

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

May 23, 2024 at 5:30pm/jueves, 23 de mayo del 2024 a las 5:30pm
 Room P/Salón P

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

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

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

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

B. ROLL CALL/Asistencia

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
1.	Garduño-Medina, Elena	Parent/Madre (23-26) Vice President/Vicepresidenta		
2.	Jose Luis Rodríguez	Parent/Padre(22-25)		
3.	Alex Dickson	Parent/Madre (21-24)		
4.	Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)		
5.	Alex Hayes	Teacher/Maestro (22-25) President/Presidenta		
6.	Rosa Lomeli	Teacher/Maestra (21-24) Secretary/Secretaria *Teleconference location: 12245 Boessow Road, Galt, CA 95632		
7.	Yesenia Ramírez-Huamani	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorera		
8.	Luisana Victorica	Community Member/Miembro Comunitario (22-25) *Teleconference location: 2450 Alambra Boulevard, Sacramento, CA 95817		
9.	Nina Sylvains	Community Member/Miembro Comunitario (21-24) *Teleconference location: 2994 West Eight Mile Road, Stockton, CA 95209		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Teejay Bersola	Director of Academic Accountability/Directora de Responsabilidad Académica		
12.	Judy Morales	Director of Business and Operations /Directora de negocios y operaciones		
13.	Eduardo de León	Executive Director/Director Ejecutivo		

C. APPROVAL OF AGENDA/Aprobación de la Agenda

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

Motion: _____ Second: _____ Vote: _____

D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva

a. April 25, 2024/25 de abril 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. Student Council/*Concilio estudiantil* - Representative/*representante* (5 min)
2. Parent Council/*Concilio de familias* - Representative/*representante* (5 min)
3. Kindergarten and 8th Grade Promotion/*Promoción de estudiantes de Kindergarten y 8º* - 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) Draft & Public Hearing/*Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública* – Bersola (30 min.)

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

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

Motion: ____ Second: ____ Vote: ____

B. Finance Committee: Preliminary Review 24-25 Budget/*Comité de Finanzas: Revisión preliminar del presupuesto 24-25* – 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: ____

C. LAS Family and Community Engagement (FACE) Policy (first read)/Póliza de participación familiar y comunitaria de LAS (FACE) (primera lectura) – Parent Council, Berola (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: _____

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 pólizas: 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 (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: Nominations, Elections/Desarrollo de la mesa directiva: Nominaciones, elecciones – Victorica, de León (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. April Check Register/Registro de la cuenta bancaria de abril – 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. Monthly Financials/Financieros mensuales – Ramírez-Huamani, 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.) NEW MEETING DATE: Thursday, June 27, 2024 at 5:30pm – jueves, 27 de junio de 2024 a las 5:30pm

VI. FUTURE AGENDA ITEMS/Temas para agendas futuras

- A) LCAP Approval
- B) 2024-2025 Budget Approval

VII. ADJOURNMENT/Clausura

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

Motion: _____	Second: _____	Vote: _____
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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
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 2850 49th Street, Sacramento, CA 95817

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
April 25, 2024/ 25 de abril de 2024
5:30 pm in Room P

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Alex Hayes at 5:35 PM. Roll call was taken./ La junta fue convocada por Alex Hayes a las 5:35 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 April 25, 2024 agenda <i>Se hizo una moción para aprobar la agenda del 25 de abril de 2024</i> 1 st Motion/1 ^a Moción: Dickson 2 nd Motion/2 ^a Moción: Yáñez-Gutiérrez Absences/Ausencias: Ramírez-Huamaní Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
I.D.a.	Approval of Board Meeting Minutes <i>Aprobación de los minutos de la mesa directiva</i>	A motion was made to approve the March 22, 2024 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 22 de marzo de 2024.</i> 1 st Motion/1 ^a Moción: Rodríguez 2 nd Motion/2 ^a Moción: Garduño-Medina Absences/Ausencias: Ramírez-Huamaní Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.1.	Public Comments <i>Comentarios Públicos</i>	Eduardo de León made a public comment about 1) LAS Enrollment Lottery and 2) LAS 20 th Anniversary Carnival <i>Eduardo de León hizo un comentario público acerca de 1) El sorteo de inscripciones de LAS y 2) El carnaval para celebrar los 20 años de LAS.</i>
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III. INFORMATIONAL ITEMS/ARTICULOS DE COMUNICACIÓN		
III.1.	Student Council/Concilio estudiantil – Representative/representante	The Student Council Treasurer and Secretary shared the Student Council report. <i>El tesorero y la secretaria del Concilio de estudiantes compartieron el reporte del Concilio de estudiantes.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A.	Academic Accountability 101: Academic Team Presentation/Contabilidad académica 101: Presentación por parte del Equipo Académico- Academic Team	The Academic Team presented progress and accomplishments made during the 2023-2024 school year. <i>El equipo académico presentó logros y progreso que se han realizado durante el año escolar 2023-2024.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.B.	Facilities Committee: Core Building Modernization Bid Approval (2nd round)/Actualización de plantel escolar: Aprobación de la oferta de construcción para la modernización del edificio central (2ª ronda) – School Leadership	Judy Morales presented an update on the core building modernization and the Facilities Committee recommendations on next steps for the bid approval. Alex Giammona and Isaac Arias with Integra Construction were present and share information. <i>Judy Morales presentó una actualización sobre la modernización del edificio central y las recomendaciones del Comité del plantel escolar sobre los próximos pasos para la aprobación de la oferta. Alex Giammona y Isaac Arias, Inegra Construction, compartieron información.</i> A motion was made to approve the bid submitted by Integra Construction. <i>Se hizo una moción para aprobar la oferta de Integra Construction.</i> 1 st Motion/1ª Moción: Garduñ-Medina 2 nd Motion/2ª Moción: Dickson Absences/Ausencias: Ramírez-Huamaní Abstentions/Abstenciones: none/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VI.C.	Finance Committee: Mid-year Revisions Approval, Year-to-Date financials/Comité de finanzas: Aprobación de la revisión de mitad de año, Actualización del año hasta la fecha –School Leadership	Judy Morales presented the mid-year revisions, including staff stipends. <i>Judy Morales presentó revisiones propuestas para mitad de año, incluyendo estipendios para el personal.</i> A motion was made to approve the mid-year revisions. <i>Se hizo una moción para aprobar las revisiones a mitad de año. .</i> 1 st Motion/1ª Moción: Garduñ-Medina 2 nd Motion/2ª Moción: Dickson Absences/Ausencias: Ramírez-Huamaní Abstentions/Abstenciones: Hayes, Yáñez-Gutiérrez, Lomelí The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
VI.D.	Check registers: February and March/Registros de cuentas bancarias: febrero y marzo –School Leadership	Check registers were presented for the months of February and March. <i>Registros de cuentas bancarias se presentaron para los meses de febrero y marzo.</i> A motion was made to approve the February Check register. <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de febrero.</i> 1 st Motion/1ª Moción: Rodríguez 2 nd Motion/2ª Moción: Garduño-Medina Absences/Ausencias: Ramírez-Huamaní Abstentions/Abstenciones: Yáñez-Gutiérrez The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>

		<p>A motion was made to approve the March Check register. <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de marzo.</i></p> <p>1st Motion/<i>1ª Moción</i>: Garduño-Medina 2nd Motion/<i>2ª Moción</i>: Hayes Absences/<i>Ausencias</i>: Ramírez-Huamaní Abstentions/<i>Abstenciones</i>: Yáñez-Gutiérrez The motion passed with seven votes. / <i>La moción pasó con siete votos.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	<p>None/<i>Ninguno</i></p>
<p>V. FUTURE MEETINGS/PRÓXIMA JUNTA</p>		
<p>a. Regular Board Meeting: Friday, May 24, 2024 at 5:30pm – <i>viernes, 24 de mayo de 2024 a las 5:30pm</i></p>		
<p>VI. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</p>		
<p>VII. ADJOURNMENT/CLAUSURA</p>		
<p>The board meeting was adjourned at 7:04 PM. / <i>La reunión de la Mesa se terminó a las 7:04PM.</i></p>		



A California Public School

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

Agenda Item #III1

Board Meeting Date: May 23, 2024

Subject: Student Council

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

Committee/Staff: Student Council

Information:

The Student Council (SC) meeting was called to order and began with the Treasurer's report. Our SC Treasurer, Alfredo Vázquez, announced a report of our academic calendar budget (\$2,093.88).

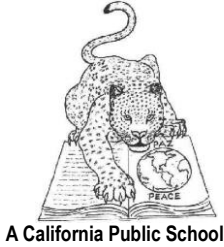
SC President, Bhima, shared a public comment at the Facilities meeting for the idea of planting more trees around school.

Applications for Executive Member positions for the 2024-2025 school year have been submitted and students are currently working on recording their speeches.

