las materias básicas: Matemáticas TABLA 8 y ELA TABLA 9 ambos muestran, que para la escuela secundaria, Fin de la Etapa 3 de Alfabetización Bilingüe, hay un crecimiento general en todos los niveles de grado cumpliendo/excediendo las Normas de Nivel de Grado MAP Growth 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 MAP Growth para AB1505, mayo, 2024).

TABLA 8.1

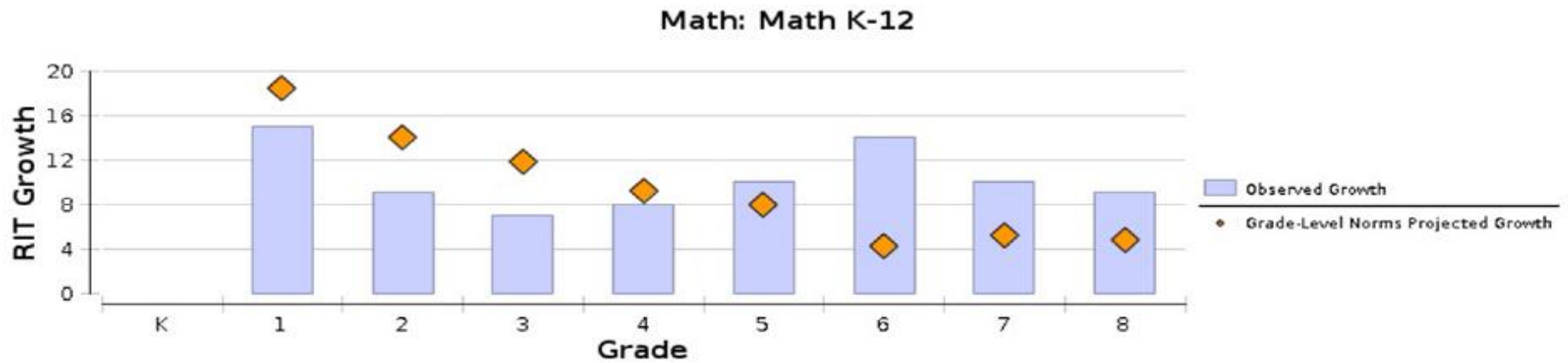


TABLA 9.1

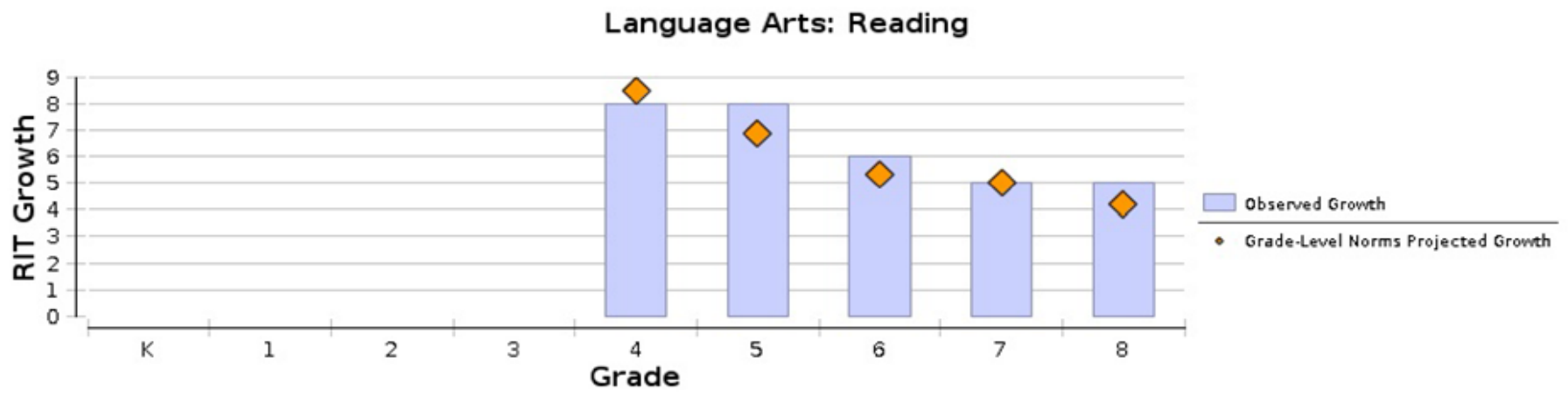


TABLA 8.2

FY24 MAP Growth MATH Conditional Growth Index (CGI)
Spring to Spring Analysis: Cohort Trend from FY22-FY24
(Red Line Axis = Zero = One Year Growth)

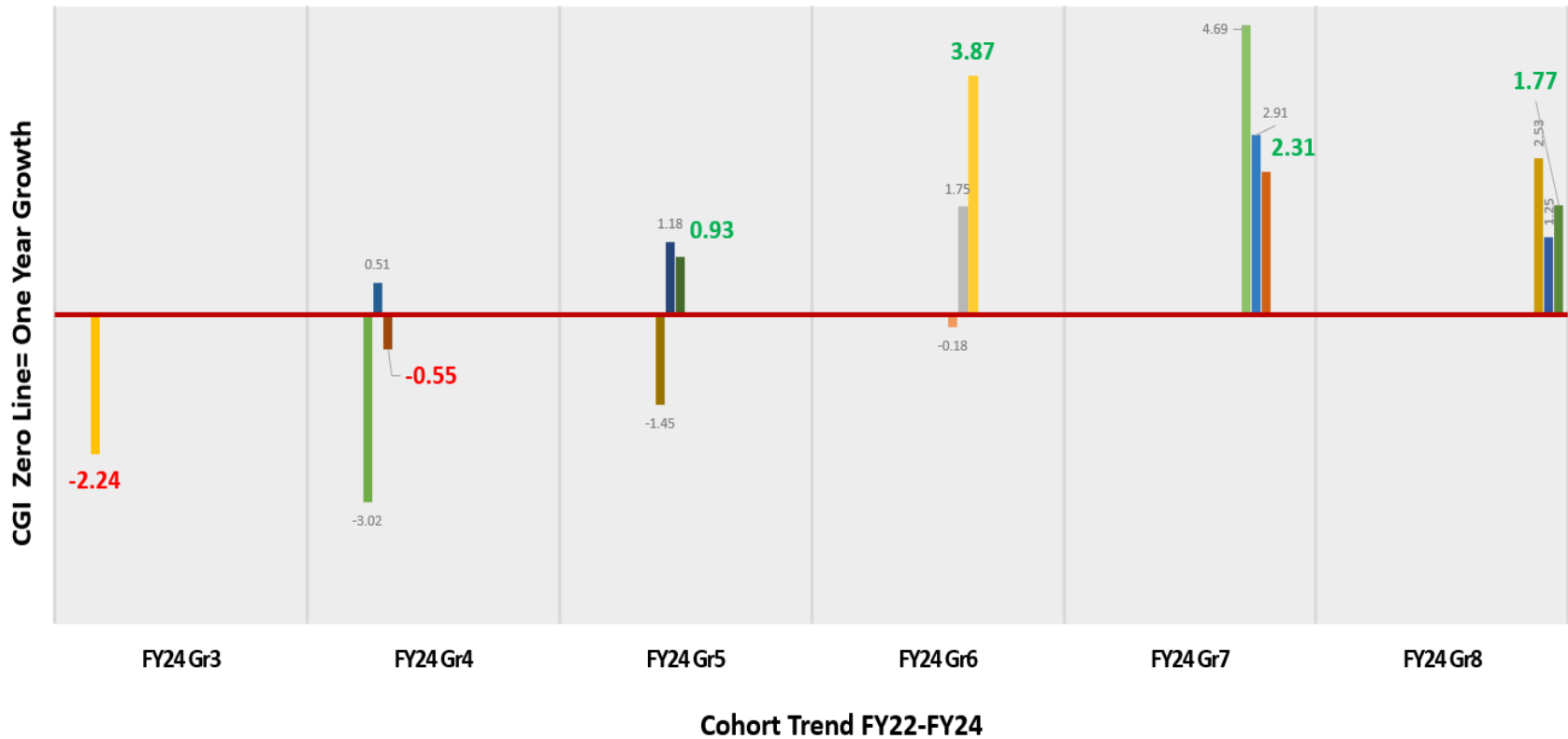
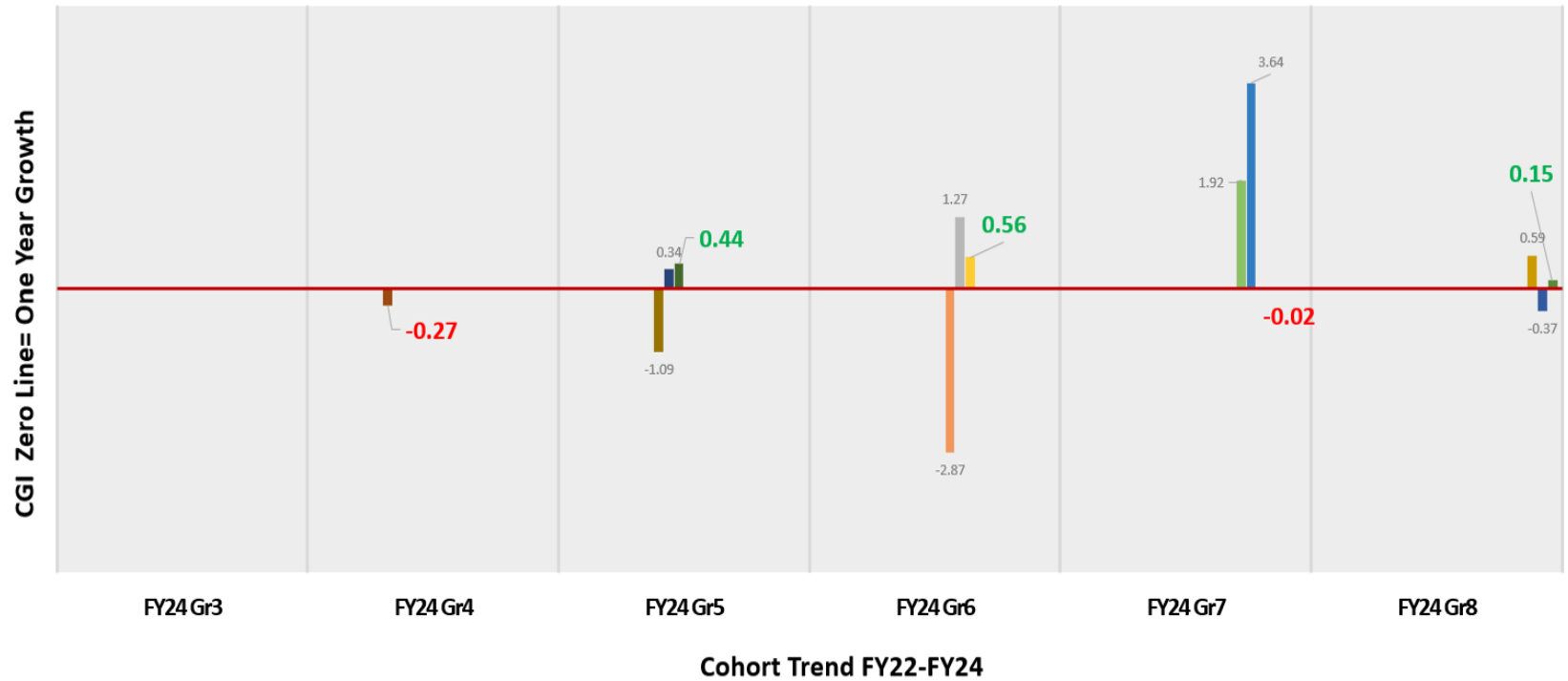


TABLA 9.2

FY24 MAP Growth ELA Conditional Growth Index (CGI)
Spring to Spring Analysis: Cohort Trend from FY22-FY24
(Red Line Axis = Zero = One Year Growth)



Éxito destacado 4: Año escolar '24 Datos de intervención a nivel escolar:

En mayo de 2024, del total de 263 servicios de intervención prestados en lectoescritura, los alumnos participantes habían obtenido un promedio global de crecimiento del 88% basada en las evaluaciones posteriores. Además, de los 82 estudiantes que recibieron intervenciones de matemáticas después de la escuela, los estudiantes participantes tuvieron un promedio general de crecimiento del 77% basado en las evaluaciones posteriores. Estos resultados son coherentes con los datos del programa de intervención de años anteriores, con un promedio general de crecimiento del rendimiento del 93-99%. Cuando el aprendizaje cayó 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: Asistencia técnica

Si procede, un resumen de los trabajos en curso en el marco de la asistencia técnica.

Para el año fiscal '24, LAS está recibiendo actualmente asistencia técnica en forma de Asistencia Diferenciada de la Oficina de Educación del Condado de Sacramento (SCOE, por sus siglas en inglés) en las siguientes áreas de rendimiento para el subgrupo de Estudiantes con Discapacidades (SWD, por sus siglas en inglés): ELA, Matemáticas y Absentismo Crónico. A lo largo del año, el Equipo de Liderazgo de LAS asistió a reuniones continuas con el personal de SCOE para aprender sobre la Ciencia de la Mejora y su aplicación para abordar las causas fundamentales de las áreas de mejora del desempeño identificadas. Además, el Equipo SPED de LAS consultó con su SELPA, el Chárter de la Oficina de Educación del Condado de El Dorado, para una serie de tres reuniones para discutir las acciones en curso de LAS y la implementación para hacer frente a estas áreas de mejora para el subgrupo SWD. En resumen, LAS se ha centrado aún más en: 1) comprender el contexto de la trayectoria y las expectativas del rendimiento académico de los SWD en un programa de inmersión lingüística dual 90-10, 2) la importancia del desglose de datos para los SWD del grupo de Gr8, y 3) enseñar al público cómo interpretar el progreso académico de los SWD inscritos en un programa de inmersión lingüística dual. Por otra parte, la LEA, con prontitud, implementó una llamada a la acción en toda la escuela a mediados de año para identificar a los SWD que están en riesgo de ser ausentes crónicos, así como los que ya tienen el estatus y llevó a cabo una capacitación del personal sobre cómo discutir la importancia de la asistencia de estas familias durante las conferencias de primavera de padres y maestros. LAS ha desglosado tanto los datos externos de rendición de cuentas para los resultados SBAC del grupo SWD del 8º grado como los datos internos de rendición de cuentas del grupo de MAP del 8º grado, así como ha iniciado una investigación longitudinal sobre los patrones de calificación del grupo SWD del 8º grado: 1) # de estudiantes con D o F en ELA y Matemáticas, y 2) # de estudiantes con un G.P.A. acumulativo de 1.9 o inferior. En términos de participación de los estudiantes, por primera vez esta primavera, SWD tendrá un desayuno de fin de año patrocinado por el Equipo SPED para celebrar el cierre del año escolar, así como la participación de los estudiantes en la encuesta de servicios específicos SPED. Esperemos que estas acciones conduzcan a una trayectoria ascendente continua del grupo SWD de Gr8 en el rendimiento de ELA y Matemáticas, así como un mayor compromiso y asistencia a la escuela.

Reflexiones: Necesidad identificada

Una descripción de las áreas que necesitan una mejora significativa basada en una revisión de los datos del Tablero 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 Tablero, 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 de aprendizaje de los estudiantes académicamente 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 y presentación de informes. A partir del año fiscal '22, 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 24, LAS continuó con la implementación de los ciclos de intervención 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 del Tablero de CA de LAS para el año fiscal '22, hay tres categorías principales en las que es necesario centrarse para mejorar en la categoría de Estudiantes con Discapacidades (SWD, por sus siglas en inglés): 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). Según el tablero de CA del año fiscal '23, estas tres áreas siguen siendo motivo de preocupación, por lo tanto, la identificación de LAS como una escuela que necesita asistencia diferenciada de SCOE.

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= Participación 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 tiene previsto continuar su impulso de ampliación del apoyo a la enseñanza y el aprendizaje en el próximo año escolar.

Apoyo integral y mejora (no aplicable a LAS)

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 juntas 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 "Lo que se y quiero saber" se publican en el sitio web del centro y también se incluyen en los paquetes de las reuniones del Mesa.

QUÉ - CUÁNDO - DÓNDE:

PUNTO 1: Distribución de la encuesta comunitaria de LAS

17 de abril - 15 de mayo de 2024

LAS

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

Antes del 13 de junio de 2024

En línea en: www.lasac.info

Fechas de consulta y divulgación de los socios educativos del LCAP 2023-2024:

Grupo de socios educativos y fechas de las reuniones

Reuniones y retiro de la Mesa Directiva

2023: 9/22, 10/27, 12/1, 12/9

2024: 1/26, 2/23, 3/22, 4/25, 5/23, 6/27

Reuniones del Concilio de Padres/ELAC/SSC

2023: 9/5, 10/11, 10/25, 11/6, 12/6

2024: 1/10, 1/17, 2/7, 2/21, 4/10, 5/8

Asociación de padres/Padres como socios/Reuniones publicas

2023: 8/30, 10/11, 10/24, 11/7, 11/15, 11/16, 12/5

2024: 2/1, 3/7, 3/14, 4/25

Reuniones de personal y Desarrollo profesional

2023: 8/4, 8/25, 8/26, 8/31, 9/21, 10/26, 12/8

2024: 1/25, 1/26, 2/22, 3/21, 4/21, 4/24, 5/23, 6/8

Reuniones del Comité CDT

2023: 9/22, 9/26, 10/6, 11/2, 12/7

2024: 2/1, 3/8, 4/4, 5/2

Reuniones del Concilio estudiantil

2023: 9/22, 9/26, 10/6, 11/2, 12/7

2024: 2/1, 3/8, 4/4, 5/2

Reuniones SELPA

2024: 4/30, 5/8, 5/15

PUNTO 3: Audiencia pública de LAS

Los comentarios del público son bienvenidos en todas las reuniones mensuales

Reuniones de la Mesa Directiva

viernes, 23 de mayo 2024 y 27 de junio 2024 @ 5:30PM

LAS - 2850 49th Street, Sacramento, CA 95817

Para más información, llame al 916.277.7137 o

dar su opinión en línea a través de la Encuesta a los Socios Educativos de LAS: Lo que se/Quiero saber

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

Resumen de los 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 del Idioma Inglés (ELAC, por sus siglas en inglés). Durante las reuniones de los socios educativos, se invitó a los participantes 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 y ha proporcionado la discusión con respecto a las actualizaciones LCAP, así como el trabajo de renovación del chárter.

A continuación, se enumeran los hitos del trabajo de LAS LCAP para FY21- FY24:

- 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) A fecha de mayo de 2024, LAS ha juntado 883 (FY16: 182, FY17: 88, FY18: 51, FY19: 50, FY20: 29, FY21: 44, FY22: 122, FY23: 125, FY24: 192) "Lo que sé" y 707 (FY16: 183, FY17: 36, FY18: 45, FY19: 71, FY20: 32, FY21: 30, FY22: 116, FY23: 87, FY24: 107) "Lo que quiero saber". Hasta el momento, se han verificado y revisado 1,550 comentarios en total. Además, el documento que recopila toda esta información se ha puesto a disposición del público, tanto en inglés como en español, a través de las reuniones mensuales de la Mesa Directiva y del sitio web de la LAS.

4) Año fiscal '24 POR DETERMINARSE - Un tema emergente de los comentarios de las partes interesadas es el área de Rendimiento Académico (AP), particularmente en matemáticas y Participación Académico (AE), específicamente, la asistencia en lo que se refiere a estar en el plantel a tiempo completo. Por otra parte, las familias siguen compartiendo vistazos de preocupaciones socioemocionales y académicas como la falta de práctica de la lengua meta de una manera más auténtica y la disminución de la participación oral en general en las conversaciones, así como una mayor vacilación a la hora de asumir riesgos en el uso de la lengua meta para los aprendices 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 del Chárter de LAS y LCAP continúa con diligencia y se centra en tres categorías principales: AP= Rendimiento Académico, AE= Participación 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 FY24: TBD

Objetivos AP:

- Ampliación de la tutoría de lectoescritura de nivel 1 y del apoyo a los líderes de grupos de matemáticas; tiempo libre para la observación y el aprendizaje entre iguales.
- Ampliación de la dirección de los programas de intervención durante el día escolar y después de escuela 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 en general 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.
- Talleres ampliados de Padres como Socios (PAP) desde su inicio hace cuatro años abordando temas como el Aprendizaje Socio-Emocional (SEL) Serie Mensual, Crianza de los hijos, Camino de Reclasificación EL, Información y Arte LGBTQ+, Vaping y Prevención del Tabaco, Noche de Ciencia, Noche de Pintura de Padres e Hijos, Noche con un Autor Publicado. (Año fiscal '24: Añadir más para FY24)
- 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) y ERWC AELD en secundaria.
- 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 repercutido en la aplicación del programa de apoyo: maestros suplentes, personal de intervención, personal de supervisión
- 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 año escolar
- Se invirtió en más actividades estructuradas para el recreo y la hora del almuerzo para que los estudiantes participen, pero la plena aplicación de PlayWorks ha sido un reto debido a la rotación de personal de recreo y la formación. (Año fiscal '25: Acción inefectiva a ser removida para el próximo ciclo LCAP)
- 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 "Los alumnos intentan detener el acoso cuando ocurre", que bajó del 60% al 55%, junto con "Mi escuela está limpia", que pasó del 52% al 49%, un porcentaje históricamente bajo.

De las tres categorías principales de LAS LCAP y el Tablero de CA, 1) rendimiento académico y 2) preocupaciones relacionadas con el compromiso académico dominan los comentarios de los socios educativos del Año fiscal '24. Hay consenso en que, incluso antes de la pandemia, muchos estudiantes necesitan apoyo para superar las brechas de rendimiento, especialmente en lectura y matemáticas. Desde la perspectiva de los maestros, sigue habiendo una enorme preocupación en el tema de la 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 del profesorado y su preparación para adaptarse a los siempre cambiantes escenarios de enseñanza y aprendizaje.

Objetivos y acciones

Objetivo: Rendimiento académico Objetivo 1 (AP.G1)

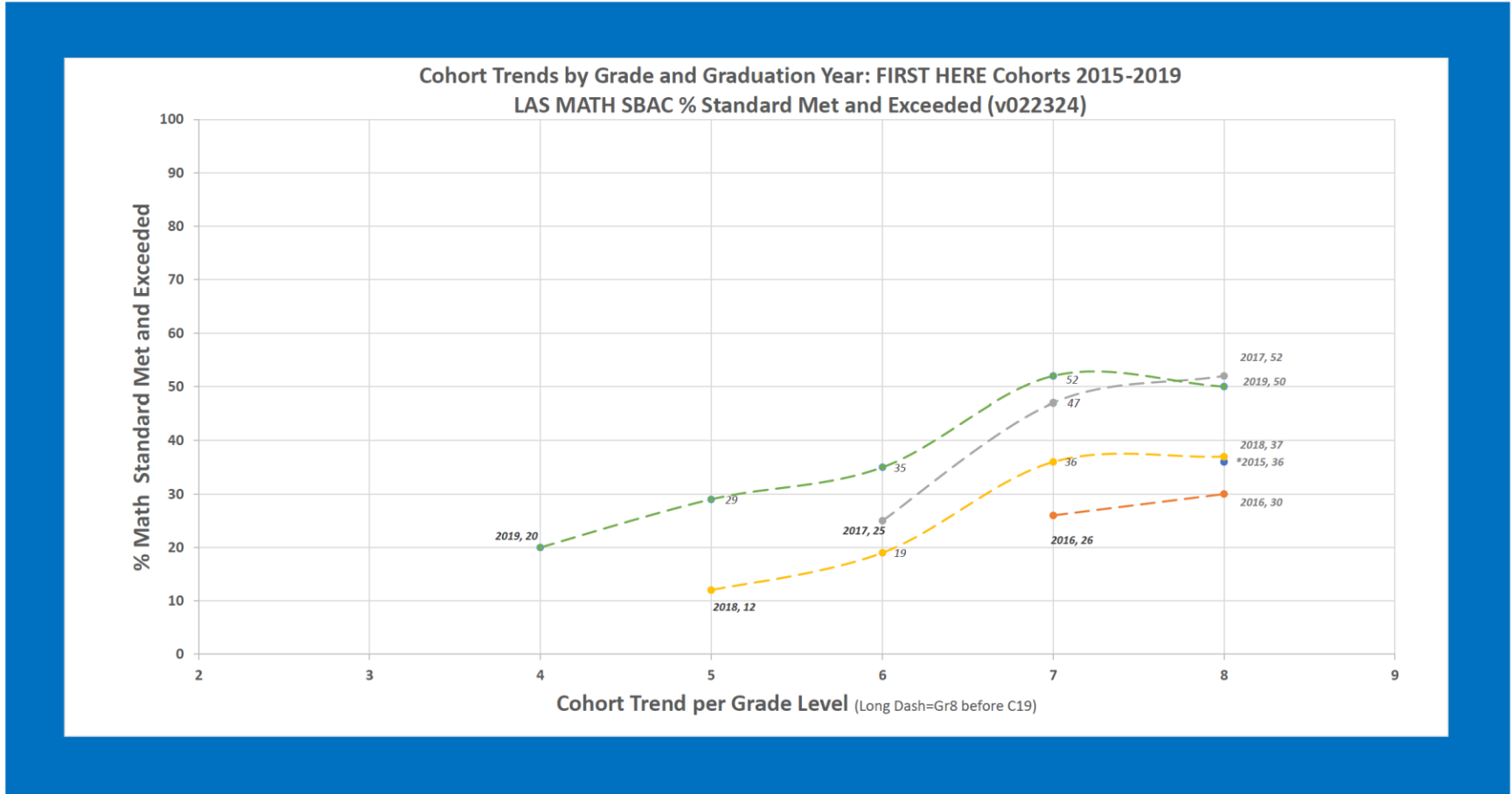
Objetivo 1	Descripción
AP.G1 Objetivo de mantenimiento:	Esta sección reflejará los objetivos de LAS tal y como se recogen en la Petición de Chárter de LAS (2019-2024) aprobada el 21 de marzo de 2019. Objetivo 1: RENDIMIENTO ACADÉMICO (PA) – Objetivos de LAS: G3. Alto Rendimiento en Artes del Lenguaje: 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.