SC supported the Parent Council by volunteering to run games during the Carnival.

The classes who won the Spirit Day pizza party prize were Maestra Vargas (Tk-2nd), Maestra Alfaro (3rd-5th), and Maestra Caro (Middle School).

May's spirit week will be from May 28th to May 31st.



Fecha de la reunión: 23 de mayo de 2024

Tema: Concilio estudiantil

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

Comité/Personal: Concilio estudiantil

Información:

La reunión del Concilio Estudiantil (SC) fue convocada al orden y comenzó con el informe del Tesorero. Nuestro Tesorero, Alfredo Vázquez, anunció un informe de nuestro presupuesto de calendario académico (\$2,093.88).

El presidente de SC, Bhima, compartió un comentario público en la reunión del comité del plantel sobre la idea de plantar más árboles alrededor de la escuela.

Se han compartido las solicitudes para puestos de miembro ejecutivo para el año escolar 2024-2025 y los estudiantes están trabajando actualmente en la grabación de sus discursos.

SC apoyó al Concilio de Padres ofreciéndose como voluntario para organizar juegos durante el Carnaval.

Las clases que ganaron el premio de la fiesta de pizza por participar en los días de espíritu fueron Maestra Vargas (Tk-2do), Maestra Alfaro (3ro-5to) y Maestra Caro (secundaria).

La semana de espíritu de mayo será del 28 al 31 de mayo.



A California Public School

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

Agenda Item #III2

Board Meeting Date: May 23, 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:

A summary of Parent Council items will be presented.



A California Public School

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

Agenda Artículo #III2

Fecha de la reunión: 23 de mayo de 2024

Tema: Concilio Familiar

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

Comité/Personal: Concilio estudiantil

Información:

Un resumen de actividades del concilio familiar se presentará



A California Public School

Academia de Idiomas de Sacramento
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Agenda Item #III3

Board Meeting Date: May 23, 2024

Subject: Kindergarten & 8th Grade Promotion

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

Information:

School leadership extends an invitation to our Governing Board members to attend the following promotion ceremonies that will take place on Thursday, May 30, 2024.

- Kindergarten Promotion at 9am.
- 8th Grade Promotion at 6pm.



A California Public School

Academia de Idiomas de Sacramento
Language Academy of Sacramento
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Agenda Artículo #III3

Fecha de la reunión: 23 de mayo de 2024

Tema: Promoción de Kínder y 8° Grado

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

Información:

El liderazgo escolar extiende una invitación a los miembros de la mesa directiva para que asistan a las siguientes ceremonias de promoción que se llevarán a cabo el jueves 30 de mayo de 2024.

- Promoción de Kínder a las 9am.
- Promoción de 8° a las 6pm.



A California Public School

Agenda Item# IVA

Board Meeting Date: May 23, 2024

Subject: LCAP Annual Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June, 2024)
- 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:

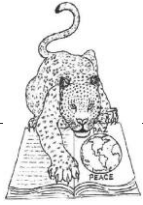
- 1) LAS LCAP Budget Overview
- 2) LAS LCAP Stakeholders KNOW Data
- 3) LAS LCAP Stakeholder WANT TO KNOW DATA
- 4) LAS LCAP Part1: Draft v052124
- 5) LAS LCAP Part2: Local Indicators

Recommendations:

It is recommended that the LAS Board review and approve the LAS LCAP Parts 1 and 2 before the required submission date of July 1, 2024.

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 052024

Pertinent Pages in
 Charter, pages _____
 MOU, pages _____



Fecha de la Reunión: 23 de mayo 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: junio 2024)
- Conferencia/Acción
- Acción

Comité: Liderazgo Escolar

Información:

Parte 1: LCFF y LCAP

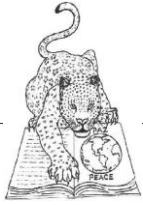
California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).

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



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interesados a través de la Asociación de Padres, el Concilio de Padres, el Concilio Asesor de Aprendices de Inglés, las reuniones del personal, el desarrollo profesional, las reuniones del Concilio Escolar, las reuniones del Comité de la Mesa y las reuniones de la Mesa Directiva, continúan aprendiendo, compartiendo comentarios y mejorando el LCAP de LAS.

Adjunto:

- 1) Resumen del presupuesto del LCAP de LAS
- 2) Datos LO QUE SE de las partes interesadas del LCAP de LAS
- 3) Datos LO QUE QUIERO SABER de las partes interesadas del LCAP de LAS
- 4) LAS LCAP Parte1: Borrador v052124
- 5) LAS LCAP Parte2: Indicadores Locales

Recomendaciones:

Se recomienda que la Mesa de LAS revise y apruebe las Partes 1 y 2 del LCAP de LAS antes de la fecha de presentación requerida del 1 de julio de 2024.

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 5/20/2024

Pertinent Pages in
 Charter, pages _____
 MOU, pages _____

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

FY23	Historical Count	KNOW	SÉ
1	561	My focus is in Math and the students	Mi enfoque es en Matemáticas y los estudiantes
2	562	We should focus on Math mastery	Debemos centrarnos en el dominio de las Matemáticas
3	563	Teachers need more math instruction strategies	Los maestrxs necesitan más estrategias de instrucción matemática
4	564	We need more time to articulate v/h/+1?	¿Necesitamos más tiempo para articular v/h/+1?
5	565	I know that I work with teachers (5th-8th)...coaching them (literacy coach)	Sé que trabajo con maestrxs (5º-8º)... los capacito (entrenador de literatura)
6	566	I know that I support interventtion (3rd-8th). TCRWP	Sé que apoyo la intervención (3º-8º). TCRWP
7	567	I support teachers with literacy instruction	Apoyo a los maestrxs en la enseñanza de la literatura
8	568	Refresher on CPM pillars and what I can do to support the team	Repaso de los pilares de CPM y que puedo hacer para apoyar al equipo
9	569	Take notes of all steps/actions	Tomar nota de todos los pasos/acciones
10	570	Use data to drive decisions	Utilizar datos para tomar decisiones
11	571	Support 2 & 3 w/ after school.	Apoyar a 2º y 3º con extraescolares.
12	572	Academic Intervention Lead Core/After	Líder de Intervención Académica Principal/Después
13	573	Literacy standing of academic performance of 4th-8th grade	Nivel de literaturidad del desempeño académico de 4º a 8º grado
14	574	How to establish Littera/TCRWP	Cómo establecer Littera/TCRWP
15	575	Hiring process	Proceso de contratación
16	576	Analyze subgroup performance	Analizar el rendimiento de los subgrupos
17	577	We are supporting Ss growth school wide	Apoyamos el crecimiento de los estudiantes en toda la escuela
18	578	Data analysis to support the work that is happening	Análisis de datos para apoyar el trabajo en marcha
19	579	Work w/ teachers to support Ss.	Trabajar con los maestrxs para apoyar a los alumnos.
20	580	Tier 1 and some Tier 2 support	Tier 1 y algunas ayudas de Tier 2
21	581	We can set goals and make them into reality! MAP schoolwide	¡Podemos establecer objetivos y hacerlos realidad! MAP en toda la escuela
22	582	Pre/Post work is key!	El trabajo previo y posterior es la clave.
23	583	Holding hands when things get tough is important	Darse la mano cuando las cosas se ponen difíciles es importante
24	584	Action Board help set our BOY (Beginning of the Year) goals/actions	La Mesa de Acción ayuda a fijar nuestros objetivos/acciones BOY (Comienzo del Año)
25	585	We now have the same data to look at schoolwide	Ahora tenemos los mismos datos para examinar toda la escuela
26	586	Bridges Piloting is happening in 4-5	El proyecto Bridges Piloting se está llevando a cabo en 4º y 5º
27	587	MAP Math is happening K-8	MAP Math está sucediendo en los grados K- 8
28	588	We will have comparable data EOY	Tendremos datos comparables al final del año
29	589	4th really likes piloting Bridges	A 4º le gusta mucho iniciar Bridges
30	590	MAP Accelerator is being used in some type of capacity in 3-8	MAP Accelerator se utiliza de algún modo en 3º-8º.
31	591	Attendance challenges schoolwide	Retos de asistencia en toda la escuela
32	592	Increased reporting of social emotional challenges	Aumento de la notificación de problemas socioemocionales
33	593	Increase in intervention support	Aumento del apoyo a las intervenciones
34	594	All grade levels had difficulty achieving the 80% benchmark	Todos los grados tuvieron dificultades para alcanzar el 80% del punto de referencia
35	595	32% of the 1st grade reached EDL benchmark in math	Un 32% de los estudiantes de 1º grado alcanzaron el punto de referencia EDL en matemáticas
36	596	70% of the 1st grade reached benchmark in math	Un 70% de los estudiantes de 1er grado alcanzaron el punto de referencia en matemáticas
37	597	In TK 72% of students showed improvement on EDL	El 72% de los estudiantes de TK mejoraron en EDL
38	598	50% of TK students reached benchmark on CORE	Un 50% de los estudiantes de TK alcanzaron el punto de referencia en CORE
39	599	66% of TK students are able to identify numbers.	Un 66% de los estudiantes de TK son capaces de identificar los números.
40	600	Portion incoming TK students are going to be younger	Una parte de los nuevos estudiantes de TK serán más pequeños de edad.
41	601	Many students showed improvement schoolwide.	Muchos estudiantes mejoraron en toda la escuela.
42	602	Intense interventions were effective for many students.	Las intervenciones intensivas fueron eficaces para muchos estudiantes.

43	603	Many students did not meet grade-level benchmarks.	Muchos estudiantes no alcanzaron los niveles de referencia de su grado.
44	604	Many students made improvement but did not reach grade level.	Muchos alumnos progresaron, pero no alcanzaron el nivel de su grado.
45	605	Demographics appear to be balanced but actually are not	La demografía parece equilibrada, pero en realidad no lo está
46	606	Improvement across all grades	Mejoramiento en todos los grados
47	607	Interventions were so important and made a difference	Las intervenciones resultaron muy importantes y marcaron la diferencia.
48	608	COVID impacted small groups (started later than usual)	COVID impactó a los grupos pequeños (comenzaron más tarde de lo habitual)
49	609	2nd: only 39% met EDL reading benchmark	2º: sólo el 39% alcanzó el punto de referencia de lectura de EDL
50	610	80% met grade level benchmark MATH	80% alcanzaron el punto de referencia en MATEMÁTICAS de acuerdo con el grado
51	611	Math intervention was helpful	La intervención en matemáticas fue beneficiosa
52	612	Rising 2nd graders will need support with STAMINA and INDEPENDENCE	Los alumnos de 2º curso necesitarán apoyo con ESTAMINA e INDEPENDENCIA
53	613	Focus on READING support (32% met EDL benchmark)	Centrado en el apoyo a la LECTURA (32% cumplió el punto de referencia EDL)
54	614	TK-K CORE	TK-K grupo
55	615	1st-4th EDL	1st-4th EDL
56	616	5-8th MAP	5-8th MAP
57	617	80-100% of Sts. made progress	Entre el 80 y el 100% de los alumnos progresan
58	618	% of Sts. making benchmark up each year ranging from 32%-56%.	Porcentaje de alumnos que superan los puntos de referencia cada año, que oscila entre el 32% y el 56%.
59	619	SLA 92% of Sts. showed progress	SLA El 92% de los estudiantes mostraron progresos
60	620	39% met benchmark	El 39% cumple el criterio de referencia
61	621	ELA 50%between 20-28 DRA Span	ELA 50%entre 20-28 DRA Español
62	622	5% 16-18 DRA Span	5% 16-18 DRA Espanol
63	623	45% below 14 DRA Span	45% por debajo de 14 DRA espanol
64	624	45% below 14 DRA (half of these Sts. reading 4 or below	45% por debajo de 14 DRA (la mitad de estos alumnos leen 4 o menos
65	625	Grades K-8 use different data to analyze Ss performance in ELA/SLA/Math	Los grados K-8 utilizan diferentes datos para analizar el rendimiento de los alumnos en ELA/SLA/Matemáticas
66	626	Intervention programs were helpful in supporting students that were below grade level	Los programas de intervención fueron útiles para ayudar a los alumnos que estaban por debajo de su nivel escolar.
67	627	Fourthgrade used DRA/EDL progress monitoring to report data for their students	Cuarto grado utilizó el monitoreo de progreso DRA/EDL para reportar datos de sus estudiantes
68	628	More than 50% of students are at grade level in DRA/EDL	Más del 50% de los estudiantes están a nivel de grado en DRA/EDL
69	629	Not all grade levels used the same data to report	No todos los grados utilizaron los mismos datos para informar
70	630	In Math MAP, there was minimal growth from winter spring	En Math MAP, hubo un crecimiento mínimo desde la primavera de invierno
71	631	95% of students showed EDL growth	El 95% de los estudiantes mostraron un crecimiento en ELD
72	632	Different levels used different methods of assessments times/colors	Los distintos niveles utilizaron diferentes métodos de evaluación tiempos/colores
73	633	Trends showed many students performing below grade level	Las tendencias muestran que muchos alumnos rinden por debajo del nivel de grado
74	634	Growth was measured across most grades.	El crecimiento se midió en la mayoría de los niveles de grado.
75	635	Assessment (initials) Rates were high along with "testing burn out" among students (& staff)	Evaluación (iniciales) Las tasas eran elevadas, junto con el "agotamiento de exámenes" entre los estudiantes (y el personal).
76	636	Needs will vary. Must look at all cases individually.	Las necesidades varían. Hay que analizar cada caso individualmente.
77	637	Overall percentages for improvement are higher than grade level benchmarks.	Los porcentajes generales de mejora son superiores a los puntos de referencia del grado.
78	638	EL percentage is high	El porcentaje de EL es alto
79	639	Early intervention = highest growth Ex. 2nd grade	Intervención temprana = mayor crecimiento Ej. 2º grado
80	640	Drop in Math percentages 3rd-5th (meeting standards)	Caída en los porcentajes de Matemáticas 3º-5º (cumplen los estándares)
81	641	Want to keep school-wide (TK-8th) data analysis consistent practice (accountability and self-reflection)	Desea mantener el análisis de datos en toda la escuela (TK-8º) como una práctica coherente (responsabilidad y autorreflexión).

82	642	6th grade:ELA=highest MS improvement	6º curso: ELA=mejora más alta de la secundaria
83	643	6th grade:MATH= highest MS improvement	6º curso: matemáticas=mejora más alta de la secundaria
84	644	6th grade:58% improvement SLA	6º curso: 58% de mejora en SLA
85	645	7th Grade: 39% fo students are EL	7º grado: 39% de los alumnos son EL
86	646	7th Grade: Highest EL percentage in MS	7º curso: Mayor porcentaje de EL en la secundaria
87	647	7th Grade: Lowest percentage of improvment in ELA	7º curso: Porcentaje más bajo de mejora en ELA
88	648	7th Grade: 89% growth/improvement in MATH	7º curso: 89% de crecimiento/mejora en matemáticas
89	649	8th Grade: 27% EL students (lowest in MS)	8º grado: 27% de estudiantes EL (el más bajo en la secundaria)
90	650	8th Grade: 56% average improvement in SLA, ELA and Math	8º grado: 56% de mejora promedio en SLA, ELA y Matemáticas
91	651	(Rising Grade Level) 6th Grade:42% EL students	(Aumento en el nivel de grado) 6º grado: 42% de estudiantes EL
92	652	(Rising Grade Level) 6th Grade:First grade level to report MAP, SLA, ELA and Math	(Aumento de nivel de grado) 6to Grado: Primer nivel de grado en reportar MAP, SLA, ELA y Matemáticas.
93	653	(Rising Grade Level) 6th Grade:Early intensive intervention for the 22-23 school year.	(Rising Grade Level) 6º grado: Intervención intensiva temprana para el año escolar 22-23.
94	654	Rising 7th Grade:1/3 students are EL	Estudiantes entrando en 7º grado: 1/3 de los estudiantes son EL
95	655	Rising 7th Grade:greatest area of opportunity=SLA	Estudiantes entrando a 7º grado: mayor área de oportunidad=SLA
96	656	Rising 8th Grade: 89% of students are EL	Estudiantes entrando 8º grado: 89% de los estudiantes son EL
97	657	Rising 8th Grade: Greatest area of opportunity=ELA	Estudiantes entrando a 8º grado: Mayor área de oportunidad=ELA
98	658	Generally speaking, stuents made greater improvement in reading vs math	En general, los estudiantes mejoraron más en lectura que en matemáticas.
99	659	28.7% of MS students met their IEP goals	El 28,7% de los alumnos de MS alcanzaron sus metas IEP
100	660	IEP goals were met with a higher %age in TK-5	Los objetivos del IEP se alcanzaron en un mayor porcentaje en TK-5
101	661	32% pf 3rd grade students met greade level standards	El 32% de los alumnos de 3er grado alcanzaron los estándares de su grado
102	662	In Kinder, 86% are meeting grade level benchamarks in math.	En Kinder, el 86% alcanzaron los niveles de referencia en matemáticas.
103	663	Studetn demographics were balanced throughout each class (KINDER)	Los datos demográficos de los alumnos estaban equilibrados en cada clase (KINDER)
104	664	The field conditions are hazardous and affect students overall perfomance and skill practice	Las condiciones del campo son peligrosas y afectan al rendimiento general de los estudiantes y sus habilidades.
105	665	All overarching PE standards will be taught for students K-8th	Después de leer lo que se compartió a través de archivos adjuntos (Gracias Sra. Teejay)...mi papel y responsabilidades son 'servir como un órgano consultivo sobre el desarrollo del plan de estudios de EL / progreso / formación de profesores'...etc
106	666	I know it is a language academy	Se que es una academia de lenguaje
107	667	After reading what was shared via attachments (THX Ms Teejay)...my role and responsibilities are 'to serve as an advisory body on the development of EL's curriculum/progress/training of teachers'...etc	Después de leer lo que se compartió a través de archivos adjuntos (Gracias Sra. Teejay)...mi papel y responsabilidades son 'servir como un órgano consultivo sobre el desarrollo del plan de estudios de EL / progreso / formación de profesores'...etc
108	668	I want to learn English	Quiero aprender ingles
109	669	I know more about map testing	Sé más sobre pruebas de MAP
110	670	I know more about map testing	Sé más sobre pruebas de MAP
111	671	Middle school needs to study what other schools are doing so that we are able to create a quality program for our students. We may need a lot of help and guidance to help us create these MS parameters.	La secundaria necesita estudiar lo que otras escuelas están haciendo para que seamos capaces de crear un programa de calidad para nuestros estudiantes. Es posible que necesitemos mucha ayuda y orientación para ayudarnos a crear estos parámetros de la secundaria.