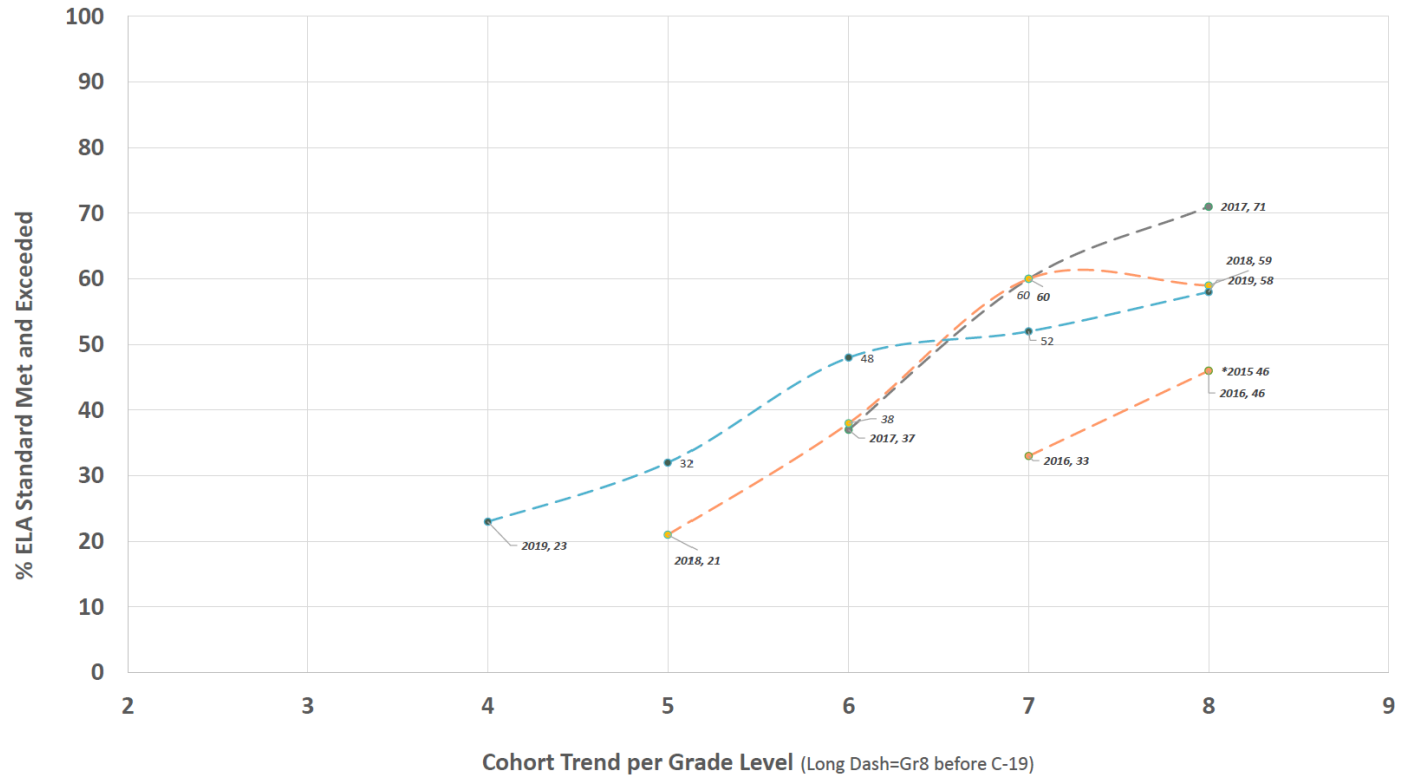
Este objetivo es el núcleo de nuestro trabajo en LAS. Como comunidad, seguimos estudiando las ramificaciones del cierre de la escuela debido a la pandemia, así como las necesidades de recuperación del aprendizaje de nuestros alumnos en relación con su rendimiento académico. De este modo, podemos alinear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

Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)
<p>AP.G1.3</p> <p>ELA: SBAC estatal y Datos Verificables</p> <p>MAP Growth</p>	<p>Responsabilidad externa: (Datos Año fiscal '24 POR DETERMINARSE- agosto, 2024)</p> <p>Visión general 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>Las TABLAS 12 y 13 muestran cómo este hecho sigue siendo cierto incluso después de la interrupción en el cierre de la escuela FY20 Covid-19. A partir de entonces, LAS se recuperó de forma resistente en cada grupo del Gr8.</p>

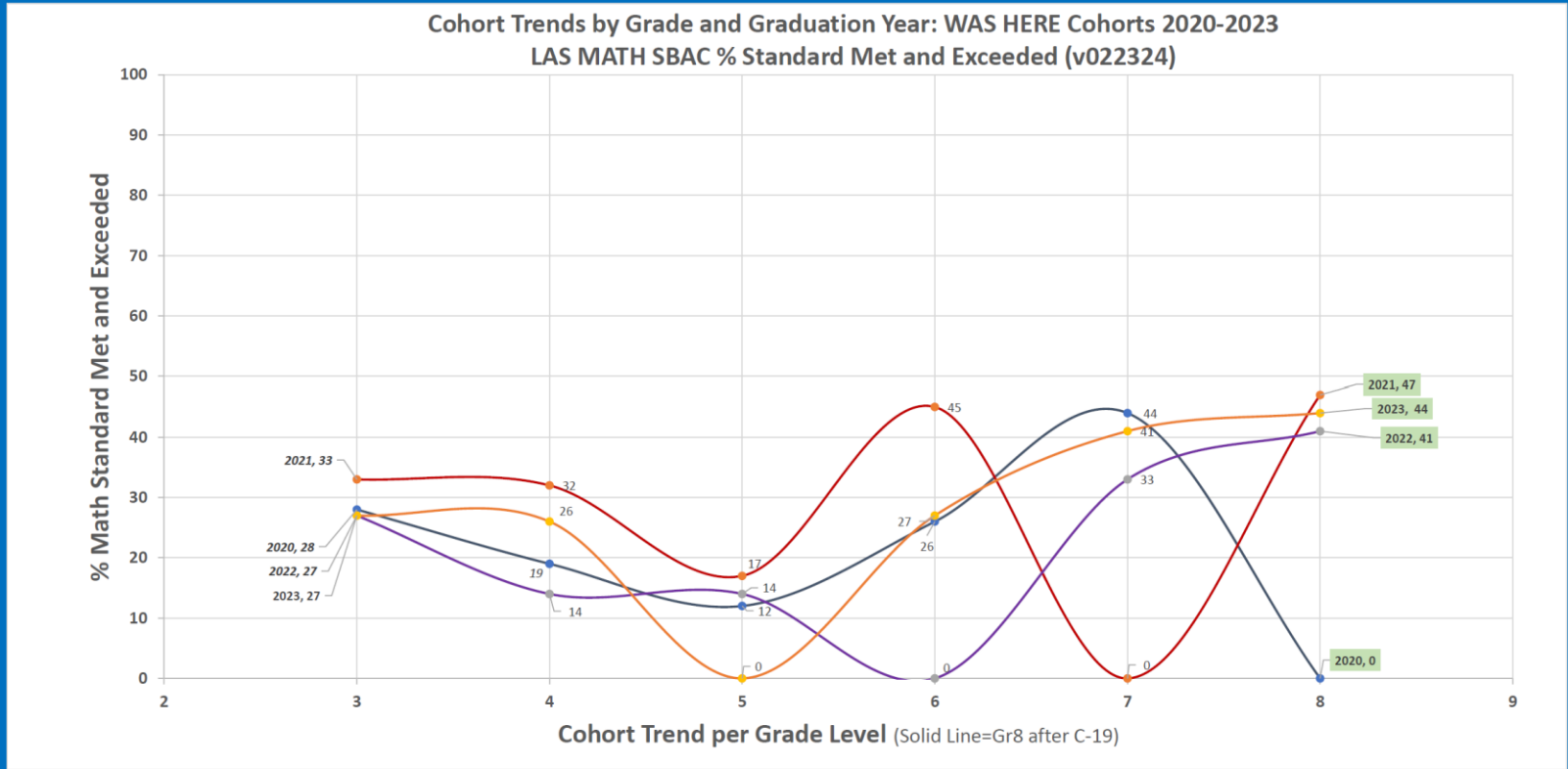
TENDENCIAS DE COHORTE: Prepandemia

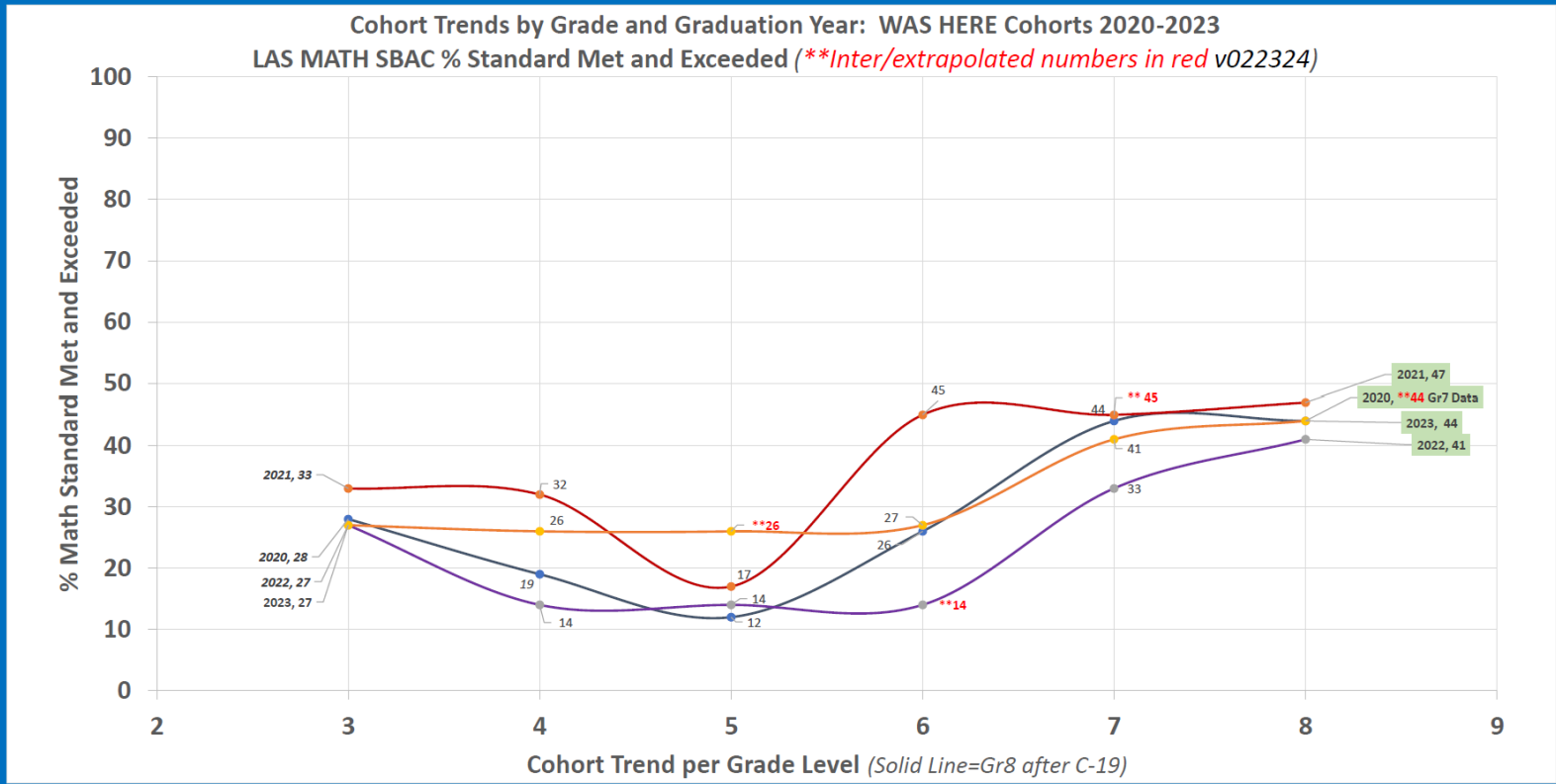


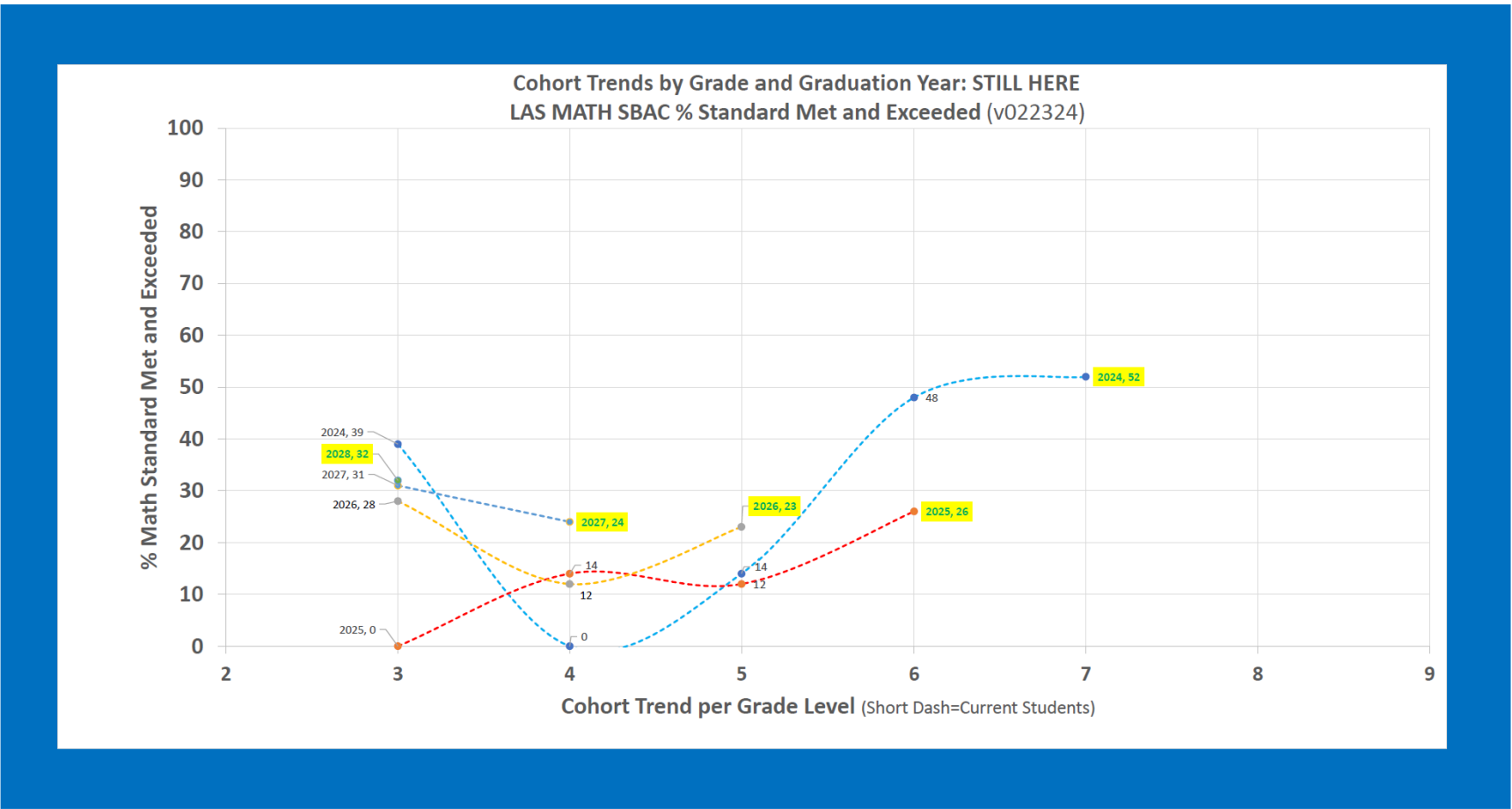
Cohort Trends by Grade and Graduation Year: FIRST HERE Cohorts: 2015-2019
 LAS ELA SBAC % Standard Met and Exceeded (v022324)

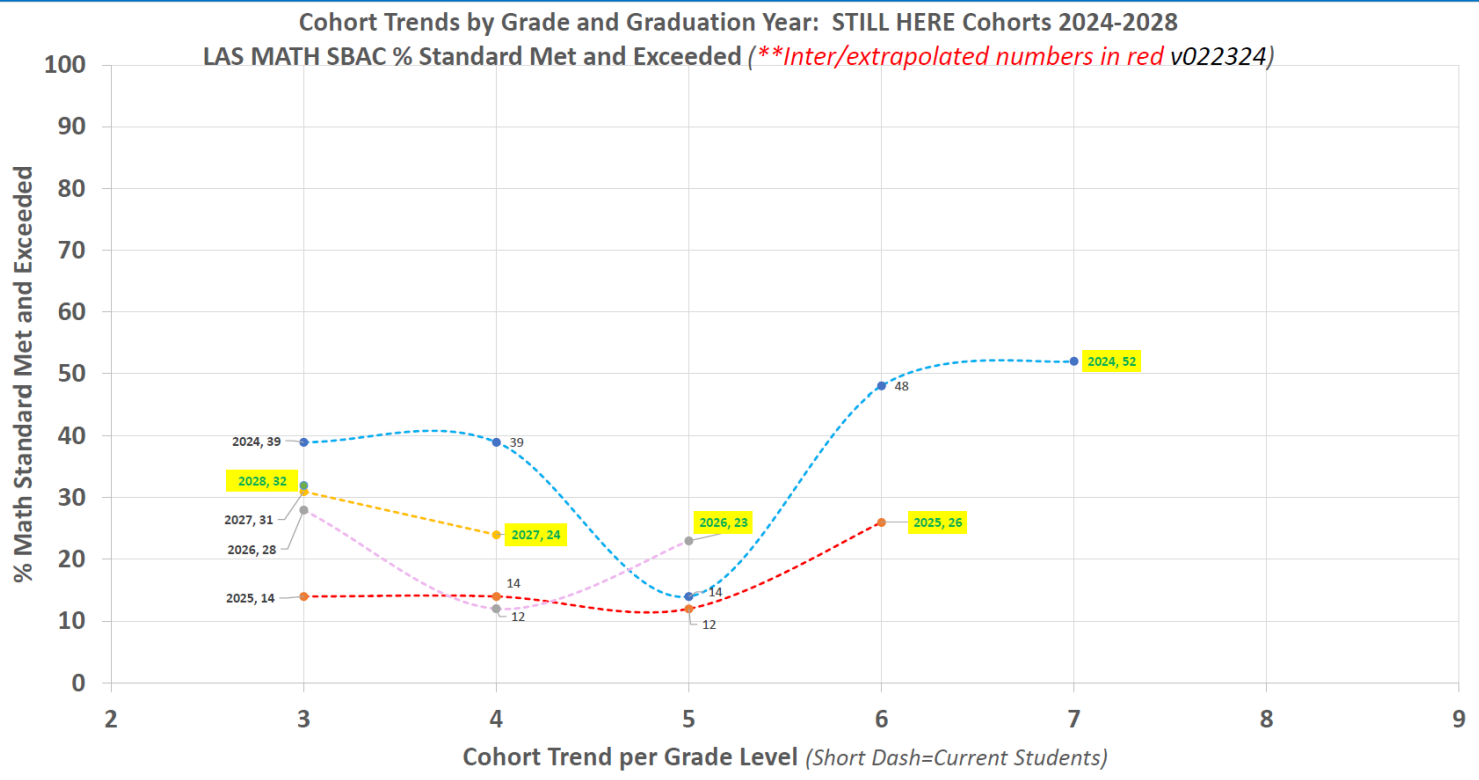


TENDENCIAS DE COHORTE: Pandemia y recuperación actual

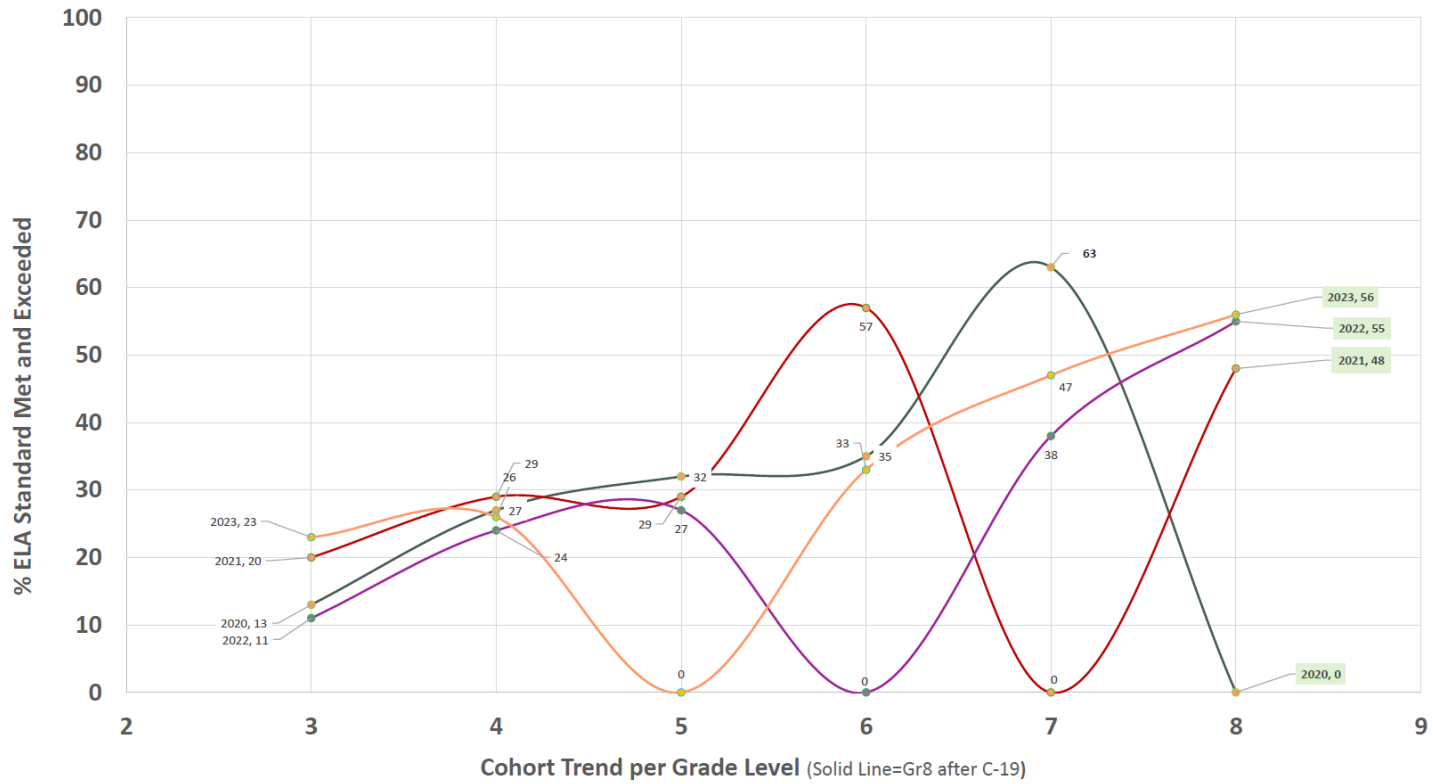




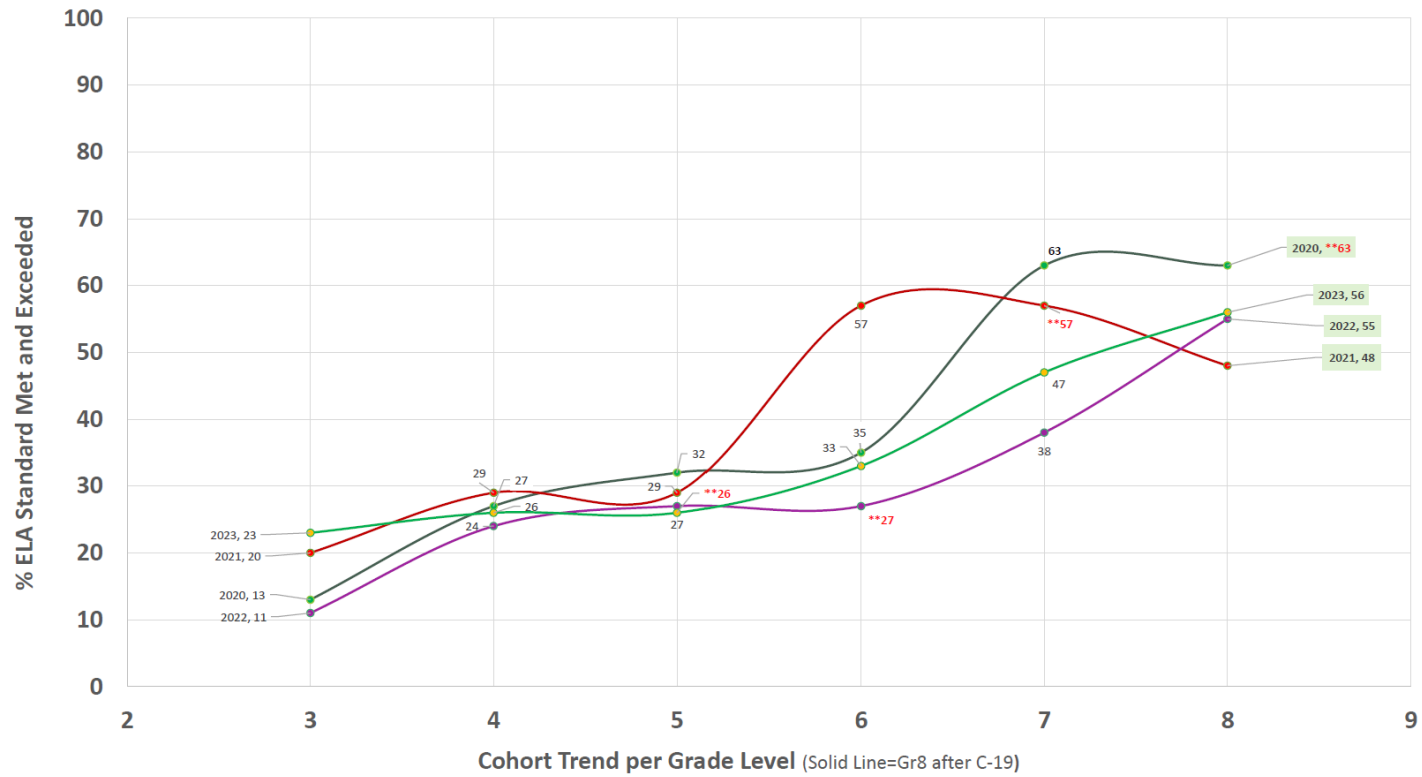




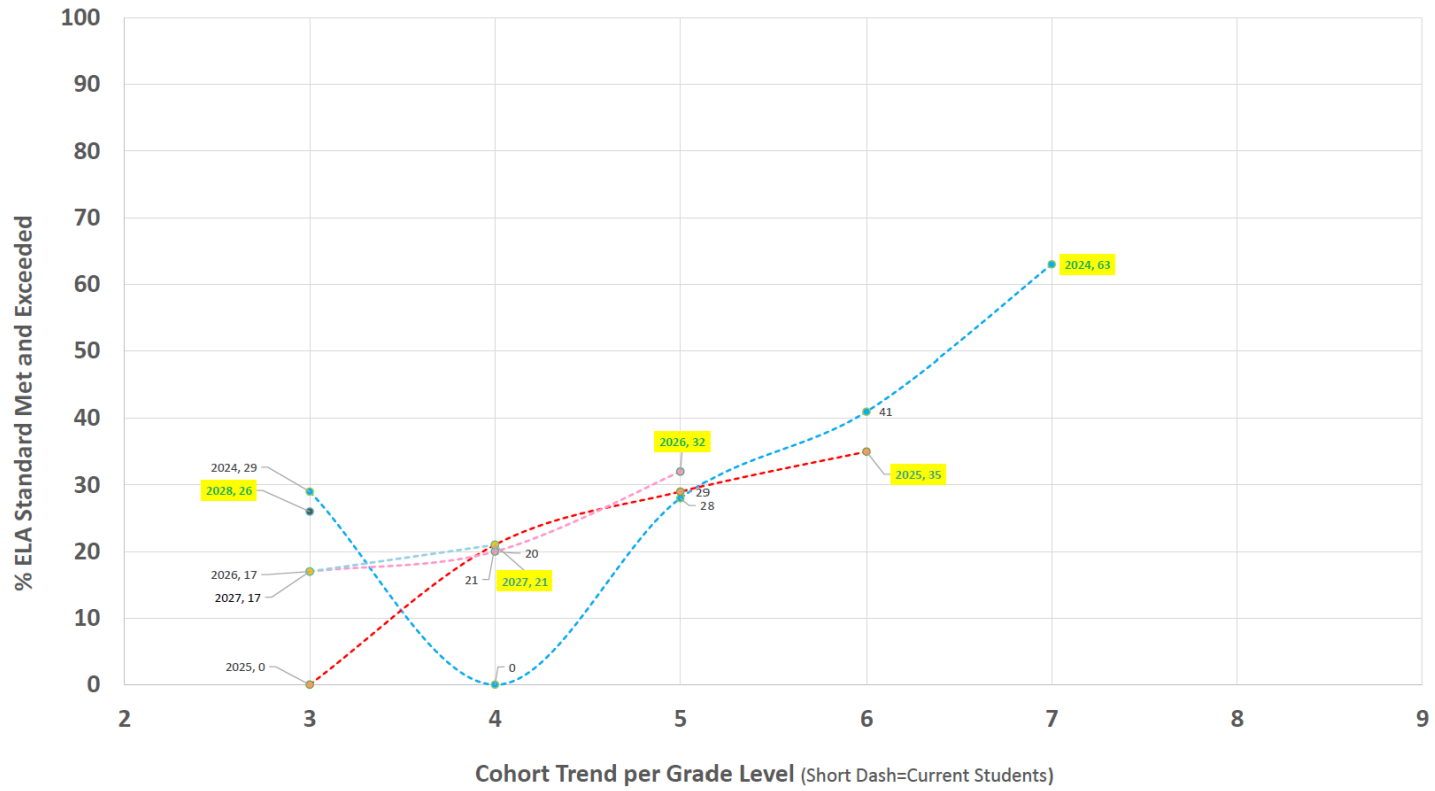
Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (v022324)