112	672	My biggest concern at this moment is meeting all of my student's parents. They are a new group of kindergarten students for me so establishing relationships with families is always my priority. It will be difficult to do through zoom meetings and many of them might be hesitant to come on campus with all of the craziness on the news. Especially the Spanish channels!! I am also concerned about the learning gap that will be happening in homes. We have students who already know how to read vs. students who have not even seen a book before. Never thought that I would have to do distance learning with kindergarten!! Glad we have gotten most of them connected to Seesaw during Kinder Camp!	Mi mayor preocupación en este momento es conocer a todos los padres de mis alumnos. Son un nuevo grupo de estudiantes de kinder entonces para mí, establecer relaciones con las familias es siempre mi prioridad. Será difícil de hacer a través de reuniones de zoom y muchos de ellos podrían ser indeciso para venir en el campus con toda la locura en las noticias. ¡Especialmente los canales españoles!! También me preocupa la brecha de aprendizaje que se producirá en los hogares. Tenemos estudiantes que ya saben leer frente a estudiantes que ni siquiera han visto un libro antes. ¡Nunca pensé que tendría que hacer aprendizaje a distancia con kinder!! Me alegro de que la mayoría de ellos se hayan conectado a Seesaw durante el Campamento Infantil.
113	673	I know that Teachers of Record have a lot of contact with their families. I know that the Teacher of Record will have at least one Back to School Night but probably a lot of phone calls as well. Nonetheless, I feel that it is very important that Administration conduct a series of Webinars for the families to explain the law and the expectations and resources available. You already know that the teachers will but the Administration sets another tone. I know as a parent attending webinars of soccer organizations and schools that it was very useful to hear from the Organization's Administration. That helps the Teacher of Record to their job and be supported.	Sé que los Maestrxs de Registro tienen mucho contacto con sus familias. Sé que el Maestro de Registro tendrá al menos una Noche de Regreso a la Escuela, pero probablemente también muchas llamadas telefónicas. Sin embargo, creo que es muy importante que la Administración lleve a cabo una serie de seminarios web para las familias para explicar la ley y las expectativas y los recursos disponibles. Ya saben que los profesores lo harán, pero la Administración establece otro tono. Sé que como padre que asiste a webinars de organizaciones y escuelas de fútbol que fue muy útil escuchar a la Administración de la Organización. Eso ayuda al Maestro de Registro a su trabajo y ser apoyado.
114	674	I was wondering if there could be another graphic made stemming off of the continuum... I am thinking of a box under each of the phases that state the main points or an explanation of each. I was also thinking of recording an explanation of the continuum for parents. It can be emailed, texted, and added to the LAS Facebook page. (use of Loom) Thank you for all your work! We really appreciate it!	Me preguntaba si se podría hacer otro gráfico a partir del continuo... Estoy pensando en un espacio debajo de cada una de las fases que indique los puntos principales o una explicación de cada uno. También estaba pensando en grabar una explicación del continuo para los padres. Se puede enviar por correo electrónico, mensaje de texto y añadir a la página de Facebook de LAS. (uso de Loom) ¡Gracias por todo su trabajo! Se lo agradecemos mucho.
115	675	Thank you for working so hard to do what's best for everyone(students, families and staff).	Gracias por dedicar tanto esfuerzo a hacer lo mejor para todos (alumnos, familias y personal).
116	676	Thank you admin for your hard work! It is so nice to be in the loop about what to expect, even though things may change yet again ;)	Gracias a los administradores por su gran trabajo. Es muy agradable estar al tanto de lo que nos espera, aunque las cosas puedan cambiar de nuevo ;)
117	677	I would like to have the opportunity to choose distance-learning For both my children For the entire school year 2020- 2021. If Language academy is not able to cater to distance-learning request because we are an independent charter maybe other educational home- schooling programs outside of language Academy can be made available for our students and families. I know for traditional school districts families can choose to opt out of traditional classroom instruction and do homeschooling for the whole year.	Me gustaría tener la oportunidad de elegir el aprendizaje a distancia para mis dos hijos para todo el año escolar 2020- 2021. Si la Academia de Lenguaje no es capaz de atender a la solicitud de aprendizaje a distancia porque somos un chárter independiente, tal vez otros programas educativos de educación en el hogar fuera de la Academia de Lenguaje pueden estar disponibles para nuestros estudiantes y familias. Sé que para los distritos escolares tradicionales familias pueden optar por salir de la enseñanza tradicional en el aula y hacer homeschooling para todo el año.
118	678	We are very fortunate to be able to have built in planning time before the first day of school.	Somos muy afortunados de poder tener tiempo de planificación antes del primer día de clase.
119	679	I feel like more assistance should be provided to English only speaking households. We as parents, are unable to help our children when we ourselves do not understand and cannot keep up.	Creo que debería proporcionarse más ayuda a las familias que sólo hablan inglés. Nosotros, como padres, no podemos ayudar a nuestros hijos cuando nosotros mismos no entendemos y no podemos seguirles el paso.
120	680	Students need more practice speaking Spanish in Zoom especially if they are EO	Los estudiantes necesitan más práctica en hablar español en Zoom especialmente si son EO
121	681	I wish for rewards LAS didn't pass out junk food to students.	Ojalá como recompensa LAS no repartiera comida chatarra a los estudiantes.
122	682	I'd love to see LAS to teach nutrition and Puberty/Growth in grades 4-6. 22	Me encantaría que LAS enseñara nutrición y pubertad/crecimiento en 4º a 6º.
123	683	I think LAS has a lot to be proud of!	Creo que LAS tiene mucho de lo que enorgullecerse.

124	684	Thank you for all your hard work.	Gracias por todo su duro trabajo.
125	685	I would like to thank everyone at the front office for all the hard work during what seems to be the craziest year of our life!	Me gustaría dar las gracias a todo el personal de la oficina por su duro trabajo durante el que parece ser el año más complicado de nuestra vida.

FY24	Historical Count	KNOW	SÉ
1	686	(governance) 3 yr committment	compromiso de 3 años
2	687	(governance) board is required to function	Se requiere que la mesa directiva funcione
3	688	(governance) committees are made up of Board Members	Los comités están compuestos por miembros de la mesa directiva.
4	689	(academics) I have friend w/ children here	Tengo amigo con hijos/as aquí
5	690	(academics) Spanish + English	español + ingles
6	691	(academics) Middle school prep journey	trayecto de preparación para la escuela secundaria
7	692	(academics) Bilingual % structure	estructura % bilingüe
8	693	(finacial) money is important!	¡El dinero es importante!
9	694	(finacial) 2023-2024 Budget=8M	el presupuesto = 8m para 2023-2024
10	695	I know our school is turning 20 years old! yay!	Sé que nuestra escuela cumple 20 años! yay!
11	696	Our charter submits documentation for renewal every 5 years; except this renewal (due to COVID)	Nuestra chárter presenta la documentación para renovación cada 5 años; excepto esta renovación (debido a COVID)
12	697	Our board is composed of community members, teachers, and staff	Nuestra mesa directiva está compuesta por miembros de la comunidad, maestros y personal.
13	698	LAS is a TK-8th grade two way-language immerscion school/independent charter	LAS es una escuela chárter de inmersión lingüística bidireccional de TK a 8º grado.
14	699	LAS follows the 90/10 model	LAS sigue el modelo 90/10
15	700	LAS has three missions: biliteracy, life skills, and critical thinking	LAS tiene tres misiones: la alfabetización bilingüe, la preparación para la vida activa y el pensamiento crítico.
16	701	8th grade advisors support students and families with high school applications	Los asesores de 8º grado apoyan a los estudiantes y a sus familias con las solicitudes para la escuela secundaria
17	702	Renewable LAS Charter, every 5 yrs. - because of COVID , there was an extention.	LAS Chárter es renovable cada 5 años. - debido a COVID, hubo una extensión.
18	703	LCAP- Local Control Accountability Plan	Plan de Contabilidad y Control Local
19	704	up up down down upward trajectoria everyone happy	Arriba arriba abajo abajo trayectoria ascendente todos felices
20	705	90-10 model	modelo 90-10
21	706	dual immersion (spanish/english)	doble inmersión (español/inglés)
22	707	re-new every 5 years	renovar cada 5 años
23	708	reclassification by 8th increases ...	reclasificación en 8º aumenta ...
24	709	LCAP - accountability progress report	LCAP - informe de progreso de responsabilidad
25	710	90/10 model - TK - 8th grade dual language program	Modelo 90/10 - TK - 8.º grado Programa de lenguaje dual
26	711	LAS Charter - Report card	LAS Chárter - Boleto de calificaciones
27	712	LCAP> Academic Performance, Academic engagement, Conditions and climate	LCAP> Rendimiento Académico, Compromiso académico, Condiciones y clima
28	713	LAS Charter >needs to be renewed every 5 years by Sac City in order to continue	LAS Charter > debe ser renovada cada 5 años por Sac City para poder continuar
29	714	LAS Charter >renewal is coming up	LAS Charter > se acerca la renovación
30	715	LAS Charter> need to ensure that we are meeting goals	LAS Charter> necesidad de garantizar que estemos cumpliendo los objetivos
31	716	LCAP> needs to be done every year with some (checkmark) points along the year	LCAP> debe realizarse todos los años con algunos puntos (marcados) a lo largo del año
32	717	LCAP> metrics, implementation 33 met 7 almost	LCAP> métricas, implementación 33 cumplió casi 7
33	718	LCAP> AE Academic Engagement Absence	LCAP> AE Participación Académica Ausencia
34	719	LCAP> AP Academic Performance	LCAP> Rendimiento académico AP
35	720	LCAP> CC Conditions Climate: Suspensions down, surverys :)	LCAP>CC Condiciones Clima: Bajan suspensiones, encuestas :)
36	721	Must go through renewal (5yrs)	Debe pasar por renovación (5 años)
37	722	Indep. Charter School'	Independencia. Escuela Autónoma
38	723	up up down down - scores - rfep - suspension - atten.	arriba arriba abajo abajo - puntajes - rfep - suspensión - aten.
39	724	1 more St. for meeting RFEP goal	1 St. más por cumplir objetivo RFEP
40	725	Absenteeism did not meet goal	El ausentismo no cumplió la meta

41	726	Longeterm EL -> a lot students after 4th considered	EL a largo plazo -> se consideran muchos estudiantes después del cuarto año
42	727	Most goals met -> renew every five years	Mayoría de objetivos cumplidos -> renovar cada cinco años
43	728	The focus is SPED - Academics & Absenteeism	El enfoque es SPED - Académico y ausentismo
44	729	Close to meeting reclassification goal	Cerca de cumplir objetivo de reclasificación
45	730	LAS is a dual immersion program where students learn English and Spanish.	LAS es un programa de doble inmersión donde los estudiantes aprenden inglés y español.
46	731	90/10 model	modelo 90/10
47	732	TK-8th program	programa TK-8º
48	733	Since we are a dual immersion, students need time to be able to reclassified	Dado que somos una inmersión dual, los estudiantes necesitan tiempo para poder reclasificarse.
49	734	We do a renewal every 5 years	Hacemos una renovación cada 5 años.
50	735	Our goals are -> up, up, down, down, upward trajectory = everyone happy.	Nuestros objetivos son -> trayectoria arriba, arriba, abajo, abajo, ascendente = todos felices.
51	736	LCAP - AE, AP, and CC - suspension -> absenteeism down, ELA SLA MATH up, EL+RFEP, :) Surveys	LCAP - AE, AP y CC - suspensión -> ausentismo reducido, ELA SLA MATH aumentado, EL+RFEP, :) Encuestas
52	737	Goal SWD DA Differentiated Assistance	Asistencia diferenciada meta de SWD DA
53	738	LAS Charter: 20 yrs. as an entity	LAS Charter: 20 años. como entidad
54	739	LAS Charter: there has been a lot of growth	LAS Charter: ha habido mucho crecimiento
55	740	LAS Charter: we renew every 5 yrs. and renew/highlight and report our growth and goals	LAS Charter: renovamos cada 5 años. y renovar/destacar e informar nuestro crecimiento y objetivos
56	741	LAS Charter: SCUSD approves	LAS Charter: SCUSD aprueba
57	742	LAS Charter: we highlight our DL/Bilingual goals and growth	LAS Charter: destacamos nuestras metas y crecimiento de DL/Bilingüe
58	743	LCAP: annually reported	LCAP: reportado anualmente
59	744	LCAP: now mid-year assessment	LCAP: ahora evaluación de mitad de año
60	745	LCAP: 2 parts > metrics-measurement of goals > implementation- yes sort of no	LCAP: 2 partes > métricas: medición de objetivos > implementación: sí, más o menos no
61	746	LCAP has 4 groups for metrics	LCAP tiene 4 grupos para métricas
62	747	We are being interviewed possibly	Posiblemente seremos entrevistados
63	748	We need to be watchful of SWD	Necesitamos estar atentos al SWD
64	749	We need "I" student to achieve that goal	Necesitamos "yo" estudiantes para lograr ese objetivo.
65	750	The stake doesn't measure SLA	Lo que está en juego no mide SLA
66	751	We are up for a renewal in a year	Estamos listos para una renovación en un año.
67	752	We get funding through LCAP	Obtenemos financiación a través del LCAP
68	753	We are being monitored for SWD in AE & AP	Estamos siendo monitoreados para detectar SWD en AE y AP.
69	754	Up for renewal	En espera de renovación
70	755	Every 5 years	Cada 5 años
71	756	Affected by the pandemic - 2 year extension	Afectados por la pandemia -extensión de 2 años
72	757	LCAP -> Funding: Mid-year LCAP, Metrics > measurement of goals > Implementation > what?	LCAP -> Financiamiento: LCAP de mitad de año, Métricas > medición de metas > Implementación > ¿de qué?
73	758	Green>Met ; Yellow>nearly met; Orange> not yet	Verde> Met; Amarillo>casi cumplido; Naranja> todavía no
74	759	Chronic Absenteeism for SWD	Ausentismo crónico para SWD
75	760	Charter: Typically renewed every five years	Chárter: típicamente renovado cada cinco años
76	761	Charter: Guides how our school is seen/screen	Chárter: Orienta la forma en que se ve nuestra escuela
77	762	Charter: Approval process through SCUSD School Board	Chárter: proceso de aprobación a través del la mesa directiva del SCUSD
78	763	LCAP: Two times a year now	LCAP: dos veces al año
79	764	LCAP: Differentiated assistance for SWD	LCAP: Asistencia diferenciada para SWD