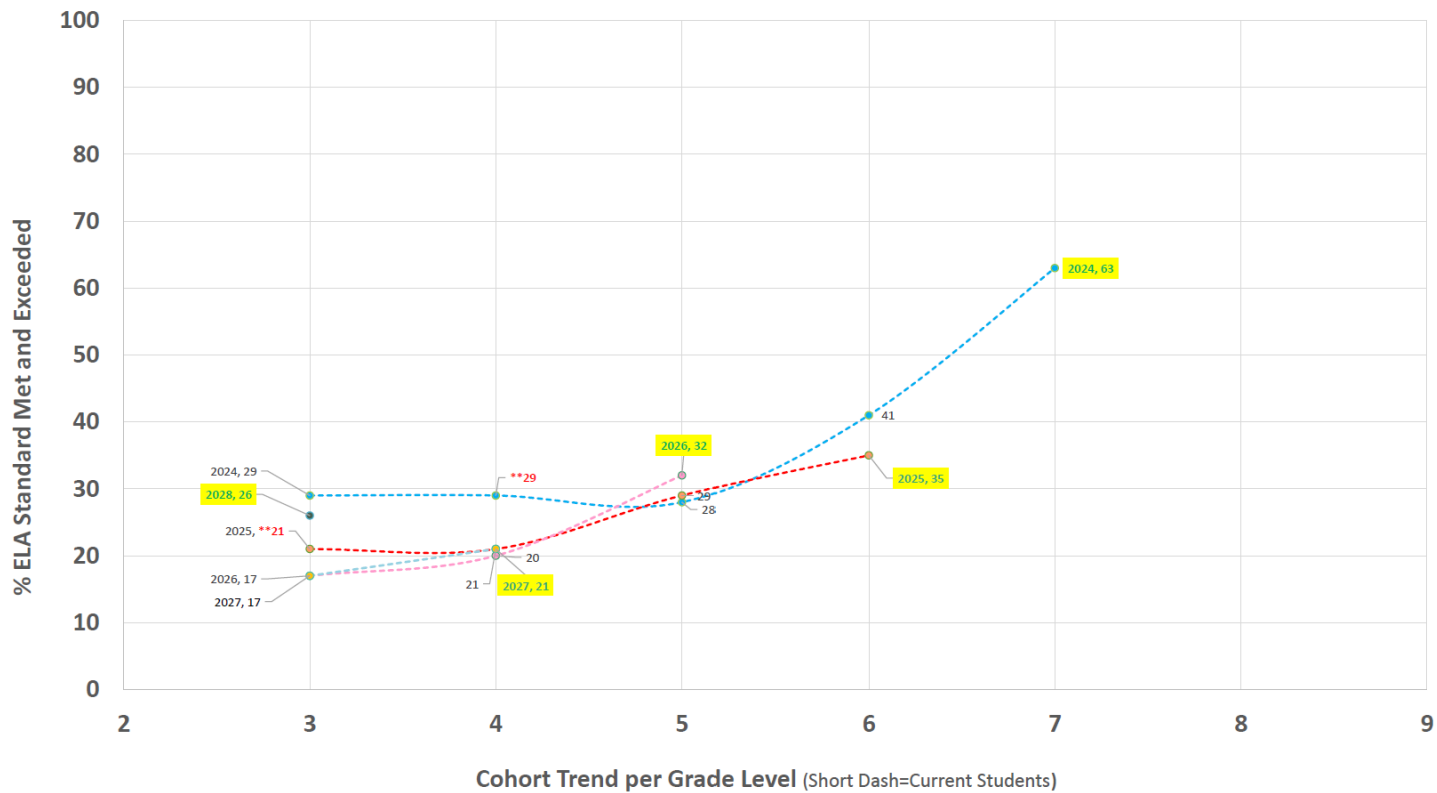
Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022324)



Cohort Trends by Grade and Graduation Year: STILL HERE 2024-2028
 LAS ELA SBAC % Standard Met and Exceeded (v022124)



Cohort Trends by Grade and and Graduation Year: STILL HERE 2024-2028
 LAS ELA SBAC % Standard Met and Exceeded (**Inter/extrapolated numbers in red v022124)



La TABLA 14 y la TABLA 15 reflejan la tendencia histórica del grupo de LAS Gr8 alcanzando/excediendo el rendimiento académico en ELA y Matemáticas para todos sus subgrupos. Esto sigue siendo cierto también para los resultados de FY23. (Nota: Verde Oscuro = 1^{er} Lugar y Verde Claro = 2^{do} Lugar)

TABLA 14

FY23 LAS, State, SCUSD, Surrounding MS and Surrounding DLE Program: Subgroups for Gr8 Only

	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only
	Gr8 Only	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only
LAS ELA	56	45	14	63	56	na	77
State	46	35	5	51	35	12	51
SCUSD	39	29	5	60	29	9	42
Will C Wood	31	30	4	72	20	4	28
Miwok (Sutter)	67	49	33	70	54	12	68
Cal Middle	51	35	3	57	42	26	55
Edison	9	12	0	17	13	na	6

TABLA 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	44	32	7	54	44	na	55
State	30	19	3	31	18	7	34
SCUSD	24	16	4	36	15	5	27
Will C Wood	18	17	4	42	9	0	14
Miwok (Sutter)	49	32	6	46	32	5	50
Cal Middle	29	14	3	33	18	7	30
Edison	10	12	0	17	13	na	6

Al final de la etapa 3 Gr8 objetivos de logro:

(Año fiscal '21) G3.0 SBAC 48% de los estudiantes del grupo Gr8 que alcanzaron/excedieron los estándares de ELA (FY22: 55%) y (FY23: 77%)

G3.0A Todos los estudiantes: Al final de la Etapa 3 Gr8, el grupo 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 grupo Gr8 mostrarán una trayectoria ascendente desde la línea de base Gr5 SBAC ELA.

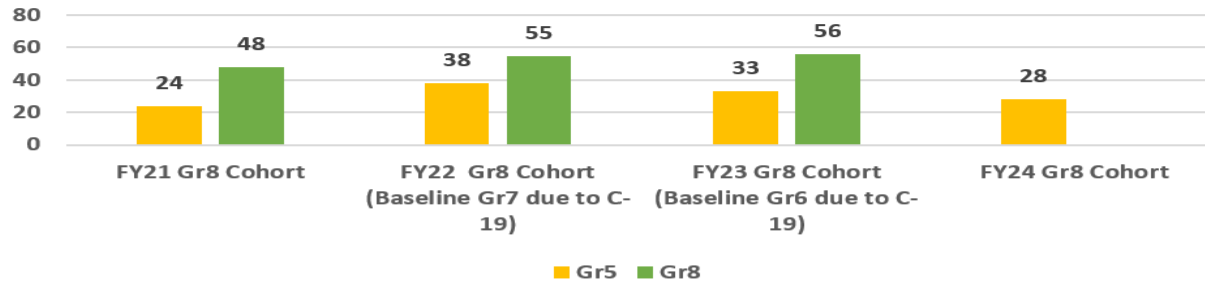
G3.0C Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos del grupo Gr8 serán comparables/superiores a los del estado, el distrito y las escuelas vecinas (Consulte la TABLA 14 y la TABLA 15).

	LAS FY21: Gr8	Estado FY21: Gr8	Distrito FY21: Gr8	Escuelas Vecinas FY21: Gr8

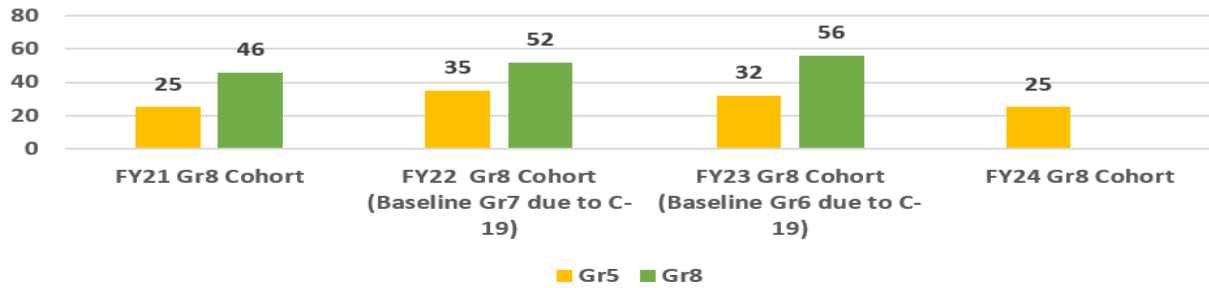
<i>Todos los estudiantes del Gr8 del Año fiscal '21</i>	48%	47%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Latinx</i>	46%	36%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>Aprendiz de inglés (EL)</i>	33%	7%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>RFEP</i>	55%	53%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>SPED</i>	*	*	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>
<i>SED</i>	46%	35%	<i>Sin datos C-19</i>	<i>Sin datos C-19</i>

Gráficos a continuación Año fiscal '24:

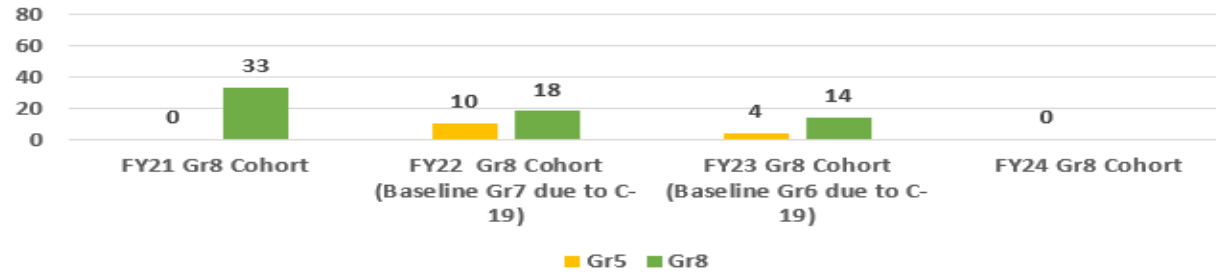
SBAC ELA Gr5 to Gr8 Trajectory: All Cohort



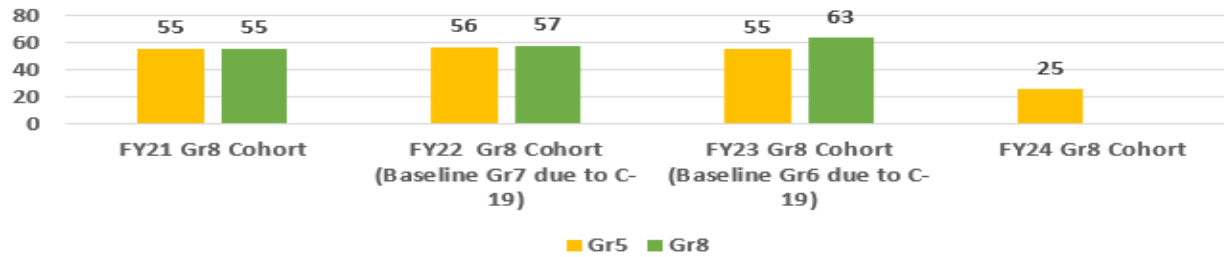
SBAC ELA Gr5 to Gr8 Trajectory: Latinx



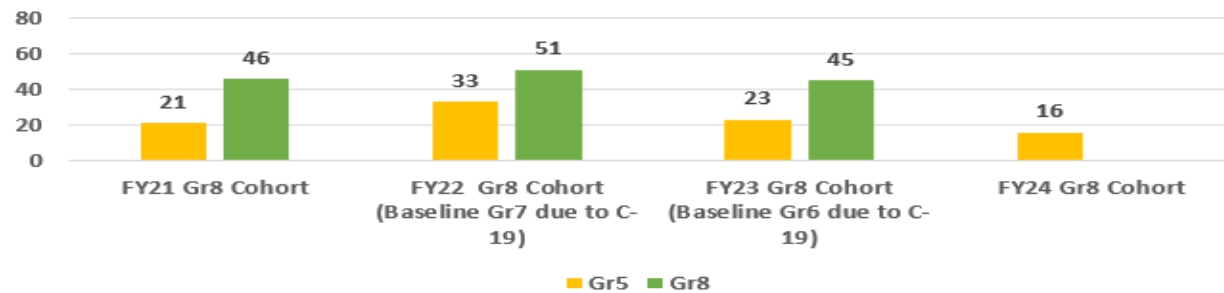
SBAC ELA Gr5 to Gr8 Trajectory: EL



SBAC ELA Gr5 to Gr8 Trajectory: RFEP



SBAC ELA Gr5 to Gr8 Trajectory: SED



Responsabilidad interna: Año fiscal '24 POR DETERMINARSE

MAP Growth en Lectura en inglés basado en el Reporte de Resumen de Crecimiento Estudiantil - Columna de *Porcentaje de Proyección Cumplida* (PMP, por sus siglas en ingles)

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

G3.21 Punto de referencia LAS MAP Growth Lectura en inglés- Línea de base Año fiscal '21: Final de etapa 3 Gr8, PMP= 29%.

G3.21A Al final de la Etapa 3 Gr8,el grupo mostrará una trayectoria ascendente desde su línea de base MAP Gr5 FY21.

G3.21B Subgrupos:

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

TABLA 17

FY24 MAP Growth PMP Fall to Spring Analysis
062424

ELA Gr4-Gr8

PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8					45					
FY23 Gr8				44						
FY22 Gr8					52					
FY21 Gr8				43						

FY24 Gr7					52					
FY23 Gr7			33							
FY22 Gr7					50					
FY21 Gr7			35							
FY24 Gr6				47						
FY23 Gr6					59					
FY22 Gr6		29								
FY21 Gr6										
FY24 Gr5					55					
FY23 Gr5			36							
FY22 Gr5		20								
FY21 Gr5										
FY24 Gr4		28								
FY23 Gr4			39							
FY22 Gr4		23								
FY21 Gr4										

TABLA 18.1 y TABLA 18.2

Métrica Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)

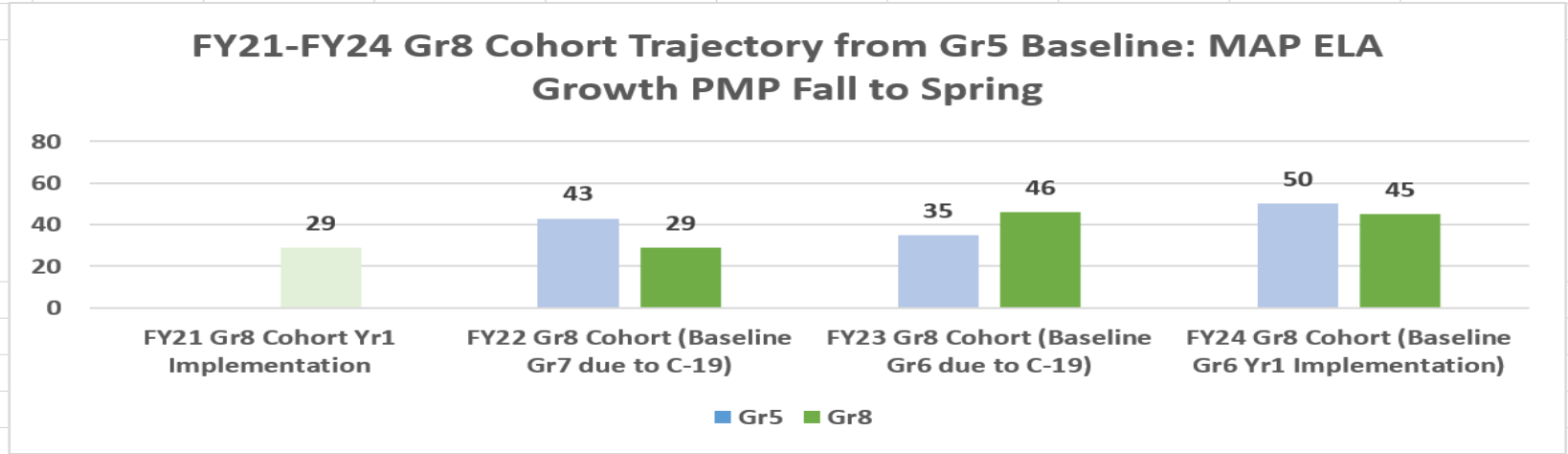
AP.G1.3 Responsabilidad externa: (Datos Año fiscal '24 POR DETERMINARSE- agosto, 2024)

ELA: SBAC estatal y Datos Verificables MAP Growth

Visión general de la historia de LAS sobre rendimiento académico (AP):

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.

Las TABLAS 12 y 13 muestran cómo este hecho sigue siendo cierto incluso después de la interrupción en el cierre de la escuela FY20 Covid-19. A partir de entonces, LAS se recuperó de forma resistente en cada grupo del Gr8.



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

FY24: POR DETERMINARSE MAP Growth Lectura en Español basado en el Reporte 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, el grupo 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, el grupo mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY22.

TABLA 19

FY24 MAP Growth PMP Fall to Spring Analysis
 062424

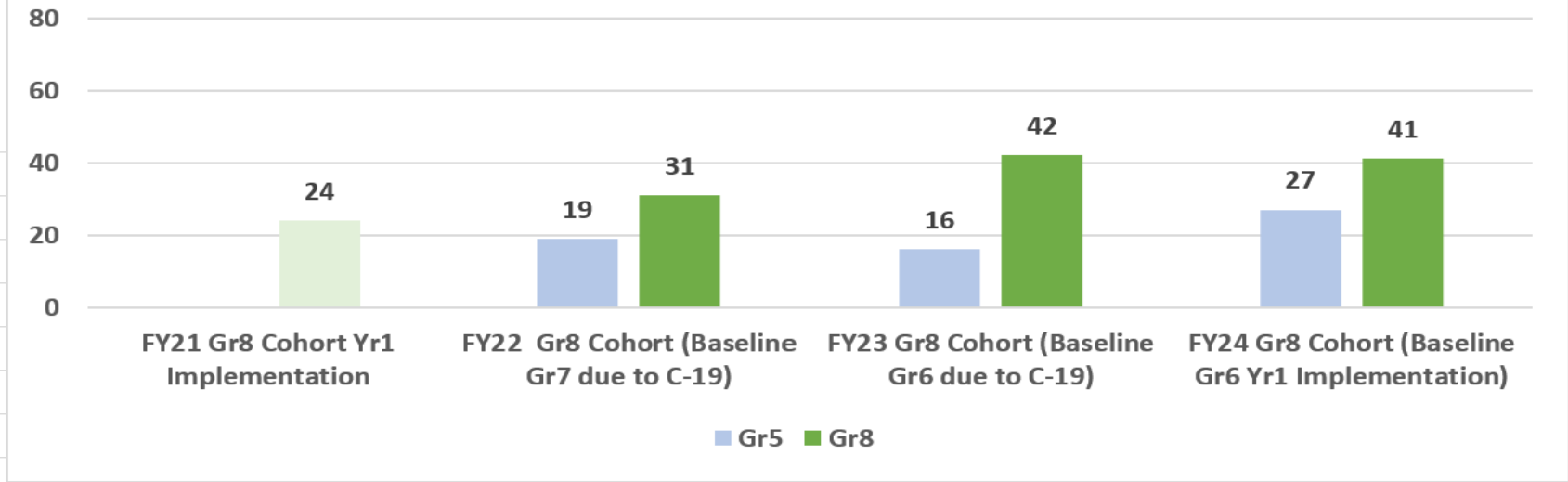
SLA Gr4-Gr8

PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8				41						
FY23 Gr8			33							
FY22 Gr8		27								
FY21 Gr8	19									
FY24 Gr7		22								
FY23 Gr7				40						
FY22 Gr7		27								
FY21 Gr7	16									
FY24 Gr6		21								

FY23 Gr6			31							
FY22 Gr6	15									
FY21 Gr6										
FY24 Gr5				45						
FY23 Gr5		25								
FY22 Gr5		25								
FY21 Gr5										
FY24 Gr4			38							
FY23 Gr4		23								
FY22 Gr4			34							
FY21 Gr4										

TABLA 20.1 y TABLA 20.2

FY21-FY24 Gr8 Cohort Trajectory from Gr5 Baseline: MAP SLA Growth PMP Fall to Spring



AP.G1.4

Responsabilidad externa:

MATEMÁTICA

Al final de la etapa 3 Gr8 objetivos de logro:

CAS: SBAC

Responsabilidad externa

Estatal y

Datos

G4.0 FY23 SBAC 33% de estudiantes del grupo Gr8 que alcanzaron/excedieron los estándares de Matemáticas-.

Verificables

MAP Growth

G4.0A Todos los estudiantes: Al final de la Etapa 3 Gr8, el grupo Gr8 mostrará una trayectoria ascendente de la línea de base *Gr5 SBAC

Matemáticas

Matemáticas.

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

FY21 Grupo Gr8 Datos comparables de matemáticas: Gr5 vs Gr8

G4.0C Todos los estudiantes y subgrupos: Para el final de la Etapa 3 Gr8, los datos de todos los estudiantes y subgrupos del grupo Gr8 serán comparables/superiores a los del estado, distrito y escuelas vecinas. Consulte la TABLA 15

Responsabilidad interna

G4.0 Punto de referencia de LAS MAP Growth Matemáticas

G4.2 Subgrupos: Punto de referencia de LAS MAP Growth Matemáticas

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

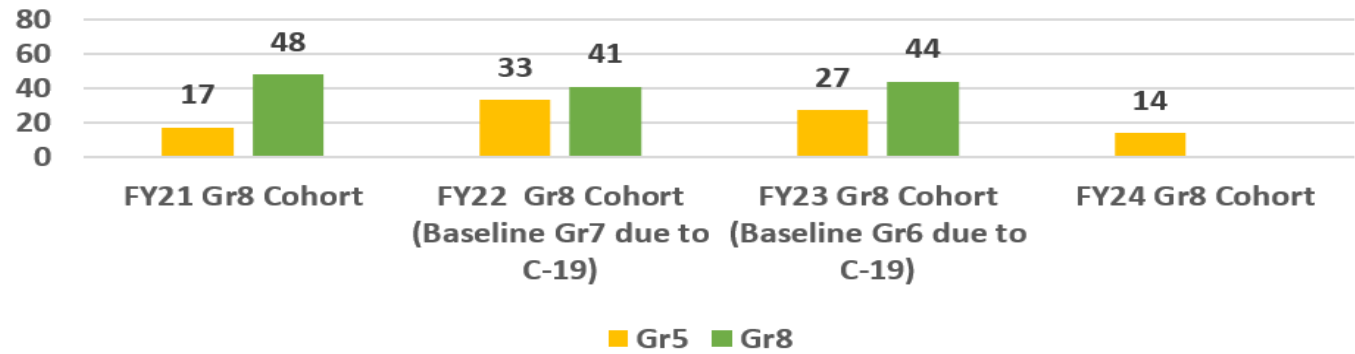
G4.1 Al final de la etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su línea de base MAP Gr5 FY21.

Para más información, consulte lo siguiente:

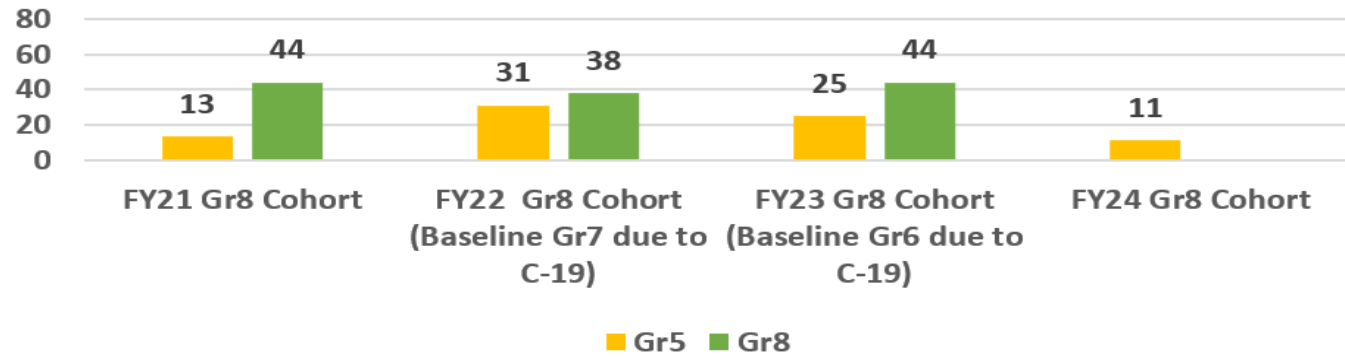
- TABLA 5
- TABLA 11
- TABLA 13
- TABLA 15
- TABLAS 22.1-21.5

Gráficos para Año fiscal '24 POR DETERMINARSE

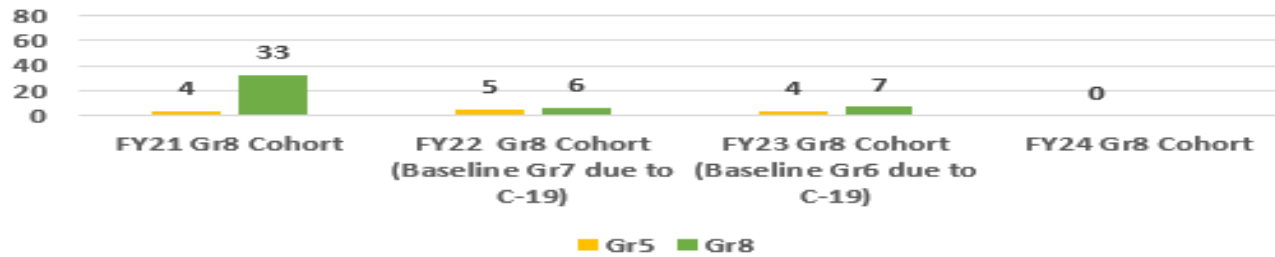
SBAC Math Gr5 to Gr8 Trajectory: All Cohort



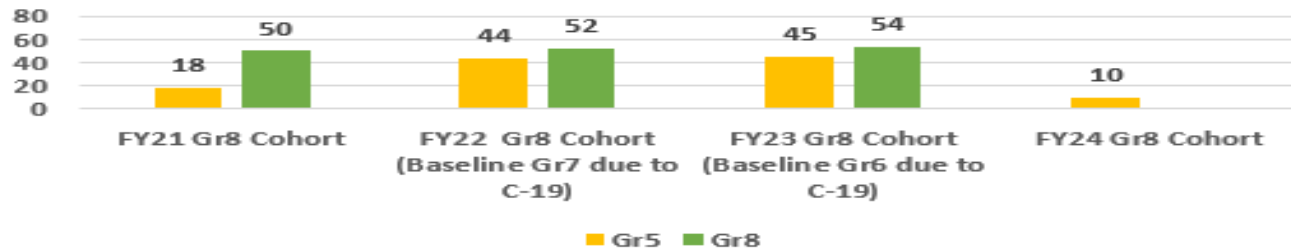
SBAC Math Gr5 to Gr8 Trajectory: Latinx



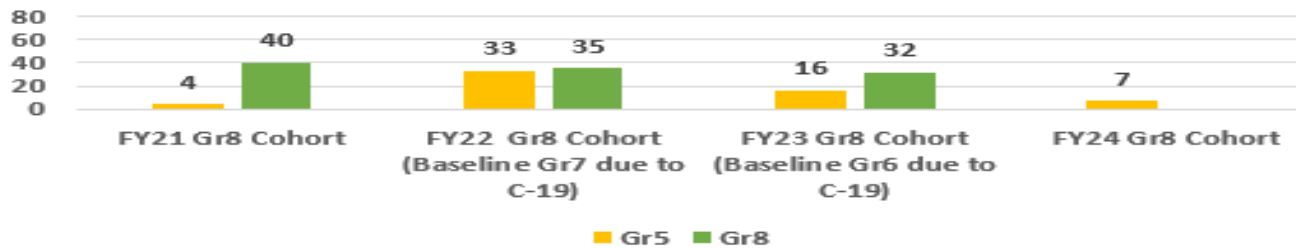
SBAC Math Gr5 to Gr8 Trajectory: EL



SBAC Math Gr5 to Gr8 Trajectory: RFEP



SBAC Math Gr5 to Gr8 Trajectory: SED



Responsabilidad interna:

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

TABLA 22

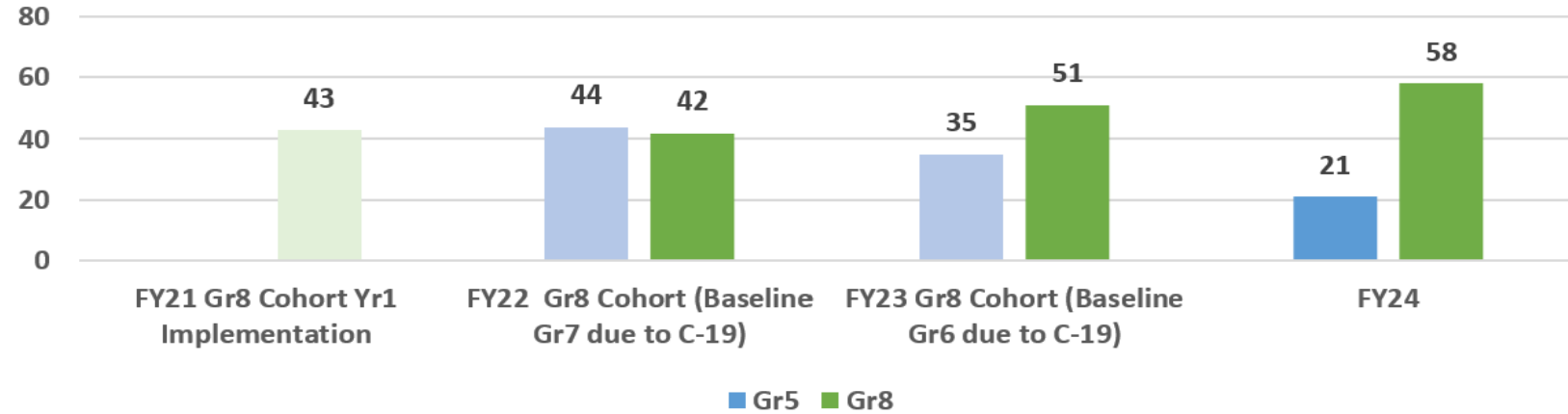
FY24 MAP Growth PMP Fall to Spring Analysis
062424

MATH Gr4-Gr8										
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY24 Gr8					58					
FY23 Gr8				47						
FY22 Gr8					51					
FY21 Gr8				44						
FY24 Gr7					55					
FY23 Gr7					55					
FY22 Gr7						68				
FY21 Gr7			35							
FY24 Gr6							76			
FY23 Gr6				48						
FY22 Gr6		23								
FY21 Gr6		21								

FY24 Gr5					50					
FY23 Gr5				46						
FY22 Gr5		22								
FY21 Gr5	18									
FY24 Gr4			39							
FY23 Gr4			38							
FY22 Gr4		25								
FY21 Gr4	14									

TABLA 23.1 y TABLA 23.2

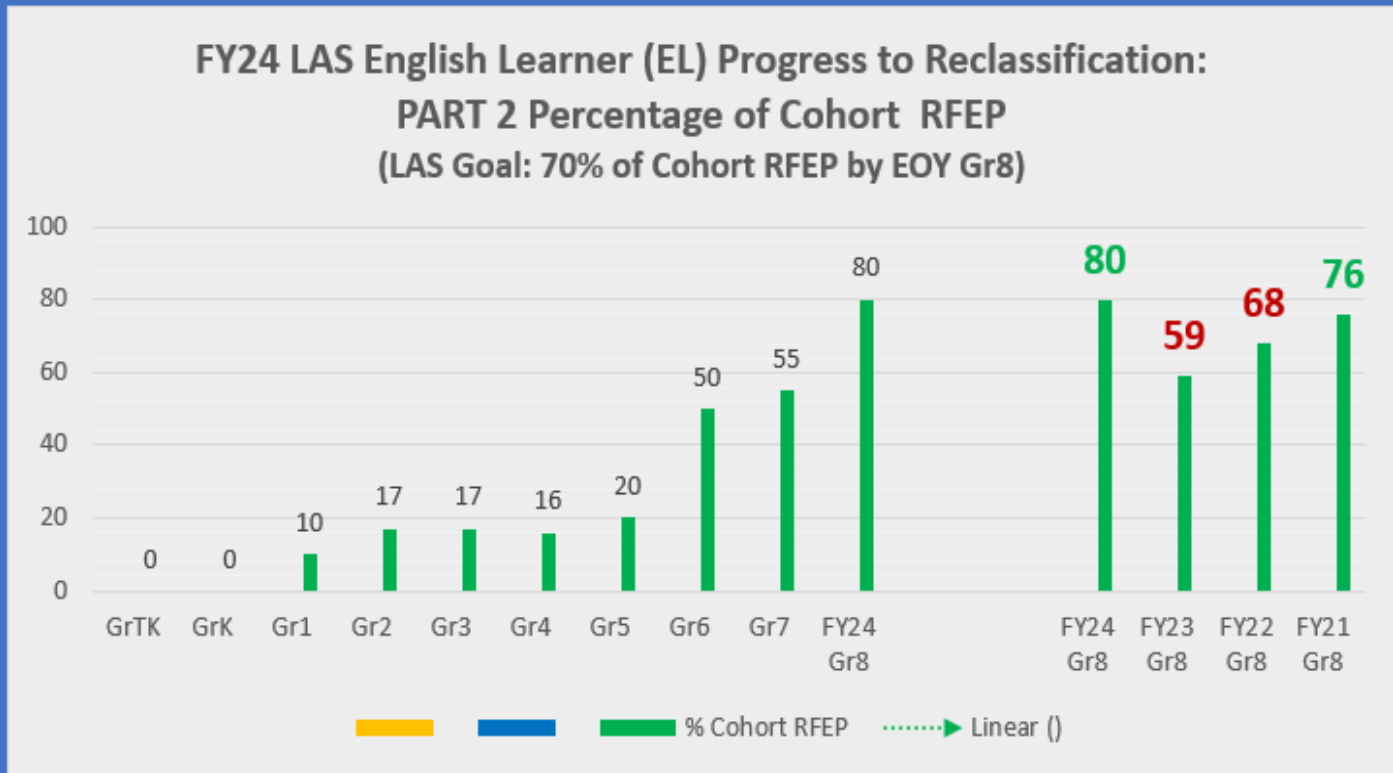
FY21-FY24 Gr8 Cohort Trajectory from Gr5 Baseline: MAP Math Growth PMP Fall to Spring



AP.G1.5
ELL/LTEL:
SBAC estatal,
ELPAC y
datos
verificables

Responsabilidad externa:

G5.0 Tasa de reclasificación de grupos del 70% o superior al final de la etapa 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)
TABLA 24 (Igual que TABLA 6)



Responsabilidad interna:

G5.1 LAS MAP Lectura en Inglés y Matemáticas - FY24 MAP Growth Datos de Subgrupos

Measure 4: Increases in Student Achievement (Local Assessments) (School Leader)

Charter School Directions: Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of **the average growth students** at your school made during the year. (Based on MAP School Profile Growth and Achievement Report)

OVERALL AND GROUPS	FY24 LAS MAP Growth Spring Window Gr8 Cohort Conditional Growth Index (CGI)	FY24 LAS MAP Growth Spring Window Gr8 Cohort Conditional Growth Percentile (CGP)
All Students - Overall Reading in ENGLISH (*LAS is a DLE 90:10 Program)		
Latino	0.24	60th
SED	0.13	55th
RFEP	-0.31	38th
EL	1.21	89th
SPED	3.45	99th
All Students - Overall Math (*LAS is a DLE 90:10 Program: Gr1-Gr4 Math is in SPANISH; Gr5-Gr8 is in ENGLISH)		
Latino	1.74	96 th
SED	1.67	95 th
RFEP	1.56	94 th
EL	1.14	87 th
SPED	0.87	81 st

Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)
<p>AP.G1.3</p> <p>ELA: SBAC estatal y Datos Verificables MAP Growth</p>	<p>Responsabilidad externa: (Datos Año fiscal '24 POR DETERMINARSE- agosto, 2024)</p> <p>Visión general 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>Las TABLAS 12 y 13 muestran cómo este hecho sigue siendo cierto incluso después de la interrupción en el cierre de la escuela FY20 Covid-19. A partir de entonces, LAS se recuperó de forma resistente en cada grupo del Gr8.</p>

Métrica	Línea de base (FY21)	Resultado de Año 1 (FY22)	Resultado de Año 2 (FY23)	Resultado de Año 3 (FY24)	Resultado deseado para 2023-24 *Basado en la línea de base (FY21 para el ciclo de cierre FY22-24 y FY24 para el ciclo de inicio: FY25-27)
<p>AP.G1.3</p> <p>ELA: SBAC Estatal y Datos Verificables de MAP Growth</p>	<p>Trayectoria ascendente y datos comparables (TABLAS anteriores)</p>	<p>Objetivos alcanzados excepto para el grupo de MAP Growth Gr8 FY22</p> <p>Todos y subgrupo Latinx</p>	<p>Objetivos alcanzados</p>	<p>Objetivos alcanzados *FY23</p> <p>Tablero de CA SWD= Rojo</p>	<p>Responsabilidad externa:</p> <p>Al final de la etapa 3 Gr8 objetivos de logro:</p> <p><u>G3.0 SBAC 39% 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, el grupo de Gr8 mostrará una trayectoria ascendente de la línea de base Gr5 SBAC ELA</p> <p><u>G3.0B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos del grupo de Gr8 mostrarán una trayectoria ascendente desde la línea de base 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 del grupo de 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 <i>Porcentaje de Proyección Cumplida</i> (PMP, por sus siglas en inglés)</p> <p><i>* (PMP = porcentaje de alumnos cuyos resultados RIT al final del término alcanzaron o superaron sus previsiones individuales de crecimiento).</i></p> <p><u>G3.21</u> Punto de referencia de LAS de MAP Growth Lectura en inglés – Línea de base FY21: Final de etapa 3 Gr8, PMP= 29%.</p>

					<p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su MAP Gr5</p> <p><u>G3.21B</u> Subgrupos: <u>Punto de referencia de LAS de MAP Growth Lectura en inglés – Línea de base FY21: Final de etapa 3 Gr8 ELLs, PMP= 40%.</u></p> <p>Al final de la Etapa 3 Gr8 ELLs, el grupo mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY21.</p> <p><u>POR DETERMINARSE G3.31 Subgrupo SWD LAS IEP</u></p>
AP.G1.3 SLA: MAP Growth Lectura en español	Trayectoria ascendente y datos comparables (TABLAS anteriores)	Objetivos alcanzados	Objetivos alcanzados	Objetivos alcanzados	<p>Nueva Evaluación: MAP Growth 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 MAP Growth Lectura en español- Línea de base FY22: Final de etapa 3 Gr8, PMP= 31%.</u></p> <p><u>G3.21A</u> Al final de la Etapa 3 Gr8, el grupo 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 – Línea de base FY22: Final de etapa 3 Gr8 ELLs, PMP= TBD</u></p> <p>Al final de la Etapa 3 Gr8 ELLs, el grupo mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY22.</p>
AP.G1.4 MATEMÁTICAS: SBAC Estatal y Datos Verificables de MAP	Trayectoria ascendente y datos comparables (TABLAS anteriores)	Objetivos alcanzados excepto para el grupo de MAP Growth de Gr8 FY22	Objetivos alcanzados	Objetivos alcanzados *FY23 Tablero de CA SWD= Rojo	<p>Responsabilidad externa:</p> <p>Al final de la etapa 3 Gr8 objetivos de logro:</p> <p><u>G4.0 SBAC 33% 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, el grupo Gr8 mostrará una trayectoria ascendente desde la línea de base de Matemáticas SBAC Gr5.</p>

Growth Matemáticas		Todos y subgrupo Latinx			<p><u>G4.0B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos del grupo 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 del grupo 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</u> Punto de referencia de LAS MAP Growth Matemáticas- Línea de base FY21: Final de etapa 3 Gr8, PMP= 43%.</p> <p><u>G4.1</u> Al final de la etapa 3 Gr8, el grupo mostrará una trayectoria ascendente desde su línea de base MAP Gr5 FY21.</p> <p><u>G4.2</u> Subgrupos: <u>Punto de referencia de LAS MAP Growth Matemáticas</u>- Línea de base FY21: Final de etapa 3 Gr8 ELLs, PMP= 53%</p> <p>Al final de la Etapa 3 Gr8 ELLs, el grupo mostrará una trayectoria ascendente desde su línea base Gr5 MAP FY21.</p>
AP.G1.5 ELL/LTEL: SBAC estatal, ELPAC y datos verificables MAP	70% RFEP (76%)	Objetivo no alcanzado (68%)	Objetivo no alcanzado (59%)	POR DETERMINARSE	<p>Responsabilidad externa:</p> <p>Basado en datos del FY21 <u>G5.0 Tasa de reclasificación de cohortes</u> del 70% o superior al final de la Etapa 3 Gr8. <i>Nueva línea de base FY25: 65% basado en datos RFEP de los dos últimos años</i></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>

Growth Lectura y Matemática s					<p>Responsabilidad interna: POR DETERMINARSE</p> <p>G5.1 <u>Punto de referencia de LAS MAP Lectura en inglés-</u> Ver arriba MAP Growth Línea de base para Lectura en inglés y objetivo para los ELLs</p> <p>G5.2 LAS MAP Matemáticas- Ver arriba MAP Growth Línea de base de Matemáticas y objetivo para los ELLs</p>
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Acciones

Nota: Los datos de MAP Growth del FY21 provienen del *Resumen de Evaluación NWEA* (de datos de Illuminate) vs. los datos de MAP Growth del FY22 y FY23 provienen del Informe de Resumen de Crecimiento Estudiantil NWEA (de NWEA Norms). Basado en los datos actuales, hay claramente una oportunidad de pérdida/recuperación de aprendizaje en Lectoescritura en Inglés durante el FY24.

Según el 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 (POR DETERMINARSE FY25)	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 continuado de las investigaciones más recientes sobre la inmersión bilingüe y su eficacia para los alumnos, en particular para los subgrupos identificados (TGr1: consulta, PD) (Gr2-3; quién está haciendo esta investigación/ modelo 90/10) (Gr4-5: últimas investigaciones)</p> <p><i>Reuniones anuales del IEP, seguimiento del progreso de los objetivos del IEP, observación del profesorado, evaluaciones formativas y sumativas: Nuevo: FY24 LAS calificado para Asistencia Diferenciada para SPED Académico basado en FY23 SPED DFS</i></p>	<p>OC series 1000-3000, 5000) 6,305,224 dólares</p> <p>SPED, LCFF (Base, EPA, S&C) Título 1</p>	S

Acción #	Título	Descripción	Fondos totales (POR DETERMINARSE FY25)	Contribución
AP.G1.4a	SLA	<p>Continuar la administración de la evaluación de la lengua española en lectura (K-8) y en matemáticas (K-4) (TGr1: TK-8 y TK-4) Gr2-3: TK-8) SPED: añadir TK)</p> <p>Analizar los datos de rendimiento de SLA por escuela, grado y subgrupos.</p>	Véase más arriba	N

Acción #	Título	Descripción	Fondos totales (POR DETERMINARSE FY25)	Contribución
AP G1.5a	MATEMÁTICAS	<p>Analizar los datos de rendimiento en Matemáticas por escuela, grado y subgrupos.</p> <p>Estudio continuado 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 MAP Punto de referencia en Matemáticas</p> <p><i>Reuniones anuales del IEP, seguimiento del progreso de los objetivos del IEP, observación del profesorado, evaluaciones formativas y sumativas: Nuevo: FY24 LAS calificado para Asistencia Diferenciada para SPED Académico basado en FY23 SPED DFS</i></p>	Véase más arriba	N

Acción #	Título	Descripción	Fondos totales (POR DETERMINARSE FY25)	Contribución
AP.G1.6a	Aprendices de inglés/LTEL	ELL/LTEs: Continuar el seguimiento de la progresión de los estudiantes hacia la alfabetización bilingüe, incluyendo el desarrollo de la competencia académica en inglés de los aprendices de inglés utilizando los indicadores SBAC y ELPAC (<i>Gr4-5 y MS: cambiar el objetivo RFEP % de 70% a 65% - promedio de los datos RFEP FY22 y FY23</i>).	Véase más arriba	N

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>Para el año fiscal FY24, LAS está recibiendo actualmente asistencia técnica en forma de Asistencia Diferenciada de la Oficina de Educación del Condado de Sacramento (SCOE) en las siguientes áreas de rendimiento para el subgrupo de Estudiantes con Discapacidades (SWD): ELA, Matemáticas y Absentismo Crónico. A lo largo del año, el Equipo de Liderazgo de LAS asistió a reuniones continuas con el personal de SCOE para aprender sobre la Ciencia de la Mejora y su aplicación para abordar las causas fundamentales de las áreas de mejora del desempeño identificadas. Además, el Equipo SPED de LAS consultó con su SELPA, la Carta de la Oficina de Educación del Condado de El Dorado, para una serie de tres reuniones para discutir las acciones en curso de LAS y la implementación para hacer frente a estas áreas de mejora para el subgrupo SWD. En resumen, LAS se ha centrado aún más en: 1) comprender el contexto de la trayectoria y las expectativas del rendimiento académico de los SWD en un programa de inmersión lingüística dual 90-10, 2) la importancia del desglose de datos para los SWD del grupo Gr8, y 3) enseñar al público cómo interpretar el progreso académico de los SWD inscritos en un programa de inmersión lingüística dual. Por otra parte, LAS, con prontitud, implementó una llamada a la acción en toda la escuela a mediados de año para identificar a los SWD que están en riesgo de ser ausentes crónicos, así como los que ya tienen el estatus y llevó a cabo una capacitación del personal sobre cómo discutir la importancia de la asistencia de estas familias durante las conferencias de primavera de padres y maestros. LAS ha desglosado tanto los datos externos de rendición de cuentas para los resultados SBAC del grupo SWD del 8º grado como los datos internos de rendición de cuentas del grupo MAP del 8º grado, así como ha iniciado una investigación longitudinal sobre los patrones de calificación del grupo SWD del 8º grado: 1) # de estudiantes con D o F en ELA y Matemáticas, y 2) # de estudiantes con un G.P.A. acumulativo de 1.9 o inferior. En términos de participación de los estudiantes, por primera vez esta primavera, SWD</p>	<p><i>Véase el presupuesto detallado a continuación para las partidas que aumentan y mejoran los servicios a EL y SED</i></p>	S
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Acción #	Título	Descripción	Fondos totales (POR DETERMINARSE FY25)	Contribución
		<p>tendrá un desayuno de fin de año patrocinado por el Equipo SPED para celebrar el cierre del año escolar, así como la participación de los estudiantes en la encuesta de servicios específicos SPED. Esperemos que estas acciones conduzcan a una trayectoria ascendente continua del grupo SWD de Gr8 en el rendimiento de ELA y Matemáticas, así como un mayor participación y asistencia a la escuela.</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/LTEs. (TGr1: TBD) (Gr4-5: específico al grupo)</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>		
		<i>Aumento de los servicios: Entrenador de lectoescritura e intervención (TGr1: ¿entrenadores de primaria/intermedia?)</i>	<i>Véase APG1.3a</i>	<i>S</i>
		<i>Aumento de servicios: (Sólo un año) Profesor a tiempo parcial en asignación especial</i>	<i>OC 1100: 35.000 DÓLARES ESSER</i>	<i>S</i>

Acción #	Título	Descripción	Fondos totales (POR DETERMINARSE FY25)	Contribución
		<i>Aumento de servicios: (Sólo un año) 3 PT Asistentes de instrucción</i>	<i>OC 2100: 188,087 LCFF, ESSER</i>	<i>S</i>
		<i>Aumento de los servicios: Tutores de intervención (año escolar)</i>	<i>OC 1102: 398,080 DÓLARES ESSER</i>	<i>S</i>
		<i>Aumento de los servicios: Personal de la Escuela de Verano Extensiva (FY22, FY23, FY24, FY25)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: 500,000 Título 1, ESSER 3</i>	<i>S</i>
		<i>Servicios mejorados: Desarrollo profesional (es decir, ELD, ERWC, Alfabetización Fundacional, Amplify Science, MAP Growth y MAP Fluency, Responsive Classrooms, SEL)</i>	<i>OC 5210, 5215, 5220, 5863: \$90,450 ELOP</i>	<i>S</i>

Análisis de objetivos [FY24]

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 de 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. LAS espera analizar los resultados comparativos de SBAC y MAP Growth de la primavera para los años fiscales 23 y 24 y planificar las acciones consecuentes para abordar las necesidades emergentes. En los últimos dos años, LAS ha tenido que reestructurar la capacidad de entrenamiento de lectoescritura debido a la salida del personal, creando un cambio en la línea de gastos. Por lo demás,

ha habido un esfuerzo colectivo para movilizar y aumentar el apoyo del personal en todos los aspectos de la enseñanza y el aprendizaje, es decir, el desarrollo profesional, el personal de apoyo a la instrucción y la tutoría adicional, así como en el plan de estudios y las inversiones en materiales de instrucción en nuevos dispositivos electrónicos y un mejor acceso a Internet en los grados 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 de lectoescritura debido a la salida del personal hace dos años, ha habido un aumento en la dotación de personal - en particular en el apoyo a la instrucción - es decir, centros de aprendizaje, apoyo a la intervención, el enriquecimiento, 2) aumento de las necesidades de la plataforma digital para la enseñanza y el aprendizaje, incluyendo la compra de MAP Growth, MAP Fluency, y MAP Accelerator y 3) estipendio único incentivo de retención para todo el personal: con credenciales y clasificados.

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

La implementación inicial de MAP Growth Matemáticas 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 estudiantes hacia el dominio de las habilidades básicas de lectura. (Véase el artículo anterior sobre 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 importante para LAS es que nuestras evaluaciones deben tener la flexibilidad de ser administradas a distancia en caso de cierre de escuelas. Por lo tanto, LAS ha ampliado MAP Growth para incluir la lectura en inglés y español, además de las matemáticas. Además, este año LAS añadió la evaluación de MAP Fluency para supervisar el progreso de toda la escuela hacia el dominio de la lectoescritura básica. Esta decisión también se alinea con la provisión 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: Compromiso 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	Objetivo 2: PARTICIPACION 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 un promedio 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, el FY22 la adhesión al estudio independiente para los protocolos de cuarentena, y en el FY23, el ajuste al aprendizaje presencial a tiempo completo sin los estrictos protocolos de Covid-19 como el enmascaramiento y los requisitos de distancia personal. La tasa de asistencia del año fiscal 24 es del 95.28%, frente al 94.09% del año fiscal '23, lo que supone un aumento del 1.19%, cumpliendo así el objetivo de la ADA de la LEA del 95%. LAS espera continuar analizando cómo se ha visto afectada la asistencia debido a las muchas iteraciones de interrupción escolar por pandemia.

Based on (Illuminate) Infinite Campus, CALPADS, CA Dashboard, DataQuest Attendance Data

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

Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)				
AE.G2 Datos de asistencia de Illuminate y CALPADS	<p>Todos los estudiantes</p> <p>Objetivo cumplido 95%</p> <p>Objetivo no alcanzado 94</p> <p>FY22: (tasa de asistencia del 96% según el reciente cambio de ley)</p> <p>Año fiscal 21 (Covid-19 cierres de escuelas): Datos preliminares Tasa de asistencia del 97% con un 3% de absentismo crónico</p> <p>Datos históricos de los ejercicios 17 y 18: 97% y 97% Subgrupos: EOY FY23 y MOY FY24 (véase la tabla anterior)</p> <ol style="list-style-type: none"> 1) EOY FY23: Metas Cumplidas, excepto para SWD y ELs 2) MOY FY24: Objetivos alcanzados, para SWD TBD <p>Absentismo (crónico): Toda la escuela FY23: Meta no alcanzada; Subgrupos FY23 Meta no alcanzada</p> <p>Tasa cero de abandono escolar en secundaria</p>				

Métrica	Línea de base (FY21)	Resultado de Año 1 (FY22)	Resultado de Año 2 (FY23)	Resultado de Año 3 (FY24)	Resultado deseado para 2023-24 *Basado en la línea de base (FY21 para el ciclo de cierre FY22-24 y FY24 para el ciclo de inicio: FY25-27)
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Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)				
AE.G2 Datos de asistencia de Illuminate y CALPADS	97% de ADA y 3% de absentismo crónico	Objetivos alcanzados	Objetivo no alcanzado 94%	Objetivo alcanzado 95%	<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 al 1% (Tasa anual de abandono escolar en secundaria)</i></p>

Acciones

Acción #	Título	Descripción	Total fondos (AF25)	Contribución
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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>Para el año fiscal '24, LAS está recibiendo actualmente asistencia técnica en forma de Asistencia Diferenciada de la Oficina de Educación del Condado de Sacramento (SCOE) en las siguientes áreas de rendimiento para el subgrupo de Estudiantes con Discapacidades (SWD): ELA, Matemáticas y Absentismo Crónico. A lo largo del año, el Equipo de Liderazgo de LAS asistió a reuniones continuas con el personal de SCOE para aprender sobre la Ciencia de la Mejora y su aplicación para abordar las causas fundamentales de las áreas de mejora del desempeño identificadas. Además, el Equipo SPED de LAS consultó con su SELPA, la Carta de la Oficina de Educación del Condado de El Dorado, para una serie de tres reuniones para discutir las acciones en curso de LAS y la implementación para hacer frente a estas áreas de mejora para el subgrupo SWD. En resumen, LAS se ha centrado aún más en: 1) comprender el contexto de la trayectoria y las expectativas del rendimiento académico de los SWD en un programa de inmersión lingüística dual 90-10, 2) la importancia del desglose de datos para los SWD del grupo de Gr8, y 3) enseñar al público cómo interpretar el progreso académico de los SWD inscritos en un programa de inmersión lingüística dual. Por otra parte, LAS, con prontitud, implementó una llamada a la acción en toda la escuela a mediados de año para identificar a los SWD que están en riesgo de ser ausentes crónicos, así como los que ya tienen el estatus y llevó a cabo una capacitación del personal sobre cómo discutir la importancia de la asistencia de estas familias durante las conferencias de primavera de padres y maestros. LAS ha desglosado tanto los datos externos de rendición de cuentas para los resultados SBAC del grupo SWD del 8° grado como los datos internos de rendición de cuentas de la cohorte MAP del 8° grado, así como ha iniciado una investigación longitudinal sobre los patrones de calificación de la cohorte SWD del 8° grado: 1) # de estudiantes con D o F en ELA y Matemáticas, y 2) # de estudiantes con un G.P.A. acumulativo de 1.9 o inferior. En términos de participación de los estudiantes, por primera vez esta primavera, SWD tendrá un desayuno de fin de año patrocinado por el Equipo SPED para celebrar el cierre del año escolar, así como la participación de los estudiantes en la encuesta de servicios específicos SPED. Esperemos que estas acciones conduzcan a una trayectoria ascendente continua del grupo SWD de Gr8 en el rendimiento de ELA y Matemáticas, así como un mayor compromiso y asistencia a la escuela.</p>	Series OC 2000 y 5000 \$422,113 SPED, LCFF	S
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Acción #	Título	Descripción	Total fondos (AF25)	Contribución
		<p>Continuar el esfuerzo coordinado con los grupos del Concilio de Padres, la Asociación de Padres, 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 continuos 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>		
	<i>Programa ASES</i>	<i>Aumento de los servicios: Continuación del programa ASES</i>	<i>OC 2905, serie 3000, 4354 \$242,718 LCFF, ASES</i>	<i>S</i>
	<i>Programa de enriquecimiento</i>	<i>Aumento de los servicios: Continuación del programa de enriquecimiento</i>	<i>OC 2905,2908,5827, 5852 \$1,000,763 ELOP</i>	<i>S</i>

Acción #	Título	Descripción	Total fondos (AF25)	Contribución
	<i>Apoyo SEL</i>	<i>Aumentar los servicios: Consejero adicional de medio tiempo</i>	<i>OC 5880 \$32,000 ESSER</i>	<i>S</i>

Análisis de objetivos [FY24]

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, el compromiso de los estudiantes tuvo que ampliarse para garantizar la estabilidad en la asistencia de los estudiantes. Desde el año fiscal '23 y hasta el año fiscal '24, se han ampliado los servicios de consejería con personal adicional a tiempo parcial y también se han incrementado 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 principalmente en el cambio de las asignaciones hacia la formación de desarrollo profesional en persona, los paseos, el enriquecimiento extraescolar de los años preciosos respuesta de emergencia a la necesidad de construir la infraestructura para una enseñanza y aprendizaje a distancia de primer nivel, como garantizar el personal centrado en la reincorporación de los estudiantes/familias y la supervisión de la asistencia. En los dos últimos años se ha ampliado el apoyo adicional de consejería. Los gastos adicionales son evidentes tanto en el programa ASES como en el de Enriquecimiento, una necesidad para crear una experiencia acogedora de aprendizaje en persona y escolarización holística. Por último, los miembros del personal que trabajan directamente en la supervisión de los datos de asistencia recibieron un estipendio único de incentivo a la retención; de ahí el aumento de los gastos reales este año.