80	765	Charter: It's a story of us from our perspective, "telling our story" - what makes us great	Chárter: Es una historia de nosotros desde nuestra perspectiva, "contando nuestra historia" - lo que nos hace genial
81	766	LCAP: It's a story of where we are in the perspective of others	LCAP: Es una historia de dónde estamos en la perspectiva de los demás
82	767	We are going to be interviewed for Charter Renewal	Vamos a ser entrevistados para la renovación de carácter
83	768	LCAP- basically our school-wide report card; green=good, yellow=room for growth, orange=focus on	LCAP- básicamente nuestro boletín de notas de toda la escuela; verde=bien, amarillo=posible crecimiento, naranja=enfoque en
84	769	Charter: 20 years old gives our school more freedom/choice up for renewal	Chárter: 20 años dan a nuestra escuela más libertad/elección a renovar
85	770	LAS is a dual immersion school we have been open for 20 yrs	LAS es una escuela de inmersión dual abierta desde hace 20 años.
86	771	A charter can be dependent or independent from a district	Una escuela carácter puede ser dependiente o independiente de un distrito
87	772	LAS Charter is dependent from a district	LAS carácter depende de un distrito
88	773	Our Charter goals renewed every 5 years	Los objetivos de nuestra carácter se renuevan cada 5 años
89	774	LCAP metrics: measurement of goals; LCA AE AP CC up up down down upward trajectory everybody happy; implementaion yes and no's	Métricas LCAP: medida de objetivos; LCA AE AP CC arriba arriba abajo abajo trayectoria ascendente todos contentos; implementación sí y no's
90	775	Focus for the year: differentiated assistance, absenteeism	Temas del año: asistencia diferenciada, absentismo
91	776	Renewed every 5 years	Renovado cada 5 años
92	777	Review fiscal responsibility, academic progress and...I forgot the last one.	Revisar la responsabilidad fiscal, el progreso académico y... he olvidado la última.
93	778	We are focusing on English Language Learners with disabilities	nos centramos en los estudiantes de inglés con discapacidades
94	779	Up for renewal	Pendiente de renovación
95	780	Need it to keep in business	es necesario para mantener el negocio
96	781	Have to show data, growth engagementand other academic engagement	Hay que mostrar datos, compromiso de crecimiento y otros compromisos académicos
97	782	Mid/mini LCAP is new	Mid/mini LCAP es nuevo
98	783	LAS Charter: Outlines our vision and mission. & vision. Delineats our language model. One more year till	Carta de LAS: Define nuestra visión y misión. y visión. Delinea nuestro modelo lingüístico. Un año más hasta
99	784	LCAP: Our Academic, Engagement, Climate (ACE)	LCAP: Nuestro Académico, Compromiso, Clima (ACE)
100	785	LCAP is a list of goals and the plan	
101	786	Local Control & Accountability Plan> How we represent/present our school to those on the 'outside' specifically authorizer (SCUSD) and SCDE, and CDE	Plan de Control Local y Rendición de Cuentas> Cómo representamos/presentamos nuestra escuela a los de 'afuera' específicamente autorizador (SCUSD) y SCDE, y CDE.
102	787	Local Control & Accountability Plan> (goals are set for academics, school climate, ?/etc. based on various metrics (data)	Plan Local de Control y Rendición de Cuentas> (se establecen objetivos académicos, de clima escolar, etc. basados en diversos parámetros (datos))
103	788	LAS Charter (3 stages). The ideological/philosophical approach to our school and its goals.	Carta de LAS (3 etapas). El enfoque ideológico/filosófico de nuestra escuela y sus objetivos.
104	789	LAS Charter (3 stages) Outlines our social and academic approaches/goals for LAS community.	Charter de LAS (3 etapas) Describe nuestros enfoques/metas sociales y académicas para la comunidad LAS.
105	790	We have to be renewed every 5 years but that changed a little due to COVID	Tenemos que renovarnos cada 5 años pero eso cambió un poco por el COVID
106	791	LCAP- Funding	LCAP- Financiamiento
107	792	SAC CITY UNIFIED: renews us	SAC CITY UNIFICADO: nos renueva
108	793	Now we need to do a mid-year LCAP	Ahora necesitamos hacer un LCAP de mitad de año.
109	794	LCAP= Local Control Accountability Plan	Plan de Contabilidad y Control Local
110	795	We are up for renewl for LAS Charter. We normally renew every 5 yrs, but with the pandemic we were given 2 extra years.	Estamos listos para renovar LAS charter. Normalmente renovamos cada 5 años, pero con la pandemia nos dieron 2 años extra.
111	796	have high academics, low absenteeism and low suspension. Upwards the ELs	tener academicos altos, ausentismo bajo y suspension baja. Hacia arriba los ELs
112	797	"High High! Low Low! Upward trajectory! Everybody"	"" "Alto Alto! Bajo Bajo! Trayectoria ascendente! Todos" ""
113	798	LCAP (every six months)= PR	LCAP (cada seis meses)= PR
114	799	Charter renewal = RC	Renovación de LAS charter = RC

115	800	I know that LAS is a public charter school that works w/ Sac City Unified. We have to get renewed every five years. We have to be in compliance with all regulations to continue as a public charter and open	Sé que LAS es una escuela pública que trabaja con Sac City Unified. Tenemos que renovarnos cada cinco años. Tenemos que cumplir con todas las regulaciones para continuar como una escuela pública y abierta.
116	801	LCAP with the academic, attendance: 3 stages -	LCAP con el académico, asistencia: 3 etapas -
117	802	midyear LCAP now: 1)metrics- measurement of goals 2)implementation- yes (33); sort of (7); 0 no's!	LCAP de mitad de año ahora: 1)métricas: medición de metas 2)implementación: sí (33); casi (7); ¡0 no!
118	803	LCAP importance: April we will know if we will be renewed or not; NEW: they will start interviewing teachers	Importancia del LCAP: en abril sabremos si seremos renovados o no; NUEVO: empezarán a entrevistar a maestrxs
119	804	Celebrating 20 years as a dual-immersion independent charter	Celebrando 20 años como una escuela charter independiente de doble inmersión
120	805	Up for renewal 2025	estamos preparados para una renovación 2025
121	806	LCAP - High High (ELA+Math) Low Low (Absenteeism+Suspension) Everyone happy! (Upward trajectory EL growth)	LCAP - Alto Alto (ELA+Matemáticas) Bajo Bajo (Ausentismo+Suspensión) ¡Todos felices! (Crecimiento EL en trayectoria ascendente)
122	807	Funding for LAS (LCFFO)	Financiamiento para LAS (LCFFO)
123	808	Stage 1: TK-3 Stage 2: 4-6 Stage 3: 7-8	Etapas 1: TK-3 Etapas 2: 4-6 Etapas 3: 7-8
124	809	Dual immersion - Eng/Span	Inmersión dual: inglés/español
125	810	Only charter in Sac TK-8th	La única escuela charter en Sac TK-8th
126	811	Renewal process every 5 yrs	Proceso de renovación cada 5 años.
127	812	LCAP: Local Control Accountability Plan	Plan de Contabilidad y Control Local
128	813	Attendance>\$>LCAP report card	Asistencia>\$>Boletín de calificaciones LCAP
129	814	Servers our community	Servidores de nuestra comunidad
130	815	Mid year LCAP	LCAP de mitad de año
131	816	3 stages	3 etapas
132	817	I have participated/witnessed 2 renewals	He participado/presenciado 2 renovaciones
133	818	Dates have been modified due to the pandemic	Las fechas han sido modificadas debido a la pandemia
134	819	It consists of an extensive amount of work	Consiste en una extensa cantidad de trabajo.
135	820	Bersola does an amazing job at explaining the components & is our LAS Charter and LCAP Queen	Bersola hace un trabajo increíble al explicar los componentes y es nuestra reina de LAS Charter y LCAP.
136	821	LAS Charter delineates what we want to do, why we exist (pretty much)	LAS Charter delinea lo que queremos hacer, por qué existimos (prácticamente)
137	822	LCAP up up down down everyone happy: how we do what we do- how we meet our goals	LCAP arriba arriba abajo abajo todos contentos: cómo hacemos lo que hacemos, cómo cumplimos nuestras metas
138	823	Now we have a mid-year update!	¡Ahora tenemos una actualización de mitad de año!
139	824	We can tell our story	Podemos contar nuestra historia.
140	825	LAS has a dual-immersion model	LAS tiene un modelo de doble inmersión
141	826	4th grade 60/40	4to grado 60/40
142	827	5th grade 50/50	5to grado 50/50
143	828	LCAP is important to LAS	LCAP es importante para LAS
144	829	up up down down upward trajectory everybody happy!	arriba arriba abajo abajo trayectoria ascendente ¡todos felices!
145	830	attendance is important	la asistencia es importante
146	831	testing/grades/state test	exámenes/calificaciones/examen estatal
147	832	renewal every 5 years	renovación cada 5 años
148	833	state testing in 3rd grade (starts)	pruebas estatales en 3er grado (comienza)
149	834	metrics, implementation, SWD	métricas, implementación, SWD
150	835	We have our own governing board	Tenemos nuestra propia junta directiva
151	836	We have Teacher representatives, people from our community, as well as parents	Contamos con representantes de Maestros, personas de nuestra comunidad, así como padres de familia.
152	837	LCAP is lots of data:	LCAP es una gran cantidad de datos:

153	838	Focus: Academics, Exceptionalities, and Academics	Enfoque: Académico, Excepcionalidades y Académico
154	839	Was not aware of ELAC	No estaba al tanto de ELAC
155	840	LAS Charter-report card	Boleto de calificaciones de LAS Charter
156	841	LCAP -progress report	LCAP -informe de progreso
157	842	CA Dashboard vs LAS Academics 101	CA plataforma vs LAS académicas 101
158	843	Parent Involvement Policy	Política de participación de padres
159	844	Know/Want to Know Survey	Encuesta saber/quiero saber
160	845	Parent Involvement Policy	Política de participación de padres
161	846	Parent & Student Compact	Pacto entre padres y estudiantes
162	847	LAS Charter	LAS escuela Charter
163	848	Know/Want to Know Survey	Encuesta saber/quiero saber
164	849	Reclassification: 5 Key Concepts 1)LAS Charter 2)LCAP 3)CA Dashboard Vs. LAS Academics 101 4)Parent Involvement Policy 5)Know/Want to Know Survey	Reclasificación: 5 conceptos clave 1) LAS Charter 2) LCAP 3) Tablero CA vs. LAS Academics 101 4) Normas de participación de los padres 5) Encuesta saber/desear saber
165	850	ELAC> This committee works on everything that has to do with English Learners and their reclassification at our school>LAS	ELAC> Este comité trabaja en todo lo que tiene que ver con los Estudiantes del aprendizaje Inglés y su reclasificación en nuestra escuela>LAS
166	851	There are _ criteria students have to meet in order to be reclassified	Hay _ criterios que los estudiantes deben cumplir para ser reclasificados
167	852	Take the test ELPAC	Haz la prueba ELPAC
168	853	Comparison of performance in Basic skills	Comparación del desempeño en Habilidades Básicas
169	854	Teacher evaluation & Parent notification > There is a new policy in place	Evaluación de maestros y notificación a los padres > Hay una nueva norma vigente
170	855	Form will be OPTEL for 3+4	La forma será OPTEL para 3+4
171	856	5 to 7 years to be proficient in English	5 a 7 años para dominar el inglés.
165	857	We (LAS) are a dual immersion program where students learn Spanish + English. Our school focuses on 7th & 8th grade to make the final conclusion and decision - results to see if our students reclassified or not.	Nosotros (LAS) somos un programa de doble inmersión donde los estudiantes aprenden español + inglés. Nuestra escuela se enfoca en los grados 7 y 8 para tomar la conclusión y decisión final: resultados para ver si nuestros estudiantes se reclasificaron o no.
166	858	43% of our student population is EL's	El 43% de nuestra población estudiantil son EL
167	859	Thank you Carina Garcia and Alicia Macias, parent representatives	Gracias Carina García y Alicia Macías, representantes de padres.
168	860	The form will be OPTEL for 3&4	El formulario será OPTEL para 3&4
169	861	5-7 years to become proficient in another language.	5-7 años para dominar otro idioma
170	862	LCAP is now submitted twice a year	LCAP ahora se presenta dos veces al año
171	863	I didn't know about this policy & it was nice to learn more.	No conocía esta política y me ha gustado aprender más.
172	864	I like the changes from parent to family & he/she to their hear.	Me gustan los cambios de padre a familia y de él/ella a su oído.
173	865	It is very important to participate in community together.	Muy importante participar en comunidad todos.
174	866	I know that a FACE annual meeting will be held during the first trimester of each school year.	Sé que se realizará una reunión anual de FACE durante el primer trimestre de cada año escolar.
175	867	Climate surveys are administered on a yearly basis to evaluate the effectiveness of school programs.	Todos los años se realizan encuestas de opinión para evaluar la eficacia de los programas escolares.
176	868	I know that a FACE annual meeting is held during the 1st trimester of each school year.	Sé que se realizará una reunión anual de FACE durante el primer trimestre de cada año escolar.
178	869	The importance of student & families understanding of the policy.	La importancia de que los estudiantes y las familias comprendan la política.
179	870	LAS Family and Community Engagement (FACE) policy. > It is revised every year to know if there is language or any items that need to be changed.	Política de Participación Familiar y Comunitaria (FACE) de LAS. > Se revisa cada año para saber si hay lenguaje o algún punto que deba cambiarse.
180	871	Parent council has the final decision about making changes.	La decisión final sobre los cambios corresponde al concilio de Padres.

181	872	LCAP stands for Local Control and Accountability Plan and it is our school's action plan. It includes all staff, teachers, parents and students. We have goals that we try to meet every year. These goals include surveys, assessments, behavior, attendance, etc. The LCAP is what helps fund our school. It is a very important document that must be submitted yearly. This year, Ms. Teejay must submit a mid-year update.	LCAP significa Local Control and Accountability Plan y es el plan de acción de nuestra escuela. Incluye a todo el personal, profesores, padres y alumnos. Tenemos metas que tratamos de cumplir cada año. Estas metas incluyen encuestas, evaluaciones, comportamiento, asistencia, etc. El LCAP es lo que ayuda a financiar nuestra escuela. Es un documento muy importante que debe ser presentado anualmente. Este año, la Sra. Teejay debe presentar una actualización de mitad de año.
182	873	Academic engagement, academic performance, and conditions and climate LCAP is source of school funding Chronic absenteeism for SWD is on our radar Metrics are our measurements of goals	La participación académica, el rendimiento académico y las condiciones y el clima LCAP es la fuente de financiación de la escuela El absentismo crónico de SWD está en nuestro radar Las métricas son nuestras mediciones de las metas
183	874	We use the LCAP goals for our charter renewal.	Utilizamos las metas del LCAP para nuestra renovación del charter.
184	875	Academic Engagement = Absenteeism went down. Academic Performance = ELA, SLA, Math went up. Conditions and Climate = Suspension went down.	Compromiso académico = El absentismo ha disminuido. El rendimiento académico = ELA, SLA, Matemáticas subieron. Condiciones y clima = Disminuyeron las suspensiones.
185	876	Up, Up, down, down, Upward trajectory meaning we want up in academic engagement and academic performance. We want down in absenteeism and down in suspensions. We also want upward trajectory in reclassification of EL students. and everybody happy which relate to surveys and school climate. Our focus this year is mainly on differentiated assistance in other words on working with students with disabilities	Trayectoria ascendente significa que queremos aumentar el compromiso y el desempeño académicos. Queremos reducir el absentismo y las suspensiones. También queremos una trayectoria ascendente en la reclasificación de alumnos de aprendizaje inglés. y todos contentos que se relacionan con las encuestas y el clima escolar. Este año nos centramos sobre todo en la asistencia diferenciada, es decir, en el trabajo con alumnos discapacitados.
186	877	Local control and accountability plan Upward trajectory by the end of 8th grade(stage 3) in ELA, SLA and math 1. Academic achievement 2. School Climate 3. Engagement	Plan local de control y rendición de cuentas Trayectoria ascendente al final del 8º (etapa 3) en ELA, SLA y matemáticas 1. Logros académicos 2. Clima escolar 3. Compromiso
187	878	LCAP will continue to be written for the next three years. LCAP is very important for Charter Renewal.	LCAP seguirá siendo escrito para los próximos tres años. LCAP es muy importante para la renovación del charter.
188	879	The LCAP is the plan that helps us (LAS) gets funding.	El LCAP es el plan que nos ayuda (LAS) a obtener financiación.
189	880	Report that is used to measure how our school is doing academically, programmatically, and fiscally. It's submitted to the state and SCUSD.	Informe que se utiliza para medir cómo nuestra escuela está haciendo académicamente, programáticamente y fiscalmente. Se presenta al estado y a SCUSD.
190	881	I believe it is an assessment that students test to give our school guidelines to set goals and actions plans to be able to get resources to implements the action plans to meet our goals based on the results we get.	Creo que es una evaluación que los alumnos hacen para dar a nuestra escuela guías para establecer objetivos y planes de acción para poder obtener recursos para implementar los planes de acción para cumplir nuestros objetivos basados en los resultados que obtenemos.
191	882	LCAP is the way we measure how we as a school are doing, how we set goals, and how we make plans to address school needs.	El LCAP es la forma en que medimos cómo estamos haciendo como escuela, cómo establecemos objetivos y cómo hacemos planes para abordar las necesidades de la escuela.
192	883	LPAC is used to determine how our students are developing language skills and what we can do to support those that are struggling.	El LPAC se utiliza para determinar cómo están desarrollando nuestros alumnos las destrezas del lenguaje y qué podemos hacer para apoyar a los que tienen dificultades.