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 de participación de los estudiantes, son consecuencias inevitables de la interrupción de la escolarización debido a una pandemia, LAS ha creado una infraestructura que puede utilizarse para fomentar la recuperación del aprendizaje. Por último, LAS ha podido terminar modestamente el año con un 95.28% de ADA para FY24; un aumento con respecto al año anterior.

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 años 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, LAS 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 Chárter de LAS (2019-2024) aprobada el 21 de marzo de 2019.
Objetivo general	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.

Goal 3 Conditions and Climate

CC.G3 (Illuminate) Infinite Campus, CA Dashboard, Data Quest, CALPADS Suspension and Expulsion Data and LAS Stakeholder Survey Data

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

Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)
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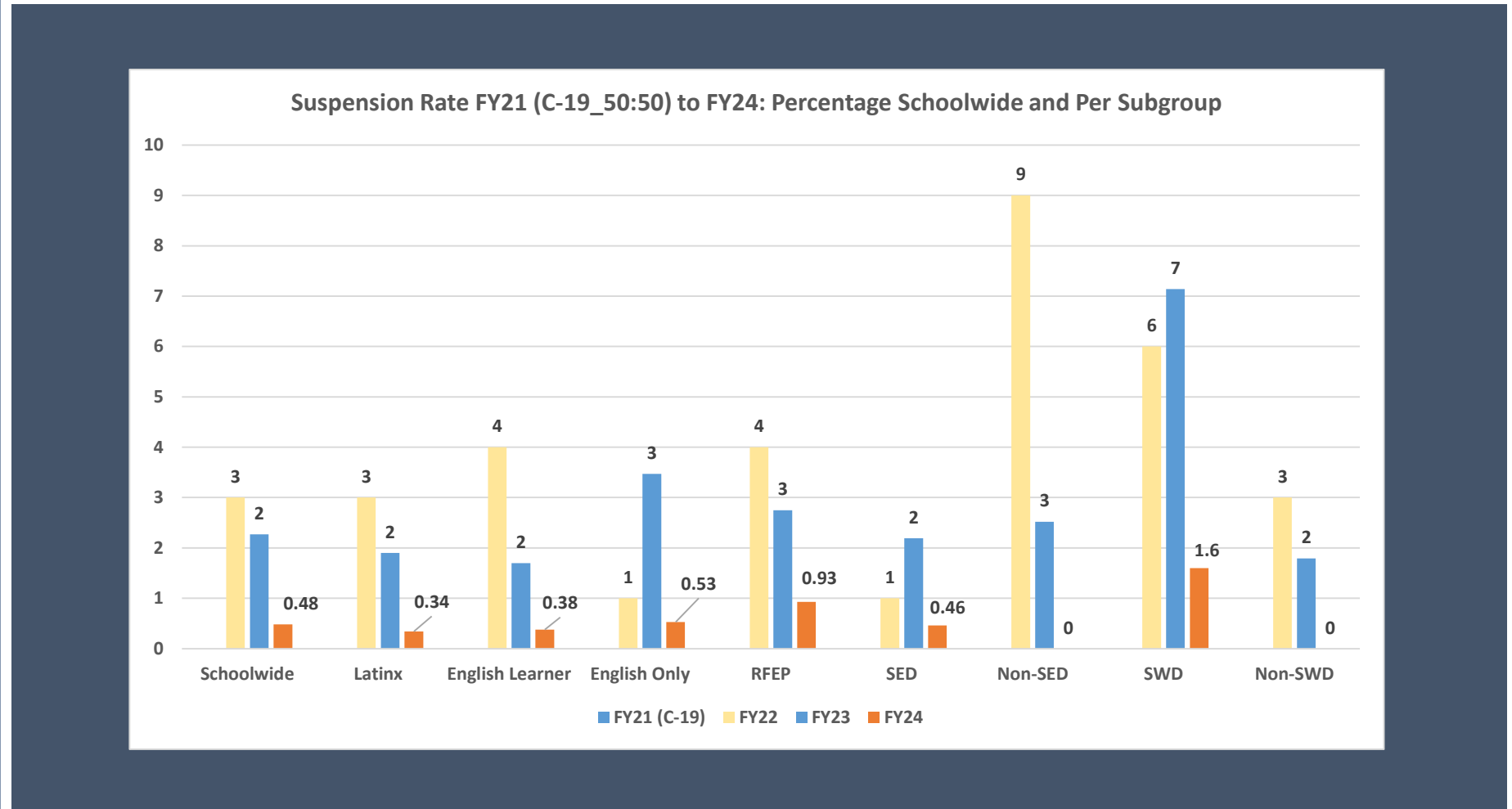
CC.G3.2

Datos de
Illuminate y
CALPADS

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.

TABLA 25



Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)
<p>CC.G3.6</p> <p>LAS:</p> <p>Satisfacción de las partes interesadas</p> <p>(Datos de la encuesta anual a las partes interesadas)</p>	<p><u>Alto índice de participación: 90% o superior</u></p> <p>Datos FY21: 95% de participación de alumnos de 3° a 8° grado (FY22: TK-Gr8 97% participación estudiantil) (FY23: TK-Gr8 97% participación estudiantil) (FY24: 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 de FY21: 92% (FY22: 90%) (FY23: 93%) (FY24: 92%)</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 de FY21: 96% (FY22: 99%) (FY23: 98%) (FY24: 97%)</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 de FY21: 100% (FY22: 98%) (FY23: 96%) (FY24: 9%)</p>

Métrica	Línea de base (FY21 para el cierre del ciclo FY22-24 y FY24 para el inicio del ciclo: FY25-27)
<p>CC.G3.7</p> <p>LAS: <i>Voluntariado</i></p> <p>LAS: <i>Participación electoral</i></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 FY22 (11/2021): 80% de participación electoral</p> <p>Elección de la Mesa para FY23 (nov. 2022): 82%.</p> <p>Elecciones a la Mesa Directiva FY24 (Oct, 2023): 79% (No se alcanzó el objetivo del 85% de participación electoral)</p> <p><i>(Elementos comunicados del LCAP: Porcentaje anual de participación electoral en las elecciones de gobernanza)</i></p> <p>Listas de miembros y representaciones de gobernanza</p>
<p>CC.G3.8a</p> <p><i>Indicador local</i></p>	<p>FY21-24: Objetivo alcanzado</p> <p>Mantener la expectativa estatal sobre la calidad del profesorado</p>
<p>CC.G3.8b</p> <p><i>Indicador local</i></p>	<p>FY21-24: Objetivo alcanzado</p> <p>Mantener las expectativas estatales sobre los materiales de instrucción y los planes de estudios</p>
<p>CC.G3.8c</p> <p><i>Indicador local</i></p>	<p>FY21-24: Objetivo alcanzado</p> <p>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</p>

Métrica	Línea de base (FY21)	Resultado de Año 1 (FY22)	Resultado de Año 2 (FY23)	Resultado de Año 3 (FY24)	Resultado deseado para 2023-24 * Basado en la línea de base (FY21 para el ciclo de cierre FY22-24 y FY24 para el ciclo de inicio: FY25-27)
CC.G3.2 Datos de Illuminate y CALPADS TABLA #	Objetivos alcanzados (aprendizaje a distancia)	Objetivos alcanzados, excepto la tasa de toda la escuela y del subgrupo SWD	Objetivo alcanzado excepto la tasa del subgrupo SWD	POR DETERMINARSE	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 a nivel escolar.
CC.G3.6 <i>LAS: Satisfacción de las partes interesadas</i> <i>(Datos de la encuesta anual a las partes interesadas)</i>	90% + <i>participación</i>	Objetivos alcanzados	Objetivos alcanzados	Objetivos alcanzados	<i>Alto índice de participación: 90% o superior</i> 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 escuela". G6.1 Datos de la Encuesta Anual de las Familias: El 90% o más de las familias estarán de acuerdo con la afirmación: "Recomendaría la escuela a otras personas". 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".

Métrica	Línea de base (FY21)	Resultado de Año 1 (FY22)	Resultado de Año 2 (FY23)	Resultado de Año 3 (FY24)	Resultado deseado para 2023-24 * Basado en la línea de base (FY21 para el ciclo de cierre FY22-24 y FY24 para el ciclo de inicio: FY25-27)
CC.G3.7 <i>LAS: Voluntariado</i> <i>LAS: Participación electoral</i>	AÑO FISCAL 21 Elección de la Mesa Directiva (10/2020) 29	Objetivo alcanzado	Objetivo alcanzado	Objetivo no alcanzado	Mantener o aumentar los datos actuales del número total anual de horas de voluntariado Datos FY21: No disponibles debido a los mandatos COVID-19 Mantener o aumentar el porcentaje actual de participación electoral en las elecciones a la gobernanza. <i>(Elementos comunicados del LCAP: Porcentaje anual de participación electoral en las elecciones de gobierno)</i> Listas de miembros y representaciones de gobernanza
CC.G3.8a <i>Indicador local</i>	Como se indica	Objetivo alcanzado	Objetivo alcanzado	Objetivo no alcanzado	Mantener la expectativa estatal sobre la calidad del profesorado (según el SARC: LAS tiene 0.50 profesores fuera del campo laboral).
CC.G3.8b <i>Indicador local</i>	Como se indica	Objetivo alcanzado	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	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 (AF25)	Contribución
CC.G3.2a	AE: Suspensión baja	<p>Mantener un alto nivel de participación 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>	<p>SPED, LCFF (duplicado del Objetivo2- AE.G2.1a)</p>	S
CC.G3.6a	AE: Participación en la encuesta	Seguir administrando anualmente los datos de la encuesta a las partes interesadas y supervisar las áreas de mejora.		S
CC.G3.7	<p>LAS: <i>Voluntariado</i></p> <p>LAS: <i>Participación electoral</i></p>	Servicios mejorados: Cuidado de niños para las reuniones de padres: ELAC, SSC, Mesa, Concilio de Padres, Asociación de Padres, Orientaciones para Padres	<p>OC 2925 \$1,360 <i>Título 1</i></p>	S

Acción #	Título	Descripción	Total fondos (AF25)	Contribución
		Servicios mejorados: Entrenamientos para Padres (Temas: Chárter, LCAP, Participación de Padres). Continuar expandiendo los Talleres de Padres Como Socios (PAP) abordando temas como el Aprendizaje Socio-Emocional (SEL) Serie Mensual, Crianza de los Hijos, Camino de Reclasificación EL, Información y Arte LGBTQ+, Vaping y Prevención del Tabaco, Noche de Ciencia, Noche de Pintura para Padres e Hijos, Noche con un Autor Publicado.	OC 5804 \$7,620 Título 1	S
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, reemplazo de computadoras <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 \$71,100 LCFF, ESSER	S
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 5000 \$1,388,530 LCFF, ASES	S

Análisis de objetivos [FY24]

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 suspensión, la participación 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, el regreso 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 crear

interdependencia y responsabilidad en la comunidad para reducir aún más la tasa. En el AF23 y el AF24, LAS tuvo un número limitado de oportunidades para padres voluntarios, 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.

La diferencia más notable entre los gastos presupuestados y los gastos reales estimados se debe al estipendio único de incentivo de retención para todo el personal de LAS, incluidos los que tienen una responsabilidad operativa directa en el éxito de las condiciones y el clima de la escuela.

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

Esta afirmación sigue siendo cierta para el año fiscal 24: basándose en la participación de los padres durante las reuniones de ZOOM y los talleres de orientación y en 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 que se presentaron a todas las escuelas este año. Aunque la pérdida de aprendizaje, así como la disminución de la participación de los estudiantes, son consecuencias inevitables de la interrupción de la escolarización debido a una pandemia, LAS ha creado una infraestructura que puede utilizarse para construir la recuperación del aprendizaje y ampliar las conexiones y relaciones de la comunidad.

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

En este momento, 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 [FY25].

Subvenciones suplementarias y/o de concentración LCFF previstas	Subvención de concentración LCFF adicional prevista (15%)
\$1,601,168	\$143,682

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

Porcentaje previsto de aumento o mejora de los servicios para el próximo año escolar	Traspaso LCFF - Porcentaje	Traspaso LCFF - Dólares	Porcentaje total para aumentar o mejorar los servicios para el próximo año 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 en hogar temporal, 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. (Nota: En FY22 y FY23 la matrícula de jóvenes en hogar temporal ha sido cero; para FY24 hay un estudiante en este estatus). Basado en FY22 SBAC, hay claramente una pérdida de aprendizaje / oportunidad de recuperación en la lectura Inglés y matemáticas. Hay una discrepancia significativa entre el logro general de ELA de ELLs (12%) vs. EOs (53%) y SED (20%) vs. estudiantes No SED (41%) y en Matemáticas, ELLs (9%) vs. EOs (47%) y SED (12%) vs. estudiantes No SED (36%). Como protocolo, LAS ha continuado priorizando la identificación y selección de subgrupos significativos en la participación de programas 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

AF24

Intervention Summary

Cycle 1 / Ciclo 1	Cycle 2 / Ciclo 2	Cycle 3 / Ciclo 3	Cycle 4 / Ciclo 4
141 students/ estudiantes	138 students/ estudiantes	132 students/ estudiantes	131 students/ estudiantes
Total Students in Intervention for <u>FY23/24</u>	SED	RFEP	EL
263	221	29	159
Cycles	Foundational Skills Overall Growth	Comprehension Overall Growth	Overall Growth
Cycle 1	89%	97%	93%
Cycle 2	70%	100%	86%
Cycle 3	70%	97%	86%
Cycle 4	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

Math Teacher-Led After-School Intervention Summary

Grade:	K	1st	4th	6th	7th	8th	TOTAL
Students:	12	10	11	17	16 + 5	11	82

Grade	Overall Growth
K	<i>Literacy 100%, Math 83%</i>
1st	<i>Literacy 80%, Math 60%</i>
4th	73%
6th	82%
7th	100% , 40%
8th	100%

AÑO FISCAL 23

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

A mayo de 2023 Resultados: 96% promedio de crecimiento del rendimiento

AÑO FISCAL 22

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

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

Resultados: 93% de promedio de crecimiento del 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 en hogar temporal y sin hogar para asegurar que los estudiantes puedan ser identificados y atendidos eficazmente.

Los Sistemas de Apoyo de Varios Niveles (MTSS, por sus siglas en inglés) de LAS incluyen apoyos académicos y socioemocionales. Los apoyos académicos informados por las evaluaciones de crecimiento como MAP Growth (en español e inglés, dependiendo del nivel de grado) y MAP Reading Fluency se administran varias veces al año para asegurar que las necesidades de los estudiantes sean monitoreadas y conectadas con los apoyos académicos escalonados apropiados. Por otra parte, los apoyos socio-emocionales escalonados con consejeros en el sitio y psicólogo de la escuela también se proporcionan para identificar a los estudiantes necesitados. A través del proceso MTSS, el 9% del cuerpo estudiantil recibió un análisis de enfoque de equipo del rendimiento individual del estudiante considerado en riesgo en el año fiscal 24. De los estudiantes atendidos a través de MTSS, el 9% recibió un análisis de enfoque de equipo del rendimiento individual del estudiante considerado en riesgo. De los estudiantes atendidos a través de MTSS, el 63% son EL y el 78% son socioeconómicamente desfavorecidos. En FY24, 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 los mismos/padres/maestros debido a problemas académicos/de comportamiento/socioemocionales. Los consejeros escolares atendieron a unos 70 estudiantes remitidos por ellos mismos/padres/maestros debido a problemas de comportamiento/sociales-emocionales.

En resumen, el enfoque del FY24 es la recuperación del aprendizaje a través de: intervenciones académicas extensivas, acceso expandido a materiales/dispositivos de aprendizaje, apoyo en el bienestar socio-emocional, particularmente, cerrando la brecha desproporcionada de pérdida de aprendizaje de estudiantes no duplicados: jóvenes en hogar temporal, ELs y estudiantes de bajos ingresos como se indica preliminarmente en los resultados de fin de año de MAP Growth y MAP Fluency. Cuando se necesita orientación y apoyo adicionales, el maestro consulta con el Equipo de Progreso de Intervención (IPT, por sus siglas en inglés), compuesto por expertos académicos y de comportamiento, para obtener nuevas perspectivas sobre las necesidades del 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, por sus siglas en inglés), que suele estar formado por padres, maestros, 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 en hogar temporal, los aprendices de inglés y los estudiantes de bajos ingresos/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.

FY25 POR DETERMINARSE LAS espera un porcentaje proyectado del 26% para aumentar o mejorar los servicios para ELs, estudiantes SED y jóvenes en hogar temporal para el FY25. Basado en la calculadora de la fórmula SBE, la subvención suplementaria y de concentración LCFF de LAS se proyecta en \$1,601,168.

Antecedentes: 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 del Tablero de CA de: 1) Rendimiento Académico (AP), 2) Participación 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 en dos idiomas 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, por sus siglas en inglés) 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, la 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 lectoescritura de todos los estudiantes TK-8. Hace varios años, LAS implementó una evaluación de referencia de matemáticas en línea para supervisar el progreso del dominio del contenido de los estudiantes a mitad de año y proporcionar intervenciones oportunas, en particular las de los grupos de estudiantes no duplicados: EL, SED, y los jóvenes en hogar temporal. FY24 es el 3^{er} año de implementación de LAS 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 la Próxima Generación para TK- Gr5 con la intención de construir unidades ELD en torno a 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.

Enfoque de Servicios Aumentados/Mejorados: 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 de concentración identificada anteriormente para aumentar el número de personal que presta servicios directos a los estudiantes en las escuelas que tienen una alta concentración (por encima del 55%) de jóvenes en hogar temporal, aprendices de inglés y estudiantes de bajos ingresos, según corresponda.

La subvención de concentración adicional de \$143,682 se destinará a garantizar que se proporcionen intervenciones en grupos pequeños a los estudiantes identificados como en riesgo académico con base en datos estatales y de MAP Growth, dando prioridad a aquellos que son socioeconómicamente desfavorecidos/de bajos ingresos y EL. Los servicios directos a los estudiantes de enfoque incluirán: personal certificado adicional de apoyo a la lectoescritura y matemáticas, ayudantes de instrucción en los grados primarios.

Proporción personal/alumnos por tipo de centro y concentración de alumnos no duplicados	Centros con una concentración de alumnos igual o inferior al 55	Centros con una concentración de alumnos superior al 55
Proporción personal/alumno del personal clasificado que presta servicios directos a los alumnos	EL (48%): 1:6 Jóvenes en hogar temporal (0%):	SED/LI (74%): 1:9
Proporción de personal certificado que presta servicios directos a los alumnos por alumno	EL (48%): 1:5 Jóvenes en hogar temporal (0%)	SED/LI (74%): 1:8

1B) FY25 Total Planned Expenditures Table v062424 3PM

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	\$7,874,446	\$2,561,817	\$83,300	\$291,695	\$10,811,258	\$7,077,316	\$3,733,942

Goal	Action #	Title	Description: FY24 Action/Service Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	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	\$5,873,651	\$371,898		\$59,675	\$6,305,224
			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					
			Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments	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					
			Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments	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					\$35,000
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	EL, SED, Foster Youth					\$188,087
			<i>Increased services: Intervention Tutors (School year)</i>	EL, SED, Foster Youth	199,040			\$199,040	\$398,080
			<i>Increased services: Extensive Summer School Personnel /Program (FY22, FY23, FY24)</i>	EL, SED, Foster Youth		\$500,000			\$500,000
			<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		\$90,450			\$90,450
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)	All	\$422,113				\$422,113
			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			\$83,300		
		<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 (FY25 New: ELOP = \$1M)</i>	All		\$1,000,763			\$1,000,763
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	All					\$32,000
CC= Conditions and Climate Goal 3 Actions									
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				\$1,360	\$1,360
			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				\$7,620	\$7,620
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 <i>Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i>	All	\$371,100				\$71,100
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 = \$822,128 Object Code 7438: Other Outflow Debt Interest = \$80,628	All	\$1,008,542	\$359,988		\$20,000	\$1,388,530
					\$7,874,446	\$2,561,817	\$83,300	\$291,695	\$10,683,045

2B) FY25 Contributing Actions Table v062424 3PM

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 = 143,682</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
\$6,224,049	\$1,601,049	26%	0%	26%	\$1,567,940	0%	26%	Total:	\$7,874,446
								LEA-wide Total/Total de la LEA:	\$7,874,446
								Limited Total/ Total limitado:	\$1,601,168
								Schoolwide Total/Total de la escuela (base plus \$49K for TK):	\$6,273,278

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	\$1,348,882	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, FY25)</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	<i>CC.G3.8b Local Indicator</i>	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	Yes	LEA wide	All	\$135,000	
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3B) FY24 Annual Update Table v062424 3PM

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,020,323	\$10,353,534

Last Year's Goal #	Last Year's Action #	Title	Description: FY24 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	\$6,796,589	\$6,497,318
			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	\$0	\$43,557
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	\$223,094	\$298,878
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	\$38,384	\$54,404
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	337,737	\$428,673
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	Yes	\$308,140	\$406,840
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	\$112,969	\$135,330
			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)		\$338,680	\$489,030
			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	\$215,480	\$388,424
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Yes	\$96,252	\$96,252
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Yes	\$30,625	\$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: <i>Volunteerism</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Yes	\$1,360	\$0

			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	\$5,600	\$3,000
G3	<i>CC.G3.8b 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>	Yes	\$513,964	\$687,739

G3	<i>CC.G3.8c Local Indicator</i>	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	\$757,589	\$793,464
					\$10,020,323	\$10,353,534

4B) FY24 Contributing Actions Annual Update Table v062424 3PM

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)
\$1,592,834	\$1,592,834	\$1,592,834	\$0	26%	26%	0%

Last Year's Goal #	Last Year's Action #	Title	Description: FY23 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	\$1,315,654	\$1,315,654	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	\$337,737	\$337,737	0%	0%
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24, FY25)</i>	Yes		\$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) FY25 LCFF Carryover Table v062424 3PM

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)
\$ 6,158,146	\$ 1,601,168	0.00%	26.00%	\$ 1,601,168	0.00%	26.00%	\$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 v062424

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 v052024

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 (Per SARC for FY22 Total: Out of Field Teacher) 	0.50

<ul style="list-style-type: none"> • Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home 	0
<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. FY24: TBD

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				4	
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				4	
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			3		
Providing support for teachers on the standards they have not yet mastered				4	

Parent and Family Engagement (LCFF Priority 3)

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

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

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

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

For each statement in the table below:

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

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/FY24 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, 2024): 93% of families completed the annual school survey. Survey Data 2: 97% 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), FY23 and FY24 TBD.*

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: 92% stated, “I like my school.” Q2: 98% stated in agreement that yes, “It’s important for me to read and write in Spanish.Q3: 98% stated yes to the statement, “It’s important for me to read and write in English.” Q4: 88% stated yes to, “I feel safe at school.”

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2024): 93% of families completed the annual school survey. Survey Data 2: 97% of families stated that they would recommend the school to others.

Meaning:

The key learnings based on the survey data are: high sense of community connectedness and consistency in historical rating. Although there has been a slight drop in overall attendance, LAS maintains to meet its ADA goal of 95%. Increase in Chronic Absenteeism greatly affected the students with disabilities (SWD) subgroup- a pattern that is also apparent statewide. Overall, LAS survey results continues its historical trend of around 90% or higher results where students committedly share the charter mission of biliteracy and sharing the sense of “liking the school” and “feeling safe at school.” The parent survey results mirror the overall sentiment of the student survey data.

Use:

As mentioned above, there is an overwhelming agreement from students and their families about the value of belonging/connectedness in a learning community such as LAS. This has been the historical trend and continues to be true to this day. The focus these past two years has been addressing school engagement in terms of attendance and more specifically, chronic absenteeism, with students with disabilities (SWD) subgroup. LAS continues to partner with the

county of education in addressing the shaping and implementation of strategies on this focus area via the continuous improvement science framework.

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

Aprobado por la mesa directiva v062424

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.

Academia de Idiomas de Sacramento (LAS)

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

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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
<ul style="list-style-type: none">• Número/porcentaje de asignaciones incorrectas de profesores de EL, asignaciones incorrectas totales de profesores y puestos vacantes de profesores. (Per SARC For FY22 Total: Out of Field Teacher)	0.50

<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. FY24 TBD

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				4	
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				4	

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			3		
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.

5. 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 entablen 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 y 24, 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, 2024): 93% de las familias completaron la encuesta escolar anual. Datos de la encuesta 2: 97% 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). FY23/24 TDB*

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: 92% declararon, "Me gusta mi escuela." Q2: 98% declaró estar de acuerdo con que sí, "Es importante para mí leer y escribir en español. Q3: 98% declaró estar de acuerdo con la afirmación, "Es importante para mí leer y escribir en inglés." Q4: 88% 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, 2024): El 93% de las familias completaron la encuesta escolar anual. Datos de la encuesta 2: El 97% de las familias afirmaron que recomendarían la escuela a otras personas.

Significado:

Los aprendizajes clave basados en los datos de la encuesta son: alto sentido de conexión con la comunidad y consistencia en la calificación histórica. Aunque ha habido un ligero descenso en la asistencia en general, LAS mantiene cumpliendo con su objetivo de la ADA del 95%. El aumento en el ausentismo crónico afectó en gran medida al subgrupo de estudiantes con discapacidades (SWD, por sus siglas en ingles), un patrón que también es evidente en todo el estado. En general, los resultados de la encuesta de LAS continúan su tendencia histórica de alrededor del 90% o resultados más altos donde los estudiantes comparten comprometidamente la misión del chárter de lectoescritura bilingüe y comparten la sensación de "gustarles la escuela" y "sentirse seguros en la escuela". Los resultados de la encuesta a los padres reflejan el sentimiento general de los datos de la encuesta a los estudiantes.

Uso:

Como se mencionó anteriormente, existe un acuerdo abrumador por parte de los estudiantes y sus familias sobre el valor de pertenecer/conectarse en una comunidad de aprendizaje como LAS. Esta ha sido la tendencia histórica y sigue siéndolo en la actualidad. El enfoque de estos dos últimos años ha sido abordar la participación escolar en términos de asistencia y, más específicamente, el absentismo crónico, con el subgrupo de estudiantes con discapacidades (SWD, por sus siglas en inglés). LAS sigue colaborando con el condado de educación en la formulación y aplicación de estrategias en esta área de interés a través del marco científico de mejora continua.

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)

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LEA Contact Name: **Teejay Bersola**

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[Edit LEA Contact](#)

Instructions, Strategy, and Alignment

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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

Optional Extension

Contact Email

tbersola@lasac.info

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

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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

Teejay Bersola

**Contact Phone
and Optional Extension**

916-277-7137

Optional Extension

Contact Email

tbersola@lasac.info

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

**Contact Phone
and Optional Extension**

916-277-7137

Optional Extension

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 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

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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



A California Public School

Agenda Item# IVB

Board Meeting Date: June 27, 2024

Subject: 1) Parent Involvement/Family and Community Engagement (FACE) 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/Family and Community Engagement (FACE) 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/Family and Community Engagement (FACE) Policy: Approved by Parent Council 050624

LAS Family and Community Engagement (FACE) Policy *Draft*
v050824

*(Based on CDE Family Engagement Policy Guidelines; **Bold and italics are additions based on parent feedback**) *Board Approved:*

LAS Strategic Plan: Family and Community Engagement (FACE) Policy

P4.1 Conduct an annual meeting to be held during the first trimester of each school year to inform families of the programs and opportunities available to students through Title 1 and family rights to be involved.

P4.2 Provide consistent feedback to families concerning student achievement, ***ensure family participation during Parent Association, Parent Council, LAS Charter***



A California Public School

committee meetings and solicit family input to guide the planning of Title 1 program opportunities.

P4.3 Make reasonable attempt to provide equitable access to all school related activities and communication for families who are economically disadvantaged, have limited English proficiency, physical disabilities, limited literacy, who are of any racial or ethnic minority background and migratory or homeless or at risk of homelessness.

P4.4 Provide families 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.

P4.5 Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities.

P4.6 Ensure **LAS staff (i.e. Family Connector)** facilitate the process of involving families in the developing/revising the Local Control Accountability Plan (LCAP)/School family Involvement Plan, School-Family Compact, and family 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 family 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/FACE policy and compact, make a recommendation for board action.

Estimated Time of Presentation: 10 min
Submitted By: Bersola
Date: 062424

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



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Agenda Artículo# IVB

Fecha de la Reunión: 27 de junio de 2024

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: octubre/noviembre 2018)
- 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 033022

Póliza de Participación de Padres

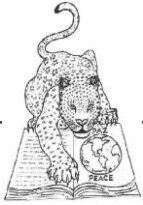
***(Basado en las guías de Participación de Padres en CDE; Letras negritas y cursivas son adiciones basadas en comentarios de los padres)**

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 *Draft 040324*

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 their 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 student

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 families 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 Borrador 040324

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 _____



Board Meeting Date: June 27, 2024

Subject: Finance Committee: 2024-2025 Budget

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

Committee: Ramírez-Huamaní, Sylvains, Garduño, Pantoja, Rodríguez, I., Rodríguez, K., Morales (non-voting), de León (non-voting)

Recommendation:

School Leadership and EdTec will present the final version of the 2024-2025 Budget for Governing Board approval and adoption.

While there have been no substantive changes to the proposed budget presented in May 2024. The main pending issue is the consideration of salary increases. School Leadership recommends the following action plan in order to allow for full transparency and maximum participation.

- Adopt the current salary schedule for the 2024-2025 budget year.
- Retain the existing Finance Committee members to ensure continuity in financial oversight.
- Initiate focus group meetings in September to address key issues:
 - Analyze compiled salary data.
 - Draft a new salary schedule.
 - Develop an additional schedule for Master’s Degree compensation.
 - Revamp the sick leave policy.
 - Assess the construction impact on reserves.
 - Evaluate the State budget implications.
- Consider a retroactive salary increase for the 2024-2025 budget year, based on the committee's and Board's assessment.

2024-2025 Budget				
	Aye	Nay	Abstain	Absent
Members				
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

Documents Attached:

1. June 2024 EdTec Presentation
2. Proposed Budget 2024-2025

Estimated Time of Presentation: 30 min
Submitted By: School Leadership
Date: 06.22.2024

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



Fecha de la Reunión: 27 de junio del 2024

Tema: Comité de Finanzas: Presupuesto 2024-2025

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

Comité: Ramírez-Huamaní, Sylvains, Garduño, Pantoja, Rodríguez, I., Rodríguez, K., Morales (non-voting), de León (non-voting)

Recomendación:

Liderazgo Escolar y EdTec presentarán la versión final del Presupuesto 2024-2025 para su aprobación y adopción por el Consejo de Gobierno.

Aunque no ha habido cambios sustanciales respecto a la propuesta de presupuesto presentada en mayo de 2024. La cuestión pendiente es la consideración de los aumentos salariales. La Administración Escolar recomienda el siguiente plan de acción para permitir una total transparencia y la máxima participación.

- Adoptar los salarios acuerdo al actual para la adopción del presupuesto 2024-2025.
- Mantener a los miembros actuales del Comité de Finanzas para garantizar la continuidad de la supervisión financiera.
- Iniciar reuniones de grupos de discusión en septiembre para abordar cuestiones clave:
 - Analizar los datos salariales recopilados.
 - Elaborar un nuevo esquema salarial.
 - Desarrollar un plan de compensación para personal con Maestrías
 - Modernizar las pólizas de enfermedad.
 - Evaluar el impacto de la construcción en las reservas.
 - Evaluar el presupuesto del Estado.
- Considerar un aumento salarial retroactivo para el ejercicio presupuestario 2024-2025, basado en la evaluación del comité y del Consejo.

Documento adjunto:

1. Presentación de EdTec, June 2024
2. Presupuesto 2024-2025

LAS Board Financial Update

NICK MAWAD

JUNE 27, 2024



- 1. 2023–24 Financials**
 - A. Yearly Attendance Comparison
 - B. 2023–24 Forecast Update

- 2. 2024–25 State Budget**
 - A. State Budget Process

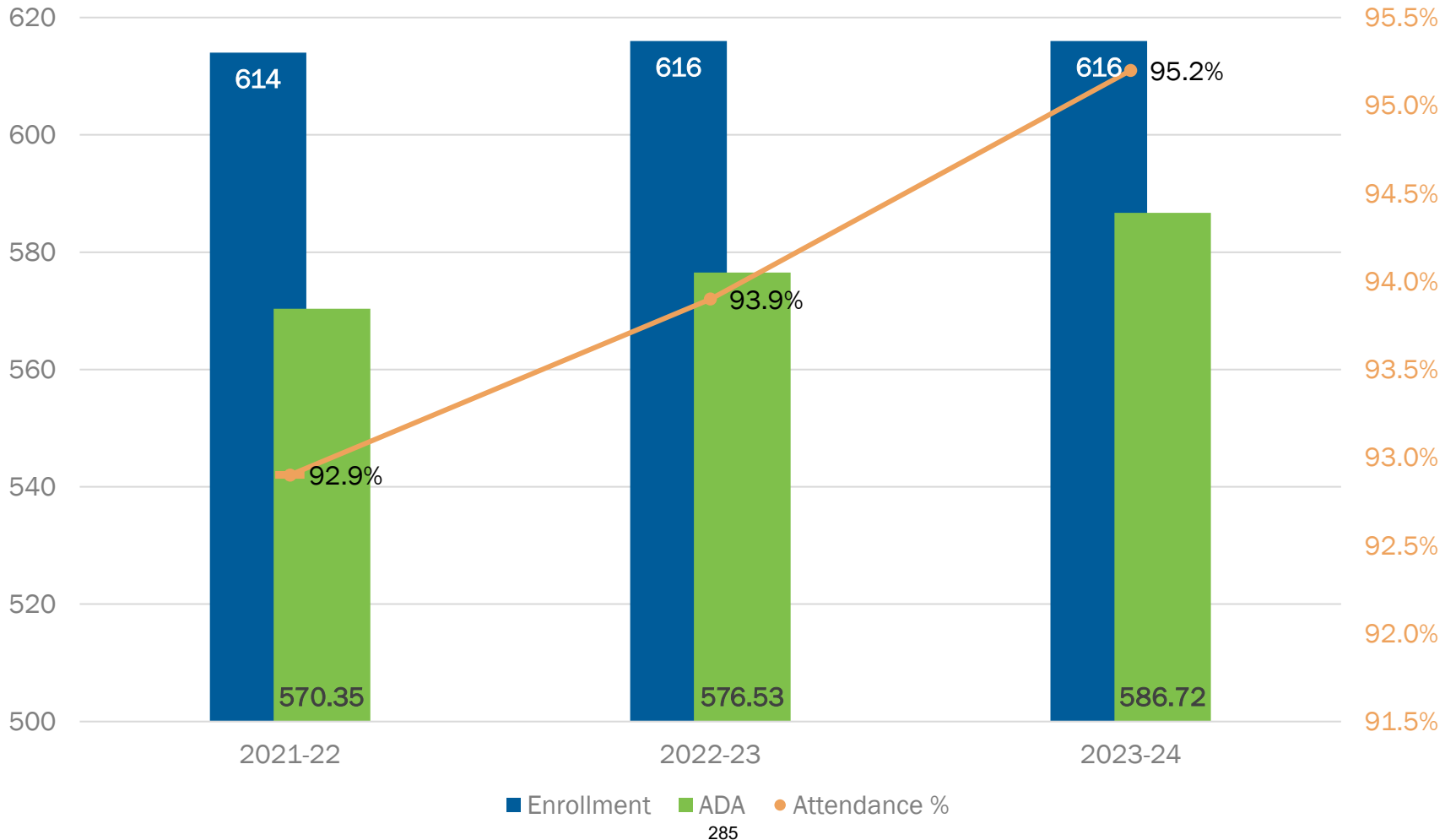
- 3. 2024–25 LAS Budgeting**
 - A. LAS Budget Development
 - B. 2024–25 Budget Assumptions
 - C. 2024–25 Budget
 - D. Multi-year Projection
 - E. Next Steps

2023–24 Financials



Yearly Attendance Comparison

Attendance percentage continues to improve



2023-24 Forecast Update



One-time bonuses reduce CY Net Income

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	7,799,688	7,822,016	22,328
	Federal Revenue	955,107	974,056	18,949
	Other State Revenues	2,134,405	2,137,361	2,956
	Local Revenues	59,700	85,265	25,565
	Fundraising and Grants	41,984	85,120	43,136
	Total Revenue	10,990,884	11,103,818	112,935
Expenses	Compensation and Benefits	6,399,536	6,753,372	(353,836)
	Books and Supplies	611,325	611,325	-
	Services and Other Operating	2,374,280	2,386,333	(12,054)
	Depreciation	508,172	508,172	-
	Other Outflows	78,280	78,280	-
	Total Expenses	9,971,593	10,337,482	(365,890)
	Operating Income	1,019,291	766,336	(252,955)
	Beginning Balance (Audited)	12,886,899	12,886,899	-
	Operating Income	1,019,291	766,336	(252,955)
	Ending Fund Balance (incl. Depreciation)	13,906,190	13,653,235	(252,955)
	Ending Fund Balance as % of Expenses	139.5%	132.1%	-7.4%

2023–24 Forecast Update



One-time bonuses reduce CY Net Income

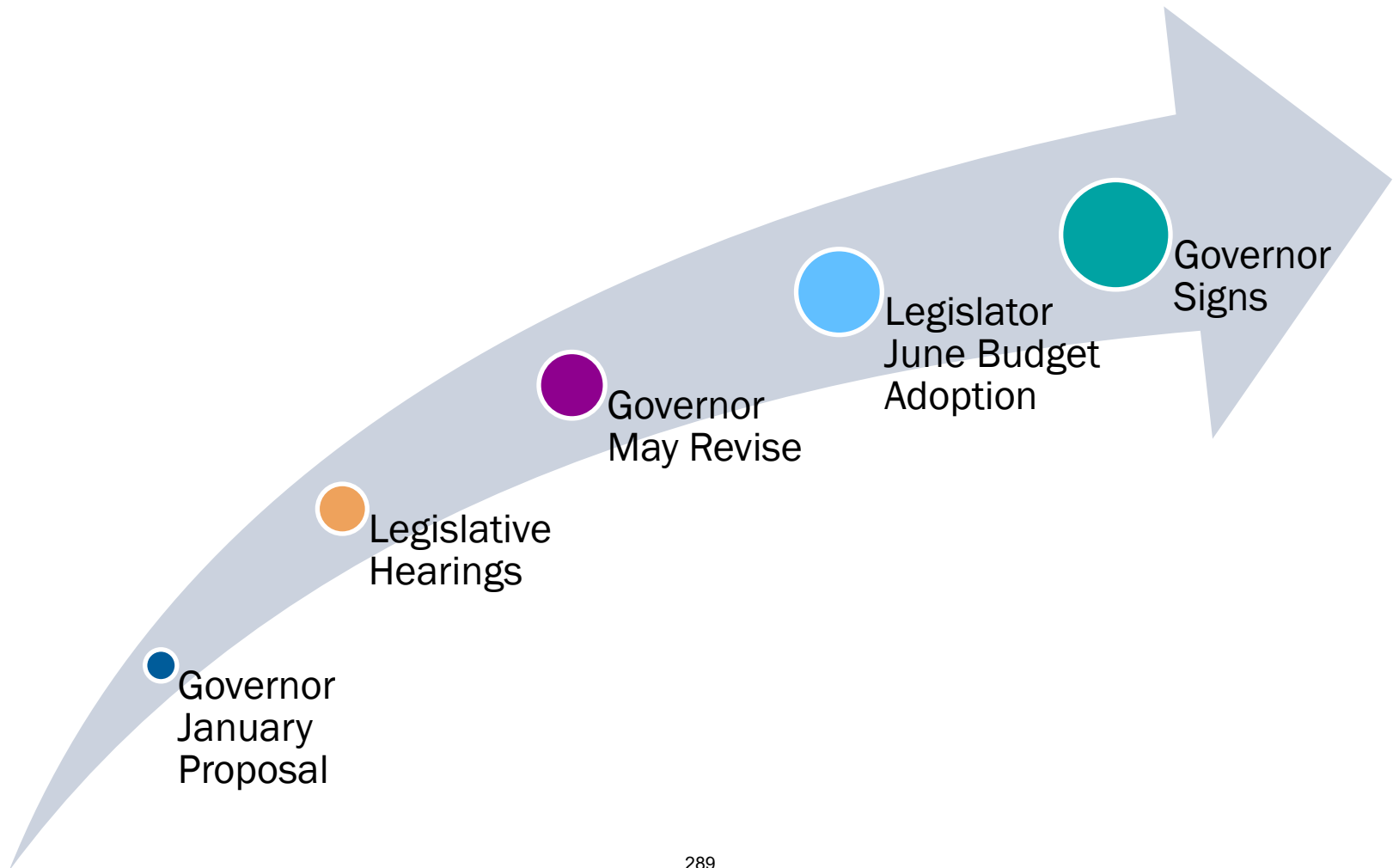
CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	1,019,291	
LCFF	45,644	P2 ADA > forecast of 95%
Fundraising	43,136	Update to Actuals
Local Revenue	25,565	Update to Actuals
Federal Revenue	18,949	Increase in Federal SPED rate
Other State Revenue	2,956	Entitlement updates
Services & Other Ops	(12,054)	Various small true-ups
LCFF	(23,316)	Capped at SCUSD UPP
Comp & Benefits	(353,836)	Board approved one-time bonuses
Current Forecast	766,336	

2024–25 State Budget



State Budget Process

Iterative process with many changes to Governor's Proposal

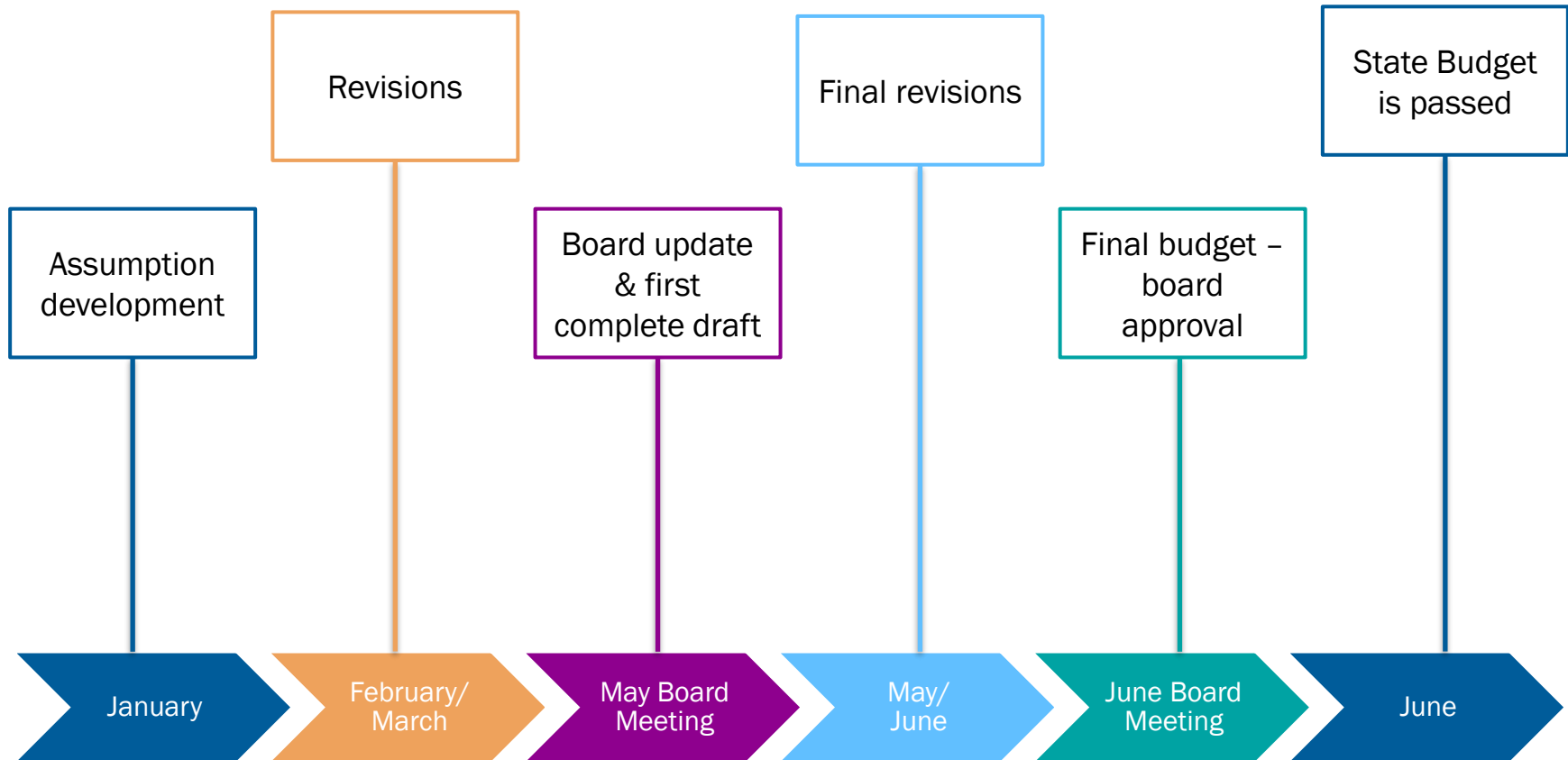


2024–25 LAS Budgeting



LAS Budget Development

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



2024–25 Budget Assumptions

Important aspects of budget highlighted below

Student Info

615 enrollment

95% attendance

UPP stays consistent

Revenue

1.07% COLA per
May Revise

\$525k of 'one-
time funds'

Placeholders for
ELO-P & Prop 28

Expenses

Salary schedule
step increases

Interventionists
begin to drop off
in 2025–26

Most other
expenses remain
consistent

Reduced COLA and one-time funding will cause some tightening

		2023-24	2024-25	Variance
		Current Forecast	Final Budget	
Revenue	LCFF Entitlement	7,822,016	7,850,981	28,965
	Federal Revenue	974,056	297,855	(676,201)
	Other State Revenues	2,137,361	2,575,099	437,738
	Local Revenues	85,265	48,300	(36,965)
	Fundraising and Grants	85,120	35,000	(50,120)
	Total Revenue	11,103,818	10,807,235	(296,583)
Expenses	Compensation and Benefits	6,753,372	6,900,156	(146,784)
	Books and Supplies	611,325	523,821	87,504
	Services and Other Operating	2,386,333	2,274,218	112,116
	Depreciation	508,172	822,128	(313,956)
	Other Outflows	78,280	80,628	(2,348)
	Total Expenses	10,337,482	10,600,951	(263,469)
	Operating Income	766,336	206,284	(560,052)
	Beginning Balance (Audited)	12,886,899	13,653,235	766,336
	Operating Income	766,336	206,284	(560,052)
Ending Fund Balance (incl. Depreciation)		13,653,235	13,859,519	206,284
Ending Fund Balance as % of Expenses		132.1%	130.7%	-1.3%

Multi-year Projection

Positive in all years, will depend on various factors (COLA, raises, etc.)

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Final Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,822,016	7,850,981	8,073,824	8,322,470
	Federal Revenue	974,056	297,855	297,715	297,715
	Other State Revenues	2,137,361	2,575,099	2,594,021	2,332,826
	Local Revenues	85,265	48,300	48,300	48,300
	Fundraising and Grants	85,120	35,000	35,000	35,000
	Total Revenue	11,103,818	10,807,235	11,048,860	11,036,311
Expenses	Compensation and Benefits	6,753,372	6,900,156	6,952,559	7,059,088
	Books and Supplies	611,325	523,821	441,573	448,528
	Services and Other Operating	2,386,333	2,274,218	2,296,978	2,323,011
	Depreciation	508,172	822,128	822,128	822,128
	Other Outflows	78,280	80,628	83,047	85,539
	Total Expenses	10,337,482	10,600,951	10,596,286	10,738,294
	Operating Income	766,336	206,284	452,574	298,017
	Beginning Balance (Audited)	12,886,899	13,653,235	13,859,519	14,312,093
	Operating Income	766,336	206,284	452,574	298,017
Ending Fund Balance (incl. Depreciation)		13,653,235	13,859,519	14,312,093	14,610,110
Ending Fund Balance as % of Expenses		132.1%	130.7%	135.1%	136.1%

FY25 begins in July, but FY24 closeout not complete until September

2023–24
Current Year
7/1/23–6/30/24

- FY24 ends on 6/30
- July–September: work on closing out the year
- UAR submitted in September

2024–25
Budget Year
7/1/24–6/30/25

- Final budget to be submitted to district and state prior to 6/30
- State budget will be passed late June/early July
- Incorporate summer changes in August

Thank you!

ANY QUESTIONS?



510.663.3500



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• askus@edtec.com



• edtec.com



Language Academy
Multi-year Projection
As of May FY2024

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
SUMMARY				
Revenue				
LCFF Entitlement	7,822,016	7,850,981	8,073,824	8,322,470
Federal Revenue	974,056	297,855	297,715	297,715
Other State Revenues	2,137,361	2,575,099	2,594,021	2,332,826
Local Revenues	85,265	48,300	48,300	48,300
Fundraising and Grants	85,120	35,000	35,000	35,000
Total Revenue	11,103,818	10,807,235	11,048,860	11,036,311
Expenses				
Compensation and Benefits	6,753,372	6,900,156	6,952,559	7,059,088
Books and Supplies	611,325	523,821	441,573	448,528
Services and Other Operating Expenditures	2,386,333	2,274,218	2,296,978	2,323,011
Depreciation	508,172	822,128	822,128	822,128
Other Outflows	78,280	80,628	83,047	85,539
Total Expenses	10,337,482	10,600,951	10,596,286	10,738,294
Operating Income	766,336	206,284	452,574	298,017
Fund Balance				
Beginning Balance (Unaudited)	12,886,899	13,653,235	13,859,519	14,312,093
Audit Adjustment				
Beginning Balance (Audited)	12,886,899	13,653,235	13,859,519	14,312,093
Operating Income	766,336	206,284	452,574	298,017
Ending Fund Balance	13,653,235	13,859,519	14,312,093	14,610,110
Total Revenue Per ADA	18,925	18,498	18,911	18,890
Total Expenses Per ADA	17,619	18,145	18,137	18,380
Operating Income Per ADA	1,306	353	775	510
Fund Balance as a % of Expenses	132%	131%	135%	136%

**Language Academy
Multi-year Projection
As of May FY2024**

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
Key Assumptions				
Enrollment Breakdown				
TK	20	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	66	66	66	66
8	66	66	66	66
Total Enrolled	615	615	615	615
ADA %				
K-3	95.6%	95.0%	95.0%	95.0%
4-6	95.3%	95.0%	95.0%	95.0%
7-8	95.1%	95.0%	95.0%	95.0%
Average ADA %	95.4%	95.0%	95.0%	95.0%
ADA				
K-3	271	270	270	270
4-6	190	189	189	189
7-8	126	125	125	125
Total ADA	587	584	584	584

Language Academy
Multi-year Projection
As of May FY2024

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	4,051,080	4,074,629	4,239,138	4,424,666
8012 Education Protection Account Entitlement	1,978,168	1,990,919	2,049,253	2,112,371
8019 State Aid - Prior Years	(213)	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,792,981	1,785,433	1,785,433	1,785,433
SUBTOTAL - LCFF Entitlement	7,822,016	7,850,981	8,073,824	8,322,470
Federal Revenue				
8181 Special Education - Entitlement	99,028	86,240	86,100	86,100
8291 Title I	175,786	175,786	175,786	175,786
8292 Title II	22,179	22,179	22,179	22,179
8294 Title IV	13,650	13,650	13,650	13,650
8297 PY Federal - Not Accrued	1	-	-	-
8299 All Other Federal Revenue	663,412	-	-	-
SUBTOTAL - Federal Revenue	974,056	297,855	297,715	297,715
Other State Revenue				
8319 Other State Apportionments - Prior Years	9,122	-	-	-
8381 Special Education - Entitlement (State	520,655	526,229	526,229	524,014
8382 Special Education Reimbursement (State	46,768	46,571	46,571	46,571
8550 Mandated Cost Reimbursements	11,392	11,682	11,950	12,322
8560 State Lottery Revenue	152,589	151,946	151,946	151,946
8590 All Other State Revenue	98,919	525,481	558,194	305,783
8591 Prop 28 Arts & Music in Schools	103,754	103,906	103,718	103,718
8593 Expanded Learning Opportunities Program	990,680	1,005,801	991,930	984,990
8596 Other State Revenue 6	203,482	203,482	203,482	203,482
SUBTOTAL - Other State Revenue	2,137,361	2,575,099	2,594,021	2,332,826
Local Revenue				
8636 Uniforms	12,000	12,000	12,000	12,000
8638 Merchandise Sales	1,300	1,300	1,300	1,300
8660 Interest	20,536	9,000	9,000	9,000
8670 Fees and Contracts	6,000	6,000	6,000	6,000
8693 Field Trips	15,000	15,000	15,000	15,000

Language Academy
Multi-year Projection
As of May FY2024

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
8699 All Other Local Revenue	30,429	5,000	5,000	5,000
SUBTOTAL - Local Revenue	85,265	48,300	48,300	48,300
Fundraising and Grants				
8801 Donations - Parents	5,000	5,000	5,000	5,000
8802 Donations - Private	18,159	5,000	5,000	5,000
8803 Fundraising	61,961	25,000	25,000	25,000
SUBTOTAL - Fundraising and Grants	85,120	35,000	35,000	35,000
TOTAL REVENUE	11,103,818	10,807,235	11,048,860	11,036,311

Language Academy
Multi-year Projection
As of May FY2024

	Year 1	Year 2	Year 3	Year 4	
	2023-24	2024-25	2025-26	2026-27	
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,416,805	2,481,860	2,556,316	2,633,005
1101	Teacher - Stipends	125,496	82,200	84,666	87,206
1102	Title I/SES Tutoring	56,000	54,000	55,620	57,289
1103	Teacher - Substitute Pay	81,400	163,450	168,353	173,404
1300	Certificated Supervisor & Administrator Salaries	154,791	154,284	158,913	163,680
1311	SPED Certificated	372,436	358,228	368,975	380,044
1920	Other Cert - Summer	98,700	264,180	272,105	280,269
1940	Other Certificated Supervisor & Admin Salaries	128,283	126,981	130,791	134,715
	SUBTOTAL - Certificated Salaries	3,433,911	3,685,183	3,795,739	3,909,611
Classified Salaries					
2100	Classified Instructional Aide Salaries	135,036	100,414	103,427	106,530
2103	SPED Classified	142,269	134,011	138,031	142,172
2200	Classified Support (Intervention Tutoring)	375,750	398,080	252,410	156,684
2300	Classified Supervisor & Administrator Salaries	110,274	108,432	111,685	115,035
2400	Classified Clerical & Office Salaries	218,674	266,748	274,751	282,993
2900	Classified Other Salaries	97,747	35,100	36,153	37,238
2905	Other Classified - After School	258,730	240,480	247,694	255,125
2908	Enrichment - ELO-P	96,252	-	-	-
2925	Other Classified - Childcare	1,360	1,400	1,442	1,485
2930	Other Classified - Maintenance/Grounds	211,623	153,425	158,028	162,769
	SUBTOTAL - Classified Salaries	1,647,715	1,438,090	1,323,621	1,260,031
Employee Benefits					
3100	STRS	619,247	703,870	724,986	746,736
3300	OASDI-Medicare-Alternative	178,383	151,027	152,676	151,635
3400	Health & Welfare Benefits	760,649	819,328	852,101	886,185
3500	Unemployment Insurance	17,325	13,686	13,687	13,689
3600	Workers Comp Insurance	69,618	61,479	61,432	62,036
3900	Other Employee Benefits	26,524	27,491	28,316	29,166

Language Academy
Multi-year Projection
As of May FY2024

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
SUBTOTAL - Employee Benefits	1,671,746	1,776,882	1,833,199	1,889,446
Books & Supplies				
4100 Approved Textbooks & Core Curricula Materials	135,000	60,000	61,800	63,654
4101 SPED Textbooks	7,700	7,931	8,169	8,414
4200 Books & Other Reference Materials	93,000	61,000	61,000	61,000
4201 Library Resources	15,000	15,450	15,914	16,391
4315 Custodial Supplies	30,600	31,518	32,464	33,437
4320 Educational Software	70,000	72,100	74,263	76,491
4325 Instructional Materials & Supplies	48,475	35,000	35,000	35,000
4330 Office Supplies	21,400	15,000	15,450	15,914
4335 PE Supplies	10,000	10,300	10,609	10,927
4340 Professional Development Supplies	3,000	3,000	3,000	3,000
4352 Garden	2,000	2,060	2,122	2,185
4354 ASES Materials	3,000	6,180	6,365	6,556
4355 Summer School Materials	4,400	4,532	4,668	4,808
4356 SPED Consumables	10,000	10,000	10,000	10,000
4410 Classroom Furniture, Equipment & Supplies	30,750	104,750	15,750	15,750
4420 Computers: individual items less than \$5k	25,000	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	92,000	25,000	25,000	25,000
SUBTOTAL - Books and Supplies	611,325	523,821	441,573	448,528
Services & Other Operating Expenses				
5210 Conference Fees	35,000	35,000	35,000	35,000
5215 Travel - Mileage, Parking, Tolls	5,000	5,000	5,000	5,000
5220 Travel and Lodging	35,000	35,000	35,000	35,000
5305 Dues & Membership - Professional	15,000	15,450	15,914	16,391
5450 Insurance - Other	125,261	117,630	121,159	124,794
5515 Janitorial, Gardening Services & Supplies	40,000	123,600	127,308	131,127
5535 Utilities - All Utilities	102,000	105,060	108,212	111,458
5605 Equipment Leases	34,640	35,679	36,750	37,852
5610 Rent	101,195	104,231	107,358	110,579
5611 SCUSD Placeholder	-	60,000	61,800	63,654
5615 Repairs and Maintenance - Building	206,000	50,000	51,500	53,045
5616 Repairs and Maintenance - Computers	10,000	20,600	21,218	21,855

Language Academy
Multi-year Projection
As of May FY2024

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
5617 Repairs and Maintenance - Other Equipment	2,550	2,627	2,705	2,786
5803 Accounting Fees	38,250	26,780	27,583	28,411
5804 Parent Trainings	1,500	1,545	1,591	1,639
5805 Administrative Fees	10,000	10,300	10,609	10,927
5806 Assemblies	5,000	5,150	5,305	5,464
5809 Banking Fees	500	515	530	546
5812 Business Services	94,395	97,300	102,165	107,273
5813 Board Development	5,600	5,768	5,941	6,119
5818 SPED Legal Fees	5,600	5,768	5,941	6,119
5824 District Oversight Fees	89,953	90,286	92,849	95,708
5827 ELO-P Expenses	766,738	696,583	678,625	662,285
5830 Field Trips Expenses	56,000	56,000	56,000	56,000
5836 Fingerprinting	3,000	3,090	3,183	3,278
5839 Fundraising Expenses	36,700	37,801	38,935	40,103
5845 Legal Fees	10,200	10,506	10,821	11,146
5851 Marketing and Student Recruiting	1,224	1,261	1,299	1,337
5852 Prop 28 Expenses	103,750	103,906	103,718	103,718
5857 Payroll Fees	24,000	15,759	16,232	16,719
5860 Printing and Reproduction	35,000	36,050	37,132	38,245
5861 Prior Yr Exp (not accrued	52,400	-	-	-
5863 Professional Development	55,000	56,650	58,350	60,100
5869 Special Education Contract Instructors	172,000	177,160	182,475	187,949
5872 Special Education SELPA Fee	21,689	22,080	22,737	23,334
5874 Sports	-	16,480	16,974	17,484
5875 Staff Recruiting	1,300	1,339	1,379	1,421
5878 Student Assessment	15,400	15,862	16,338	16,828
5881 Student Information System	11,488	11,833	12,188	12,553
5887 Technology Services	35,000	35,000	35,000	35,000
5910 Communications - Internet / Website Fees	7,000	7,210	7,426	7,649
5915 Postage and Delivery	4,000	4,000	4,000	4,000
5920 Communications - Telephone & Fax	12,000	12,360	12,731	13,113
SUBTOTAL - Services & Other Operating Exp.	2,386,333	2,274,218	2,296,978	2,323,011
Depreciation Expense				
6900 Depreciation	508,172	822,128	822,128	822,128
SUBTOTAL - Depreciation Expense	508,172	822,128	822,128	822,128

**Language Academy
Multi-year Projection
As of May FY2024**

	Year 1	Year 2	Year 3	Year 4
	2023-24	2024-25	2025-26	2026-27
Other Outflows				
7438 Long term debt - Interest	78,280	80,628	83,047	85,539
SUBTOTAL - Other Outflows	78,280	80,628	83,047	85,539
TOTAL EXPENSES	10,337,482	10,600,951	10,596,286	10,738,294

Language Academy
Monthly Cash Forecast
As of May FY2024

	2024-25												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	4,067,627	4,194,383	3,877,392	3,868,916	4,405,148	4,317,347	4,127,699	4,456,604	4,387,479	4,224,469	4,721,496	4,630,306		
REVENUE														
LCFF Entitlement	-	204,593	312,172	1,077,967	511,705	511,705	1,006,248	511,705	508,260	1,117,428	489,072	489,072	7,850,981	1,111,053
Federal Revenue	-	-	-	-	52,904	-	-	52,904	-	-	52,904	-	297,855	139,144
Other State Revenue	29,914	555,395	144,947	277,211	144,947	156,629	144,947	184,209	146,062	196,933	184,209	146,062	2,575,099	263,634
Other Local Revenue	4,025	4,025	4,025	4,025	4,025	4,025	4,025	4,025	4,025	4,025	4,025	4,025	48,300	-
Fundraising & Grants	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000	-
TOTAL REVENUE	36,855	766,929	464,061	1,362,119	716,498	675,276	1,158,137	755,760	661,264	1,321,302	733,127	642,076	10,807,235	1,513,830
EXPENSES														
Certificated Salaries	90,468	90,468	350,425	350,425	350,425	350,425	350,425	350,425	350,425	350,425	350,425	350,425	3,685,183	-
Classified Salaries	119,841	119,841	119,841	119,841	119,841	119,841	119,841	119,841	119,841	119,841	119,841	119,841	1,438,090	-
Employee Benefits	103,100	103,100	160,627	156,521	155,836	155,836	161,311	156,521	156,521	155,836	155,836	155,836	1,776,882	-
Books & Supplies	43,652	43,652	43,652	43,652	43,652	43,652	43,652	43,652	43,652	43,652	43,652	43,652	523,821	-
Services & Other Operating Expenses	168,335	168,335	184,726	184,726	184,726	184,726	184,726	184,726	184,726	184,726	184,726	184,726	2,274,218	-
Capital Outlay & Depreciation	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	822,128	-
Other Outflows	-	-	-	-	-	40,314	-	-	-	-	-	40,314	80,628	-
TOTAL EXPENSES	593,907	593,907	927,781	923,675	922,990	963,305	928,465	923,675	923,675	922,990	922,990	1,053,591	10,600,951	-
Operating Cash Inflow (Outflow)	(557,052)	173,023	(463,720)	438,444	(206,492)	(288,029)	229,672	(167,915)	(262,411)	398,312	(189,863)	(411,515)	206,284	1,513,830
Accounts Receivable	600,820	108,668	355,749	-	20,348	-	-	-	-	-	-	99,028		
Other Current Assets	4,536	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511	68,511		
ROU Assets	148,355	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-		
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-		
Summer Holdback	(138,413)	(141,711)	30,985	29,277	29,833	29,869	30,723	30,279	30,890	30,205	30,163	-		
Deferred Revenue	-	(525,481)	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	4,194,383	3,877,392	3,868,916	4,405,148	4,317,347	4,127,699	4,456,604	4,387,479	4,224,469	4,721,496	4,630,306	4,386,330		



A California Public School

Agenda Item # IVD

Board Meeting Date: June 27, 2024

Subject: Policy Committee Update

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

Information:

The Policy Committee met on June 5, 2024 and recommended that the board approve the following policies:

- Staff Student Interaction Policy:
- Student Freedom of Speech/Expression Policy
- COVID-19 Sick Leave Policy

Documents Attached:

- Staff Student Interaction Policy Final Draft
- Student Freedom of Speech/Expression Policy Final Draft
- COVID-19 Sick Leave Policy Final Draft

Estimated Time of Presentation: 15 min
Submitted By: Policy Committee
Date: 06.27.2024

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



Fecha de la Reunión: 27 de junio de 2024

Tema: Comité del comité de pólizas

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

Información:

El Comité de Pólizas se reunió el 5 de junio de 2024 y recomendó que la mesa directiva aprobara las siguientes pólizas:

- Póliza de interacción entre personal y estudiantes
- Póliza de libertad de expresión de los estudiantes
- Póliza de baja por enfermedad COVID-19

Documentos adjuntos:

- Borrador final de Póliza de interacción entre personal y estudiantes
- Borrador final de Póliza de libertad de expresión de los estudiantes
- Borrador final de Póliza de baja por enfermedad COVID-19

STAFF/STUDENT INTERACTION POLICY

The Language Academy of Sacramento (LAS) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of school personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;
 - e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable,

is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent’s point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator and/or HR to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Listening to or telling sexual jokes or jokes and/or comments with sexual double-entendre.
- Seeking or offering emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling sexually-oriented stories.
- Discussing staff’s personal troubles or intimate issues with a student, especially in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

- Remarks about the physical attributes or physiological development of anyone outside of an academic discussion that is part of a course curriculum.
- Sending electronic communications, such as chats, e-mails, text messages, pictures, social media instant or direct messages or responses, or letters to students if the content is not about school activities.
- Being alone in a room with a student at school and with the door closed, unless otherwise required as part of a state-mandated privileged conversation (such as a school counselor, school psychologist, school nurse, mental health professional).
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues.
- Using profanity with or to a student.
- Being "friends" with a student on any personal or non-School social media website.
- Allowing students in your home without signed parent permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adults.
- Giving students a ride to/from school or school activities without parent permission, or outside of a legally mandated purpose.

Acceptable and Recommended Staff/Student Behaviors

- Staff members are strongly encouraged to ask for consent before engaging in any of the following acceptable to recommended staff/student behaviors.
- Obtaining parents' written consent for any after-school activities on or off campus in accordance with the school's policies and procedures.
- Obtaining formal written approval (from school site and parents) to take students off of school property for activities such as field trips or competitions in accordance with the school's policies and procedures.
- Engaging in communication with students that is professional, pertains to school activities or classes, and is easily accessible to the minor student's parent or legal guardian.
- Keeping the door open when alone with a student.
- Keeping a reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Refer students to the appropriate staff person that is trained to address their particular concerns.
- Be aware of the legally protected confidentiality rights of students and parents.
- Keeping staff supervisor and student's parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries.
- Involving your supervisor if a conflict arises with a student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.

- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student.
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which go contrary to these provisions, are worth sacrificing your job and career.

FINAL DRAFT

FREEDOM OF EXPRESSION POLICY AND PROCEDURES

Education Code sections 48907 and 48950 were amended in 2010 to explicitly include charter schools within their reach. Section 48907 requires charter schools to adopt rules and regulations in the form of a written publications code, including reasonable provisions for the time, place and manner of conducting such activities within that school's jurisdiction. This policy is drafted in conformity with section 48907. Section 48950 essentially provides that students may not be disciplined for speech that is constitutionally protected.

Students attending The Language Academy of Sacramento have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may be disciplined for harassments, threats, or intimidation unless constitutionally protected. Education Code § 48950.

FREEDOM OF EXPRESSION PROCEDURES**Circulation of Petitions and Other Printed Matter**

Students shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - c. Without undue noise.
3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to students at a time and place of normal School activity, or immediately prior to or subsequent thereto, by

means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the School which are generally frequented by students.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a staff advisor of pupil publications within the School to supervise the production of the pupil staff, to maintain professional standards of language and journalism and to maintain the provisions provided in the Education Code relating to student expression.

Other Forms of Student Expression

Forms of student expression may include, but are not limited to speech, debate, assemblies, posters, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Student Rights

Site administrators will distribute copies of this Administrative Procedure to all teachers who are advisors of students who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The pupil and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the pupil may appeal the decision to the site administrator. As a final step, the pupil may follow the School's complaint procedures as outlined in the Student/Parent Handbook.

Adopted:

Amended:

COVID-19 SUPPLEMENTAL PAID SICK LEAVE POLICY
(July 1, 2023 through June 30, 2025)

An employee may take up to an additional COVID supplemental leave if the employee is unable to work or telework for either of the following reasons:

1. Employee Tests Positive for COVID-19 (proof of positive test results required)
2. Caring for a Family Member Who Tested Positive for COVID-19 (proof positive test results required)

A full-time covered employee may take up to 24 hours of leave. A part-time employee is eligible for prorated COVID-19 supplemental leave.

An employee may access COVID Supplemental leave if the employee is unable to work or telework for any of the following reasons:

1. Employee Tests Positive for COVID-19:
 - For COVID-19 cases with symptoms, it is a minimum of 24 hours from the day of symptom onset. COVID-19 cases may return if 24 hours have passed with no fever, without the use of fever-reducing medications, and their symptoms are mild and improving, OR
 - If the definition of "infectious period" changes per CDPH as defined per their regulation or order
2. Caring for a Family Member Who Tested Positive for COVID-19:
 - For COVID-19 cases with symptoms, it is a minimum of 24 hours from the day of symptom onset. COVID-19 cases may return if 24 hours have passed with no fever, without the use of fever-reducing medications, and their symptoms are mild and improving, OR
 - If the definition of "infectious period" changes per CDPH as defined per their regulation or order
 - Family members include a child, spouse, or registered domestic partner.

To access COVID supplemental leave, a positive test confirmation is required. This may be satisfied by providing positive test results through a medical practitioner's note or a home COVID test. Results must be submitted to the administration when requesting COVID Supplemental Leave.

Access to COVID supplemental leave is limited to one (1) occurrence per academic year. Unused COVID supplemental leave for full-time and part-time employees may not be carried over from year to year.

Guidance is based on the California Department of Public Health's COVID-19 Isolation Guidance dated January 9, 2024

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID-19-Isolation-Guidance.aspx>



A California Public School

Agenda Item IVE

Board Meeting Date: June 27, 2024

Subject: Board Development: Annual Survey, Nominations 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: Nominations and Elections Update

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 (2024-2027): **1** application
- Community Vacancy (2024-2027): **1** application
- Certificated Staff (2024-2027): **0** applications

As a reminder, the practice is at LAS is to hold elections when at least two applications have been received. Board members are encouraged to promote the opportunity across a variety of stakeholder groups. Additionally, it is recommended that outgoing members remain on the board until all vacancies have been filled.

Attachments: 1) Board Self-Assessment Tool

<p>Estimated Time of Presentation: 10 min Date: 06272024</p>	<p>Pertinent Pages in () Charter, pgs _____ () Bylaws, pgs _____ () MOU, pgs _____ () Policy _____</p>
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Fecha de la Reunión: 27 de junio de 2024

Tema: Desarrollo de la mesa directiva: Encuesta anual, línea cronológica para nominaciones y 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: Línea cronológica para elecciones

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 (2024-2027): **1** aplicación
- Vacante de comunidad (2024-2027): **1** aplicación
- Vacante de personal certificado (2024-2027): **0** aplicaciones

Cabe recordar que la práctica en LAS es llevar a cabo las elecciones cuando se han recibido al menos dos solicitudes. Se alienta a los miembros de la mesa directiva a promover la oportunidad entre una variedad de grupos de partes interesadas. Además, se recomienda que los miembros salientes permanezcan en la mesa directiva hasta que se hayan cubierto todas las vacantes.

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.					



A California Public School

Agenda Item # IVF

Board Meeting Date: June 27, 2024

Subject: Facilities Committee and Modernization Update

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

Project Update as of June 22, 2024:

- **Exterior Work:** Progressing as scheduled. Walkway removal has been completed.
- **Water Valve Repair:** LAS has engaged SCUSD to address the repair of the aged and deteriorated underground water valves to ensure the continuity of interior work without delays.
- **Interior Work:** Demolition is proceeding on schedule, and interior framing has commenced.

Potential Issues:

- **Cabinetry Supply:** There is a possible delay from the cabinetry supplier, which may necessitate phased installation through late October. This issue is not expected to impact the overall classroom completion timeline.

Action Taken:

- **Coordination Efforts:** Leadership teams from Integra, HMC/RGA, and LAS are actively working to mitigate any potential delays.

Estimated Time of Presentation: 10 min
Submitted By: Facilities Committee
Date: 06.22.2024

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



Fecha de la Reunión: 27 de junio del 2024

Tema: Comité de plantel escolar

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

Actualización del Comité

Actualización del proyecto a 22 de junio de 2024:

- **Obras exteriores:** Avanzan según lo previsto. Se ha completado la eliminación de la pasarela.
- **Reparación de las válvulas de agua:** LAS ha encargado a SCUSD la reparación de las válvulas de agua subterráneas envejecidas y deterioradas para garantizar la continuidad de las obras interiores sin retrasos.
- **Obras interiores:** La demolición avanza según lo previsto y ha comenzado el enmarcado interior.

Problemas potenciales:

- **Suministro de armarios:** Existe un posible retraso por parte del proveedor de armarios, que puede hacer necesaria una instalación por fases hasta finales de octubre. No se espera que este problema afecte al calendario general de finalización de las aulas.

Medidas adoptadas:

- **Esfuerzos de coordinación:** Los equipos directivos de Integra, HMC/RGA y LAS están trabajando activamente para mitigar cualquier posible retraso.



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

A California Public School

Agenda Item# IVG

Board Meeting Date: June 27, 2024

Subject: Protected Prayer Certification

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

Committee: School Leadership

Information: As a condition of receiving Title I funding, LAS must fulfill federal requirements regarding constitutionally protected prayer in public elementary and secondary schools.

Recommendation:

School Leadership requests that the Governing Board review and approve the Protected Prayer Certification.

Documents Attached:

1. Protected Prayer Certification

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

<p>Estimated Time of Presentation: 5 min. Submitted By: School Leadership Date: 06.22.2024</p>	<p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p>
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A California Public School

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

Agenda Artículo# IVG

Fecha de la Reunión: 27 de junio del 2024

Tema: Certificación de protección de oración

- 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: Como condición de recibir fondos por parte de Title I, LAS debe cumplir con los requisitos federales, en referencia a la protección constitucional de oración en las escuelas primarias y secundarias públicas.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la certificación de protección de oración.

Documentos adjunto:

1. Certificación de protección de oración

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 06.22.2024

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

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Eduardo de Leon
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/27/2024
Authorized Representative's Full Name	Eduardo de Leon
Authorized Representative's Title	Executive Director

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



A California Public School

Agenda Item# IVH

Board Meeting Date: June 27, 2024

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 2024-2025 and the proposed spending allocation.

	Estimated Allocation	Approved EPA Spending
FY 2025	1,990,919.00	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

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

Estimated Time of Presentation: 5 min. Submitted By: School Leadership Date: 06/22/24
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Pertinent Pages in () Charter, pages _____ () MOU, pages _____



A California Public School

Agenda Artículo# IVH

Fecha de la Reunión: 27 de junio del 2024

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 2024-2025, así como los gastos asignados.

	Asignación estimada	Gastos aprobados por la EPA
FY 2025	1,990,919.00	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: 06.25.2024</p>

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

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

Estimated Expenditures July 1, 2024 - June 30, 2025

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	\$1,990,919
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$1,990,919
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		\$1,990,919

*Estimated EPA Spending based on CDE's Estimated 2024-25 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 # IVI

Board Meeting Date: June 27, 2024

Subject: Proposition 28 Expenditure Plan

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

Committee Update

Proposition 28 Arts education program funding allows school to use monies for instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LAS did not implement any new services during the 2023-2024 school as such the 2023-2024 Expenditure Plan shows Zero balance.

LAS has allocated Prop 28 funding to hire a TK-5th Art teacher and materials for the 2024-2025 school year.

Estimated Time of Presentation: 10 min
Submitted By: School Administration
Date: 06.22.2024

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



A California Public School

Agenda Artículo# IVI

Fecha de la Reunión: 27 de junio del 2024

Tema: Plan de Proposición 28

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

Actualización del Comité

La financiación del programa de educación artística de la Propuesta 28 permite a las escuelas utilizar fondos para instrucción y formación, suministros, materiales y programas de asociación educativa artística para la instrucción en danza, artes mediáticas, música, teatro y artes visuales, incluyendo arte popular, pintura, escultura, fotografía, artesanía, expresión creativa, incluyendo artes gráficas y diseño, codificación informática, animación, composición musical, conjuntos, escritura de guiones, diseño de vestuario, cine y vídeo.

LAS no implementó ningún servicio nuevo durante el curso 2023-2024, por lo que el Plan de Gastos 2023-2024 muestra un saldo cero.

LAS ha asignado fondos de la Proposición 28 para contratar a una maestra de Arte de TK-5º y materiales para el curso 2024-2025.

Language Academy of Sacramento
Proposition 28 AMS: School Site Expenditure Plan
 FY24-26

Local Educational Agency (LEA) Name	Total Grant Allocation	Waiver Submitted (Y/N)
Language Academy of Sacramento	\$103,754	No
Local Educational Agency (LEA) Address	Contact Person Name and Title	Contact Person Email
2850 49th St. Sacramento, CA 95817	Eduardo de Leon, Executive Director	edeleon@lasac.info

Notes:
 Grant Allocations can be found in the P1 apportionment.
 If waiver was not submitted, schools with over 500 students should spend their funds between 80% staffing, 20% materials.
 Less than 1% can be spent on administrative costs.
 Funds must be spent within 3 years. Any leftover funds will need to be spent back to the CDE.
 Funds must supplement, not supplant. Funding is ongoing.

Links:
Prop 28 FAQ
P1 Apportionments
Link to CDE Reporting Page

LEA Name Language Academy of Sacramento
 Fiscal Year 2023-24
 Total Allocation \$103,754
 Enrollment > 500? (Y/N) Yes
 Minimum Payroll Costs for > 500 enrollment \$83,003

Description	Type (Payroll, Non-Payroll)	Input \$ Spent			Total
		FY24	FY25	FY26	
Arts instruction	Payroll		\$ 51,877	\$ 51,877	103,754
					-
					-
					-
					-
					-
					-
					-
					-

Autocalculated If LEA > 500 Enrollment payroll must be at least 80% of costs		
Payroll	103,754	100%
Non-Payroll	-	0%

Annual Report

LEA	Language Academy of Sacramento
Fiscal Year	2023-24
Total Allocation	\$103,754
Enrollment > 500? (Y/N)	Yes

Narrative description of the Prop 28 art education program(s) funded.

Language Academy of Sacramento did not spend their Proposition 28 funds in 2023-24, due to existing arts programming. The school plans to spend their 2023-24 Proposition 28 allocation over the course of the next two fiscal years.

Number of full time equivalent teachers (certificated):	0
Number of full-time equivalent personnel (classified):	0
Number of full-time equivalent teaching aides:	0
Number of students served:	0
Number of school sites providing arts education:	0

[Link to Reporting Portal](#)



A California Public School

Agenda Item #IVJ

Board Meeting Date: June 27, 2024

Subject: May 2024 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 2024 check register.

Documents Attached:

1. May 2024 Check Register

Mayo 2024				
Members	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Lomelí, Rosa				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
Sylvains, Nina				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 06.22.2024

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



Fecha de la Reunión: 27 de junio de 2024

Tema: Registro de la cuenta bancaria para mayo de 2024

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

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de mayo 2024.

Documento adjunto:

1. Registro de la cuenta bancaria del mes de mayo 2024

**Language Academy of Sacramento
Check Register
May, 2024**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
5/3/2024	11038	Pedro Aguilera	ELOP: Theatre Instructional Materials	\$181.57
5/3/2024	11039	Amazon Capital Services	Classroom Libraries, Instructional and office materials	\$3,085.97
5/3/2024	11040	Graciela Castaneda	Reimb: Fundraising Expenses	\$128.96
5/3/2024	11041	Charter Schools Development Center	CSDC Conference Registration Fees	\$4,041.00
5/3/2024	11042	Cyber Civics LLC	Educational Software (4320)	\$499.00
5/3/2024	11043	Department of Industrial Relations	Annual Elevator Inspection	\$225.00
5/3/2024	11044	Edlogical Group Corp	SPED Services	\$723.00
5/3/2024	11045	EdTec Inc.	Back Office Services (May, 2024)	\$7,791.67
5/3/2024	11046	Elevator Industries	Elevator Maintenance (May, 2024)	\$110.25
5/3/2024	11047	Active Internet Technologies	Communication Services (5881)	\$1,076.00
5/3/2024	11048	Ana Luna Franco	Reimb: Instructional Materials, Field Trip Materials	\$418.31
5/3/2024	11049	Adriana Gutierrez	Reimb: Classroom Libraries	\$236.75
5/3/2024	11050	HD Supply	Custodial Materials	\$76.80
5/3/2024	11051	K12 Health	SPED Health Services	\$1,264.00
5/3/2024	VOID	Kulture	Soccer: Team Appreciation	(\$1,137.88)
5/3/2024	11053	Law Office of Jennifer McQuarrie	Legal Services	\$550.00
5/3/2024	11054	Lizette Acosta-Caro	Reimb: Student Council Fundraising Expenses	\$456.77
5/3/2024	11055	Maria de Luna	Reimb: Instructional Materials & Classroom libraries	\$6,138.10
5/3/2024	11056	Memory Book Company	Yearbooks	\$4,469.63
5/3/2024	11057	Michael's Transporation Service	Field Trip Transportation: (SMUD Museum, Zoo)	\$2,175.00
5/3/2024	11058	Network Office Systems	Printer Lease (March, April 2024)	\$366.20
5/3/2024	11059	Neumann LTD	Field Trip Transportation: 6th-7th Grade: The Rink	\$2,929.50
5/3/2024	11060	Occupational Therapy for Children	SPED: Instructional Services	\$1,302.50
5/3/2024	11061	Office Depot	Instructional Materials, Printer Ink, Copy Paper	\$2,840.74
5/3/2024	11062	Pacific Learning	Intervention Books	\$3,263.05
5/3/2024	11063	Ariana Pantoja	Reimb: SPED Fundraising Materials	\$226.84
5/3/2024	11064	Pedro Miranda	Landscaping Services	\$3,100.00
5/3/2024	11065	Funny Farm Petting Zoo	Parent Council, Día de la Niñez: Petting Zoo	\$962.50
5/3/2024	11066	Raquel Paras	Reimb: Live Scan	\$18.63
5/3/2024	11067	Irene Rodriguez	Reimb: Instructional Materials	\$62.48
5/3/2024	11068	Sacramento City Unified School District	Oversight Fees (2023-2024)	\$78,654.82
5/3/2024	11069	Evelyn Sandoval	Reimb: Conference Expenses, SPED Fundraising Materials	\$155.72
5/3/2024	11070	Sebastian Alvarado	Reimb: ELOP Field Trip Transportation Fees	\$164.71
5/3/2024	11071	The Reading League	Professional Development Materials (4340)	\$100.00
5/3/2024	11072	The Rink	Field Trip Admissions: M.S.	\$1,600.00
5/3/2024	11073	Veronica Kovats Art	Instructional Services: Art	\$662.50
5/3/2024	11074	World's Finest Chocolate	Fundraising Expenses: 5th-Grade	\$2,892.00
5/3/2024	11075	Rosario Adriana Yanez-Gutierrez	Reimb: Soccer Field Trip Expenses	\$286.88
5/3/2024	11076	ZOLL Medical Corporation	Medical Supplies	\$239.42
5/10/2024	11077	Mariachi International Mexico	Dia de la Niñez	\$1,150.00
5/21/2024	11079	Ascensus	Printer Lease	\$745.00
5/21/2024	11080	Cotton Shoppe	Soccer Team Appreciation	\$715.50
5/21/2024	11081	Data Recognition Corporation	Student Assessment Materials	\$171.60
5/21/2024	11082	Eduardo De Leon	Reimb: Jaguar Camp Field Trip to Theater	\$3,646.20

5/21/2024	11083	First Book	Classroom Libraries: Macias	\$117.07
5/21/2024	11084	HD Supply	Custodial Materials	\$1,671.99
5/21/2024	11085	HMC Architects C/O Rainforth Grau Architects	Core Facilities Modernization- Phase 1, Phase 2	\$1,755.00
5/21/2024	11086	Gemma Jauregui	Reimb: PD Travel Expenses, MAP Student Appreciation	\$53.94
5/21/2024	VOID	Kulture	Soccer: Team Appreciation	(\$1,137.88)
5/21/2024	11088	Cristina Meza	Reimb: Instructional Materials	\$158.99
5/21/2024	11089	Navigate360, LLC	Educational Software	\$2,860.60
5/21/2024	11090	Ana Novoa	Rising 5th Grade Workshop, Field Trip Materials	\$835.62
5/21/2024	11091	Office Depot	Instructional Materials, Printer Ink, Promotion Materials	\$750.32
5/21/2024	11092	Perma-Bound	School Library Books	\$2,673.60
5/21/2024	11093	Evelyn Sandoval	Reimb: SPED Professional Development Materials	\$80.00
5/21/2024	11094	Mayra Tejada	Reimb: Instructional Materials, Kinder Parent Workshop	\$136.07
5/21/2024	11095	Total Education Solutions	SPED Services	\$21,217.00
5/21/2024	11096	Rosario Adriana Yanez-Gutierrez	Reimb: Soccer Appreciation Materials	\$47.97
5/23/2024	11097	Eduardo De Leon	Reimb:MS Field Trip Santa Cruz Board Walk	\$4,345.95
5/1/2024	ACH	California Credit Union	Various	\$5,049.27
5/2/2024	ACH	Sutter Health Plus	Health Benefits - May 2024	\$18,139.19
5/2/2024	ACH	Mutual of Omaha	Health Benefits - May 2024	\$5,351.61
5/2/2024	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - May 2024	\$38,301.18
5/2/2024	ACH	Vision Service Plan - CA	Health Benefits - May 2024	\$1,184.82
5/2/2024	ACH	Western Health Advantage	Health Benefits - May 2024	\$7,330.50
5/15/2024	ACH	California Credit Union	Various	\$11,058.49
5/15/2024	ACH	California Credit Union	Various	\$7,179.46
5/15/2024	ACH	California Credit Union	Various	\$375.00
5/15/2024	ACH	California Credit Union	Various	\$1,881.16
5/15/2024	ACH	Marlin Leasing Corp	Communications Services	\$2,533.69
5/24/2024	ACH	California Credit Union	Various	\$375.00
5/28/2024	ACH	Mutual of Omaha	Health Benefits - June 2024	\$5,248.69
5/28/2024	ACH	Vision Service Plan - CA	Health Benefits - June 2024	\$1,184.82
5/28/2024	ACH	Western Health Advantage	Health Benefits - June 2024	\$7,330.50
5/28/2024	ACH	Sutter Health Plus	Health Benefits - June 2024	\$18,139.19
5/30/2024	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - June 2024	\$38,301.18
Total:				\$345,572.44



A California Public School

Agenda Item# IVK

Board Meeting Date: June 27, 2024

Subject: Monthly Financials

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

Committee: School Leadership

Notable variances for the month of May 2024 are primarily due to retention stipends paid to all LAS staff retention stipends.

- 1) Certificated Stipends (Object Code, 1000 series): \$201,782.00
- 2) Classified Stipends (Object Code, 2000 series): \$150,350.00

Total Retention Stipend Expenditures: \$352,132

Documents Attached:

- 1. May 2024 Monthly Financials



Fecha de la Reunión: 27 de junio del 2024

Tema: Datos financieros mensuales

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

Comité: Liderazgo Escolar

Las variaciones notables para el mes de mayo de 2024 se deben principalmente a los estipendios de retención pagados a todo el personal de LAS.

- 1) Estipendios Certificados (Código Objeto, serie 1000): \$201,782.00
- 2) Estipendios Clasificados (Código Objeto, serie 2000): \$150,350.00

Total de Gastos en Estipendios de Retención: \$352,132

Documentos adjuntos:

- 1. Financieros mensuales de mayo 2024

Language Academy
Income Statement
As of May FY2024

	Actual			YTD	Budget					
	Mar	Apr	May	Actual YTD	Approved	Previous	Current	Previous	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs. Current Forecast	Forecast Remaining	Forecast Spent
SUMMARY										
Revenue										
LCFF Entitlement	729,777	-	1,697,655	6,231,454	7,604,884	7,799,688	7,822,016	22,328	1,590,562	80%
Federal Revenue	114,492	-	1	247,121	954,225	955,107	974,056	18,949	726,935	25%
Other State Revenues	232,226	45,461	285,137	1,434,962	2,194,899	2,134,405	2,137,361	2,956	702,399	67%
Local Revenues	2,346	1,922	15,360	74,372	48,300	59,700	85,265	25,565	10,893	87%
Fundraising and Grants	14,000	1,227	13,440	83,833	35,000	41,984	85,120	43,136	1,286	98%
Total Revenue	1,092,841	48,610	2,011,594	8,071,743	10,837,308	10,990,884	11,103,818	112,935	3,032,076	73%
Expenses										
Compensation and Benefits	622,805	495,315	985,682	5,966,053	6,386,009	6,399,536	6,753,372	(353,836)	787,319	88%
Books and Supplies	14,251	27,019	15,179	395,845	679,325	611,325	611,325	-	215,480	65%
Services and Other Operating Expenditures	95,115	149,818	187,706	1,429,537	2,368,537	2,374,280	2,386,333	(12,054)	956,797	60%
Depreciation	42,348	42,348	42,348	465,825	508,172	508,172	508,172	-	42,347	92%
Other Outflows	4,490	13,831	49,579	117,177	78,280	78,280	78,280	-	(38,897)	150%
Total Expenses	779,010	728,331	1,280,493	8,374,436	10,020,323	9,971,593	10,337,482	(365,890)	1,963,046	81%
Operating Income	313,831	(679,721)	731,100	(302,693)	816,985	1,019,291	766,336	(252,955)	1,069,029	
Fund Balance										
Beginning Balance (Audited)					12,170,560	12,886,899	12,886,899			
Operating Income					816,985	1,019,291	766,336			
Ending Fund Balance					12,987,545	13,906,190	13,653,235			
Fund Balance as a % of Expenses					130%	139%	132%			

Language Academy
Income Statement
As of May FY2024

	Actual			YTD	Budget					
	Mar	Apr	May	Actual YTD	Approved	Previous	Current	Previous	Current	% Current
					Budget v1	Forecast	Forecast	Forecast vs. Current Forecast	Forecast Remaining	Forecast Spent
KEY ASSUMPTIONS										
Enrollment Summary										
K-3					284	284	284	-		
4-6					199	199	199	-		
7-8					132	132	132	-		
Total Enrolled					615	615	615	-		
ADA %										
K-3					95.0%	95.0%	95.6%	0.6%		
4-6					95.0%	95.0%	95.3%	0.3%		
7-8					95.0%	95.0%	95.1%	0.1%		
Average ADA %					95.0%	95.0%	95.4%	0.4%		
ADA										
K-3					269.80	269.80	271.42	1.62		
4-6					189.05	189.05	189.74	0.69		
7-8					125.40	125.40	125.56	0.16		
Total ADA					584.25	584.25	586.72	2.47		

Language Academy
Income Statement
As of May FY2024

	Actual			YTD	Budget					
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Current Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE										
LCFF Entitlement										
8011 Charter Schools General Purpose Entitlement - State Aid	729,777	-	337,031	3,074,172	4,353,864	4,504,022	4,051,080	(452,942)	976,908	76%
8012 Education Protection Account Entitlement	-	-	597,818	1,486,016	1,656,614	1,701,259	1,978,168	276,909	492,152	75%
8019 State Aid - Prior Years	-	-	-	(213)	-	-	(213)	(213)	-	100%
8096 Charter Schools in Lieu of Property Taxes	-	-	762,806	1,671,479	1,594,407	1,594,407	1,792,981	198,575	121,502	93%
SUBTOTAL - LCFF Entitlement	729,777	-	1,697,655	6,231,454	7,604,884	7,799,688	7,822,016	22,328	1,590,562	80%
Federal Revenue										
8181 Special Education - Entitlement	-	-	-	-	76,875	80,080	99,028	18,948	99,028	0%
8291 Title I	43,947	-	-	43,947	175,655	175,786	175,786	-	131,839	25%
8292 Title II	5,545	-	-	5,545	24,819	22,179	22,179	-	16,634	25%
8294 Title IV	-	-	-	-	13,464	13,650	13,650	-	13,650	0%
8297 PY Federal - Not Accrued	-	-	1	1	-	-	1	1	-	100%
8299 All Other Federal Revenue	65,000	-	-	197,628	663,412	663,412	663,412	-	465,784	30%
SUBTOTAL - Federal Revenue	114,492	-	1	247,121	954,225	955,107	974,056	18,949	726,935	25%
Other State Revenue										
8319 Other State Apportionments - Prior Years	-	-	1	9,122	-	9,121	9,122	1	-	100%
8381 Special Education - Entitlement (State	45,461	45,461	45,461	457,822	518,035	518,463	520,655	2,192	62,833	88%
8382 Special Education Reimbursement (State	8,443	-	4,244	34,148	-	46,651	46,768	117	12,620	73%
8550 Mandated Cost Reimbursements	-	-	-	11,390	11,444	11,392	11,392	-	2	100%
8560 State Lottery Revenue	-	-	47,351	100,366	144,624	151,946	152,589	642	52,222	66%
8590 All Other State Revenue	-	-	98,919	98,919	353,373	202,669	98,919	(103,750)	-	100%
8591 Prop 28 Arts & Music in Schools	-	-	-	-	-	-	103,754	103,754	103,754	0%
8593 Expanded Learning Opportunities Program	178,322	-	89,162	723,195	963,942	990,680	990,680	-	267,485	73%
8596 Other State Revenue 6	-	-	-	-	203,482	203,482	203,482	-	203,482	0%
SUBTOTAL - Other State Revenue	232,226	45,461	285,137	1,434,962	2,194,899	2,134,405	2,137,361	2,956	702,399	67%
Local Revenue										
8636 Uniforms	327	-	-	7,393	12,000	12,000	12,000	-	4,607	62%
8638 Merchandise Sales	-	-	-	950	1,300	1,300	1,300	-	350	73%
8660 Interest	2,018	1,922	2,057	20,536	9,000	20,400	20,536	136	-	100%
8670 Fees and Contracts	-	-	-	-	6,000	6,000	6,000	-	6,000	0%
8693 Field Trips	-	-	-	1,430	15,000	15,000	15,000	-	13,570	10%
8699 All Other Local Revenue	-	-	-	30,429	5,000	5,000	30,429	25,429	-	100%
8999 Uncategorized Revenue	-	-	13,303	13,633	-	-	-	-	(13,633)	-
SUBTOTAL - Local Revenue	2,346	1,922	15,360	74,372	48,300	59,700	85,265	25,565	10,893	87%
Fundraising and Grants										
8801 Donations - Parents	-	-	309	3,714	5,000	5,000	5,000	-	1,286	74%
8802 Donations - Private	14,000	-	-	18,159	5,000	5,000	18,159	13,159	-	100%
8803 Fundraising	-	1,227	13,131	61,961	25,000	31,984	61,961	29,977	-	100%
SUBTOTAL - Fundraising and Grants	14,000	1,227	13,440	83,833	35,000	41,984	85,120	43,136	1,286	98%
TOTAL REVENUE	1,092,841	48,610	2,011,594	8,071,743	10,837,308	10,990,884	11,103,818	112,935	3,032,076	73%

Language Academy
Income Statement
As of May FY2024

	Actual			YTD	Budget					
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES										
Compensation & Benefits										
Certificated Salaries										
1100 Teachers Salaries	230,544	225,107	326,378	2,144,711	2,375,170	2,316,170	2,416,805	(100,635)	272,094	89%
1101 Teacher - Stipends	4,460	5,842	53,166	102,564	84,850	84,850	125,496	(40,646)	22,932	82%
1102 Title I/SES Tutoring	-	-	-	-	40,500	40,500	56,000	(15,500)	56,000	0%
1103 Teacher - Substitute Pay	5,284	15,444	30,240	118,182	81,400	81,400	81,400	-	(36,782)	145%
1300 Certificated Supervisor & Administrator Salaries	12,696	12,696	17,696	144,605	149,791	149,791	154,791	(5,000)	10,186	93%
1311 SPED Certificated	40,400	41,458	67,050	420,444	347,436	347,436	372,436	(25,000)	(48,008)	113%
1920 Other Cert - Summer	-	-	-	-	98,700	98,700	98,700	-	98,700	0%
1940 Other Certificated Supervisor & Admin Salaries	12,553	12,553	17,553	117,980	123,283	123,283	128,283	(5,000)	10,303	92%
SUBTOTAL - Certificated Salaries	305,937	313,100	512,084	3,048,486	3,301,130	3,242,130	3,433,911	(191,781)	385,425	89%
Classified Salaries										
2100 Classified Instructional Aide Salaries	11,779	9,450	28,976	118,531	117,286	117,286	135,036	(17,750)	16,505	88%
2103 SPED Classified	12,975	9,440	29,028	128,142	112,824	126,019	142,269	(16,250)	14,127	90%
2200 Classified Support (Intervention Tutoring)	40,901	36,440	75,009	365,176	337,737	341,200	375,750	(34,550)	10,574	97%
2300 Classified Supervisor & Administrator Salaries	9,576	10,032	15,032	108,512	105,274	105,274	110,274	(5,000)	1,762	98%
2400 Classified Clerical & Office Salaries	12,233	10,360	33,260	175,143	258,406	224,274	218,674	5,600	43,531	80%
2900 Classified Other Salaries	5,668	4,588	9,792	60,012	33,480	92,747	97,747	(5,000)	37,735	61%
2905 Other Classified - After School	19,135	20,389	42,725	193,650	215,739	234,480	258,730	(24,250)	65,080	75%
2908 Enrichment - ELO-P	-	-	-	-	96,252	96,252	96,252	-	96,252	0%
2925 Other Classified - Childcare	-	-	-	-	1,318	1,360	1,360	-	1,360	0%
2930 Other Classified - Maintenance/Grounds	17,011	15,812	47,122	202,199	168,093	183,473	211,623	(28,150)	9,424	96%
SUBTOTAL - Classified Salaries	129,278	116,510	280,944	1,351,365	1,446,410	1,522,365	1,647,715	(125,350)	296,350	82%
Employee Benefits										
3100 STRS	57,237	50,162	58,485	493,325	630,516	619,247	619,247	-	125,922	80%
3300 OASDI-Medicare-Alternative	14,761	14,542	30,391	157,417	148,692	154,122	178,383	(24,261)	20,966	88%
3400 Health & Welfare Benefits	107,044	(2,223)	99,988	815,374	760,649	760,649	760,649	-	(54,725)	107%
3500 Unemployment Insurance	279	275	504	2,836	17,324	17,325	17,325	-	14,490	16%
3600 Workers Comp Insurance	5,391	-	-	64,701	56,970	57,174	69,618	(12,444)	4,917	93%
3700 Retiree Benefits	2,878	2,947	3,286	11,876	-	-	-	-	(11,876)	-
3900 Other Employee Benefits	-	-	-	20,672	24,317	26,524	26,524	-	5,851	78%
SUBTOTAL - Employee Benefits	187,590	65,705	192,654	1,566,201	1,638,469	1,635,041	1,671,746	(36,705)	105,545	94%
Books & Supplies										
4100 Approved Textbooks & Core Curricula Materials	-	-	-	124,141	135,000	135,000	135,000	-	10,859	92%
4101 SPED Textbooks	-	2,690	-	9,071	7,700	7,700	7,700	-	(1,371)	118%
4200 Books & Other Reference Materials	2,423	8,118	522	37,035	93,000	93,000	93,000	-	55,965	40%
4201 Library Resources	-	3,263	5,937	13,876	15,000	15,000	15,000	-	1,124	93%
4315 Custodial Supplies	1,529	6,488	2,153	37,007	30,600	30,600	30,600	-	(6,407)	121%
4320 Educational Software	413	119	489	43,598	70,000	70,000	70,000	-	26,402	62%
4325 Instructional Materials & Supplies	4,230	2,088	3,861	49,789	48,475	48,475	48,475	-	(1,314)	103%
4330 Office Supplies	2,170	3,857	1,149	21,245	31,400	21,400	21,400	-	155	99%
4335 PE Supplies	992	245	111	9,054	10,000	10,000	10,000	-	946	91%
4340 Professional Development Supplies	-	141	117	446	3,000	3,000	3,000	-	2,554	15%

Language Academy
Income Statement
As of May FY2024

		Actual			YTD	Budget					
		Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4352	Garden	-	-	-	-	2,000	2,000	2,000	-	2,000	0%
4354	ASES Materials	149	-	20	2,032	6,000	3,000	3,000	-	968	68%
4355	Summer School Materials	-	-	-	-	4,400	4,400	4,400	-	4,400	0%
4356	SPED Consumables	429	10	54	2,374	10,000	10,000	10,000	-	7,626	24%
4410	Classroom Furniture, Equipment & Supplies	550	-	766	27,021	30,750	30,750	30,750	-	3,729	88%
4420	Computers: individual items less than \$5k	-	-	-	8,015	50,000	25,000	25,000	-	16,985	32%
4423	Classroom Noncapitalized items 1	-	-	-	434	10,000	10,000	10,000	-	9,566	4%
4430	Non Classroom Related Furniture, Equipment & Supplies	1,366	-	-	10,706	122,000	92,000	92,000	-	81,294	12%
SUBTOTAL - Books and Supplies		14,251	27,019	15,179	395,845	679,325	611,325	611,325	-	215,480	65%
Services & Other Operating Expenses											
5210	Conference Fees	-	-	-	4,514	35,000	35,000	35,000	-	30,486	13%
5215	Travel - Mileage, Parking, Tolls	207	360	218	3,854	5,000	5,000	5,000	-	1,146	77%
5220	Travel and Lodging	6,869	510	-	26,165	35,000	35,000	35,000	-	8,835	75%
5305	Dues & Membership - Professional	-	-	-	11,226	15,000	15,000	15,000	-	3,774	75%
5450	Insurance - Other	10,440	-	-	125,261	114,204	114,204	125,261	(11,057)	-	100%
5515	Janitorial, Gardening Services & Supplies	-	3,450	3,100	19,897	120,000	40,000	40,000	-	20,102	50%
5535	Utilities - All Utilities	-	-	-	110,140	102,000	102,000	102,000	-	(8,140)	108%
5605	Equipment Leases	-	2,534	2,534	28,550	34,640	34,640	34,640	-	6,090	82%
5610	Rent	-	15,675	-	94,053	101,195	101,195	101,195	-	7,142	93%
5615	Repairs and Maintenance - Building	18,863	15,242	335	130,883	206,000	206,000	206,000	-	75,117	64%
5616	Repairs and Maintenance - Computers	-	-	-	-	20,000	10,000	10,000	-	10,000	0%
5617	Repairs and Maintenance - Other Equipment	-	-	-	1,674	2,550	2,550	2,550	-	876	66%
5803	Accounting Fees	-	-	-	38,250	26,000	38,250	38,250	-	-	100%
5804	Parent Trainings	-	300	-	300	1,500	1,500	1,500	-	1,200	20%
5805	Administrative Fees	-	115	3	6,717	10,000	10,000	10,000	-	3,283	67%
5806	Assemblies	-	-	192	192	5,000	5,000	5,000	-	4,808	4%
5809	Banking Fees	15	-	-	15	500	500	500	-	485	3%
5812	Business Services	7,792	7,792	8,537	86,453	94,395	94,395	94,395	-	7,942	92%
5813	Board Development	-	-	4,041	4,041	5,600	5,600	5,600	-	1,559	72%
5818	SPED Legal Fees	-	204	-	204	5,600	5,600	5,600	-	5,396	4%
5820	Consultants - Non Instructional - Custom 1	-	-	-	504	-	-	-	-	(504)	-
5824	District Oversight Fees	-	-	78,655	78,655	87,456	89,696	89,953	(257)	11,298	87%
5827	ELO-P Expenses	13,684	35,073	4,009	136,690	730,000	766,738	766,738	-	630,048	18%
5830	Field Trips Expenses	2,465	26,131	20,843	100,462	56,000	56,000	56,000	-	(44,462)	179%
5836	Fingerprinting	340	19	-	2,888	3,000	3,000	3,000	-	112	96%
5839	Fundraising Expenses	2,978	5,417	24,304	68,209	36,700	36,700	36,700	-	(31,509)	186%
5845	Legal Fees	303	1,843	550	5,023	10,200	10,200	10,200	-	5,177	49%
5851	Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	-	1,224	0%
5852	Prop 28 Expenses	-	-	-	-	107,866	103,750	103,750	-	103,750	0%
5857	Payroll Fees	2,075	1,778	3,315	24,851	15,300	24,000	24,000	-	(851)	104%
5860	Printing and Reproduction	2,035	5,257	3,529	27,807	35,000	35,000	35,000	-	7,193	79%
5861	Prior Yr Exp (not accrued)	-	-	7,048	14,448	-	52,400	52,400	-	37,952	28%
5863	Professional Development	49	144	464	28,525	55,000	55,000	55,000	-	26,475	52%
5869	Special Education Contract Instructors	22,327	17,892	23,784	164,488	172,000	172,000	172,000	-	7,512	96%
5872	Special Education SELPA Fee	677	677	677	6,673	20,822	20,949	21,689	(740)	15,016	31%
5874	Sports	-	-	1,138	1,138	16,000	-	-	-	(1,138)	-
5875	Staff Recruiting	-	-	-	1,200	1,300	1,300	1,300	-	100	92%
5878	Student Assessment	273	-	172	15,845	12,485	15,400	15,400	-	(445)	103%
5881	Student Information System	-	41	-	15,529	11,000	11,488	11,488	-	(4,041)	135%

Language Academy
Income Statement
As of May FY2024

		Actual			YTD	Budget					
		Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5887	Technology Services	3,703	2,141	-	29,286	35,000	35,000	35,000	-	5,714	84%
5910	Communications - Internet / Website Fees	10	7,190	10	9,830	7,000	7,000	7,000	-	(2,830)	140%
5915	Postage and Delivery	-	-	214	919	4,000	4,000	4,000	-	3,081	23%
5920	Communications - Telephone & Fax	12	36	35	4,180	12,000	12,000	12,000	-	7,820	35%
SUBTOTAL - Services & Other Operating Exp.		95,115	149,818	187,706	1,429,537	2,368,537	2,374,280	2,386,333	(12,054)	956,797	60%
Capital Outlay & Depreciation											
6900	Depreciation	42,348	42,348	42,348	465,825	508,172	508,172	508,172	-	42,347	92%
SUBTOTAL - Capital Outlay & Depreciation		42,348	42,348	42,348	465,825	508,172	508,172	508,172	-	42,347	92%
Other Outflows											
7438	Long term debt - Interest	-	-	-	35,000	78,280	78,280	78,280	-	43,280	45%
7999	Uncategorized Expense	4,490	13,831	49,579	82,177	-	-	-	-	(82,177)	
SUBTOTAL - Other Outflows		4,490	13,831	49,579	117,177	78,280	78,280	78,280	-	(38,897)	150%
TOTAL EXPENSES		779,010	728,331	1,280,493	8,374,436	10,020,323	9,971,593	10,337,482	(365,890)	1,963,046	81%

Language Academy
Monthly Cash Forecast
As of May FY2024

	2023-24												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
Beginning Cash	9,414,708	8,769,074	8,260,814	10,030,309	10,569,028	11,995,407	11,676,879	12,129,056	11,308,547	11,698,626	11,181,662	11,920,688		
REVENUE														
LCFF Entitlement	-	-	-	1,055,036	1,519,610	392,745	836,844	(213)	729,777	-	1,697,655	795,564	7,822,016	794,998
Federal Revenue	-	-	-	-	132,628	-	-	-	114,492	-	1	575,003	974,056	151,932
Other State Revenue	25,089	25,089	51,951	192,716	190,386	93,360	248,086	45,461	232,226	45,461	285,137	464,715	2,137,361	237,684
Other Local Revenue	1,749	4,331	5,831	11,701	11,780	2,218	14,468	2,668	2,346	1,922	15,360	10,893	85,265	-
Fundraising & Grants	-	-	594	5,751	11,618	17,158	13,303	6,742	14,000	1,227	13,440	1,286	85,120	-
TOTAL REVENUE	26,838	29,420	58,377	1,265,204	1,866,022	505,480	1,112,700	54,658	1,092,841	48,610	2,011,594	1,847,462	11,103,818	1,184,613
EXPENSES														
Certificated Salaries	22,671	44,163	317,602	302,211	310,884	314,204	296,566	309,065	305,937	313,100	512,084	385,425	3,433,911	-
Classified Salaries	43,683	74,536	93,257	125,642	126,293	140,280	98,112	122,830	129,278	116,510	280,944	296,350	1,647,715	-
Employee Benefits	169,778	92,986	152,602	148,006	71,415	136,529	207,797	141,139	187,590	65,705	192,654	105,545	1,671,746	-
Books & Supplies	138,231	54,456	39,146	48,908	13,520	15,545	4,003	25,589	14,251	27,019	15,179	215,480	611,325	-
Services & Other Operating Expenses	104,566	89,435	114,612	115,967	129,708	135,784	98,577	208,249	95,115	149,818	187,706	956,797	2,386,333	-
Capital Outlay & Depreciation	-	-	-	-	-	254,086	42,348	42,348	42,348	42,348	42,348	42,347	508,172	-
Other Outflows	-	-	-	461	826	42,377	4,694	918	4,490	13,831	49,579	(38,897)	78,280	-
TOTAL EXPENSES	478,928	355,576	717,218	741,194	652,647	1,038,805	752,097	850,137	779,010	728,331	1,280,493	1,963,046	10,337,482	-
Operating Cash Inflow (Outflow)	(452,090)	(326,156)	(658,842)	524,010	1,213,375	(533,325)	360,604	(795,479)	313,831	(679,721)	731,100	(115,584)	766,336	1,184,613
Accounts Receivable	-	-	1,720,351	45,280	221,959	-	25,152	(46,953)	3,441	90,139	27,187	47,756		
Other Current Assets	104,061	-	-	-	-	-	-	-	-	-	(4,536)	-		
Fixed Assets	-	-	-	(45,300)	(57,000)	254,086	42,348	(51,917)	19,908	32,201	40,593	(6,872,047)		
Accounts Payable	(52,881)	3,873	(9,498)	(14,689)	(4,305)	350	7,123	45,349	(3,670)	11,832	(2,314)	(27,070)		
Other Current Liabilities	(102,294)	(40,155)	(5,660)	(708)	(1,562)	(2,910)	(14,664)	(2,665)	4,032	(2,498)	(5,875)	(189,496)		
Summer Holdback	(142,429)	(145,823)	31,884	30,126	30,699	30,736	31,615	31,157	31,786	31,081	31,038	-		
Deferred Revenue	-	-	691,260	-	23,214	-	-	-	20,751	-	(78,168)	(696,620)		
Loans Payable (Long Term)	-	-	-	-	-	(67,465)	-	-	-	-	-	-		
Ending Cash	8,769,074	8,260,814	10,030,309	10,569,028	11,995,407	11,676,879	12,129,056	11,308,547	11,698,626	11,181,662	11,920,688	4,067,627		

Language Academy
Balance Sheet
As of May FY2024

	Jun FY23	May FY24
ASSETS		
Cash Balance	9,414,708	11,920,688
Accounts Receivable	2,468,312	381,756
Other Current Assets	104,061	4,536
Fixed Assets	6,582,905	6,347,986
ROU Assets	148,355	148,355
TOTAL ASSETS	18,718,341	18,803,320
LIABILITIES & EQUITY		
Accounts Payable	45,899	27,070
Other Current Liabilities	364,456	189,496
Summer Holdback	288,399	280,267
Deferred Revenue	1,483,009	2,140,066
Loans Payable (Long Term)	3,500,018	3,432,553
ROU Long-Term Liabilities	149,662	149,662
Beginning Net Assets	11,613,375	12,886,899
Net Income (Loss) to Date	1,273,524	(302,693)
TOTAL LIABILITIES & EQUITY	18,718,341	18,803,320