FY23	Historical Count	WANT TO KNOW	QUISIERA SABER
1	514	How can we get teachers to look at more at data?	¿Cómo podemos lograr que los maestros se fijen más en los datos?
2	515	How can we give teachers more time?	¿Cómo podemos dar más tiempo a los maestros?
3	516	What else should I be doing?	¿Qué más debería hacer?
4	517	I would like to know what data we are <u>all</u> working w/ to determine bleeding hearts. (eg. DRA vs MAP)	Me gustaría saber con qué datos estamos trabajando todos para determinar los corazones sangrantes. (ej. DRA vs MAP)
5	518	I would like to know why 2nd DRA (winter) is optional, if that's the one we use for intervention purposes. If we, literacy coaches, are expected to have a pulse at all times, I would like data for DRA/EDL K-3rd.	Me gustaría saber por qué el 2º DRA (invierno) es opcional, si es el que utilizamos con propósitos de intervención. Si nosotros, los entrenadores de alfabetización, se espera que tengamos un pulso en todo momento, me gustaría datos para DRA/EDL K-3rd.
6	519	How to support teachers who are less willing to work with me	Cómo apoyar a los maestros que están menos dispuestos a trabajar conmigo
7	520	What to do next	¿Qué hacer después?
8	521	Collaborate more with other leads	Colaborar más con otros líderes
9	522	What are we calling/using for pre & post? Does it match?	¿Qué llamamos/utilizamos para pre y post? ¿Coinciden?
10	523	4th-8th grade NWEA Math MAP performance	Rendimiento en el NWEA de matemáticas MAP de 4º a 8º grado
11	524	Areas of Opp. >>> Next Steps >>>Intervention>>>Summer School suggestions- not stop intervention/summer school --- continue no interruption	Áreas de Oportunidad >>> Próximos Pasos >>>Intervención>>>Sugerencias para la Escuela de Verano- no detener la intervención/escuela de verano --- continuar sin interrupción
12	525	Should winter DRA/EDL be mandatory?	¿Debería ser obligatorio el DRA/EDL de invierno?
13	526	How can I be more supportive of our Academic Team?	¿Cómo puedo apoyar más a nuestro equipo académico?
14	527	How can I be better at celebrating our academic team's work?	¿Cómo puedo celebrar mejor el trabajo de nuestro equipo académico?
15	528	What should the June PD look like to have EOY feedback about the Academic Team's work this year?	¿Cómo debería ser el PD de junio para tener comentarios del EOY sobre el trabajo del Equipo Académico este año?
16	529	Timeline for Bridges Piloting	Calendario para el inicio de Puentes
17	530	Can 4th adopt Bridges?	¿Puede el 4º grado adoptar Puentes?
18	531	Looping 4-5 teams, is it happening?	Seguimiento de 4-5 equipos, ¿está ocurriendo?
19	532	Is math lead happening next year?	¿El año que viene habrá dirigimiento en matemáticas?
20	533	What does Caro do while I'm piloting?	¿Qué hace Caro mientras el inicio?
21	534	Will we have the same level of interventions as last year.	¿Tendremos el mismo nivel de intervenciones que el año pasado?
22	535	Should benchmarks be re-visited?	¿Deben revisarse los puntos de referencia?
23	536	How are we going to address social emtions needs of students?	¿Cómo vamos a abordar las necesidades de emociones sociales de los alumnos?
24	537	How much did our students re-gress over the summer?	¿Cuánto retrocedieron los alumnos durante el verano?
25	538	What will our students scores be at the beginning of the school year?	¿Cuáles serán los resultados de nuestros alumnos al inicio del año escolar?
26	539	Do incoming students have more schooll experiences? i.e. preschool	¿Los estudiantes entrantes tienen más experiencias escolares? por ejemplo, preescolar
27	540	Will curriculum be revisited to adjust to younger students.	Se revisará el plan de estudios para adaptarlo a los alumnos más jóvenes.
28	541	Identify students with difficulty in identifying sounds to begin interventions right away.	Identificar a los alumnos con dificultades para identificar los sonidos para empezar a intervenir de inmediato.
29	542	Mocing forward, how can we use datat to structure an effective intervention program?	En adelante, ¿cómo podemos utilizar los datos para estructurar un programa de intervención efectivo?
30	543	How can we utilize MTSS to provide meaningful support?	¿Cómo podemos utilizar el MTSS para proporcionar un apoyo significativo?
31	544	How can we ensure that we consistently analyze student data and best practices as a grade level team? Rising 1st Team	¿Cómo podemos asegurarnos de que analizamos sistemáticamente los datos de los alumnos y las mejores prácticas como equipo de grado? Equipo de 1º
32	545	How can we meet the needs of all students at evely level of achievement?	¿Cómo podemos satisfacer las necesidades de todos los alumnos en todos los niveles de rendimiento?
33	546	Will we be using the full DRA/EDL assessments progress monitoring?	¿Utilizaremos las evaluaciones DRA/EDL completas para el seguimiento del progreso?
34	547	Do we have schoolwide MAP/Math benchmarks?	¿Tenemos puntos de referencia MAP/Matemáticas para toda la escuela?
35	548	Will interventions continue for reading and math?	¿Continuarán las intervenciones en lectura y matemáticas?
36	549	Are parent volunteers allowed on campus this year?	¿Se permite padres voluntarios en el campus escolar este año?
37	550	This grade level will need lots of reading support. Do we have an intervention plan in place?	Este grado necesitará mucho apoyo en lectura. ¿Tenemos un plan de intervención?
38	551	MAP data usage: to make it comparable across grade levels	Utilización de los datos del MAP: para que sean comparables entre los distintos niveles de grado

39	552	EDL/DRA: Will we only use DRA/EDL this year?	EDL/DRA: ¿Este año sólo utilizaremos DRA/EDL?
40	553	How do we get comparable data for math withing a grade level?	¿Cómo obtenemos datos comparables de matemáticas dentro de un mismo grado?
41	554	What if a math topic is only taught once how do you get progress data if its only tested once?	Si un tema de matemáticas sólo se enseña una vez, ¿cómo se obtienen datos sobre el progreso si sólo se examina una vez?
42	555	What systems will be set in place schoolwide to narrow the reading gap in bot math and reading?	¿Qué sistemas se pondrán en marcha en toda la escuela para reducir las diferencias en lectura y matemáticas?
43	556	What assesmnt data will be used to report to show student growth?	¿Qué datos de evaluación se utilizarán para mostrar el crecimiento de los estudiantes?
44	557	What are the benchmarks for this data?	¿Cuáles son los puntos de referencia de estos datos?
45	558	How can DRA/EDL progress monitoring be more aligned with MAP testing to better support students?	¿Cómo se puede alinear mejor el seguimiento del progreso monitoreado del DRA/EDL con las pruebas MAP para apoyar mejor a los estudiantes?
46	559	How can we support studnets in Math to reach grade level?	¿Cómo podemos apoyar a los estudiantes en Matemáticas para que alcancen el nivel del grado?
47	560	Will the interventionist continue to support?	¿Seguirá apoyando el intervencionista?
48	561	What benchmarks should be use for all data analysis?	¿Qué puntos de referencia deben utilizarse para todos los análisis de datos?
49	562	Should we be including students who maintained grade level benchmark?	¿Deberíamos incluir a los alumnos que mantuvieron punto de referencia de nivel de grado?
50	563	What strategies did 3rd grade use to support student growth?	¿Qué estrategias utilizó el 3er grado para apoyar el crecimiento de los alumnos?
51	564	Why was the methodologies of assesment varied across grades?	¿Por qué variaron las metodologías de evaluación en los distintos grados?
52	565	Is there a universal assessment all grades can take for more cohesive results?	¿Existe una evaluación universal que puedan realizar todos los cursos para obtener resultados más cohesivos?
53	566	Can whole school use DRA & show demographics of grade level? Maybe see growth in a chart?	¿Toda la escuela puede utilizar el DRA y mostrar los datos demográficos de cada curso? ¿Tal vez ver el crecimiento en una tabla?
54	567	How can we, as a team and as educators to improve on the percentages of scholars meeting goals/standards.	¿Cómo podemos, como equipo y educadores, mejorar los porcentajes de alumnos que alcanzan los objetivos/normas?
55	568	What are all methodologies of measuring growth & goals met by color scale.	Cuáles son todas las metodologías de medición del crecimiento y los objetivos alcanzados por la escala de colores.
56	569	How to stagger testing more to avoid "testing burn out" across campus.	Cómo espaciar más los exámenes para evitar el «agotamiento por exámenes» en todo el campus escolar.
57	570	Will we see as high rates of assessment (initial) as in 21'-22'?	¿Veremos altos índices de evaluación (inicial) como en 21'-22'?
58	571	What data should be reported and when? (reflect on last year and make changes?)	¿Qué datos deben notificar y cuándo? (¿reflexionar sobre el año pasado e introducir cambios?)
59	572	Are we using DRA/EDL (full version) or progress monitoring?	¿Estamos utilizando el DRA/EDL (versión completa) o la supervisión del progreso?
60	573	Uşing all data and our reflections on Y21-22, what will we agree to use as benchmark?	Utilizando todos los datos y nuestras reflexiones sobre el año 21-22, ¿qué acordaremos utilizar como punto de referencia?
61	574	Is there an upward trajectory for EL students?	¿Existe una trayectoria ascendente para los estudiantes EL?
62	575	Update all staff on (SPED;speech) significant disproportionality.	Actualizar a todo el personal sobre (SPED; discurso) desproporcionalidad significativa.
63	576	Need to look at the correlation between DRA/EDL and Math + MAP	Necesidad de examinar la correlación entre DRA/EDL y matemáticas + MAP
64	577	Separate RFEPs and EO on EOY grade level data slides in the future.	Separar en el futuro los RFEP y los EO en las diapositivas de datos de los grados EOY.
65	578	% of report card grade/#s for students should be reported (TK-8)	Porcentaje de las calificaciones de los alumnos deberían ser notificadas (TK-8)
66	579	How can we incorporate MAP projected to meet in data analysis @the end of the year?	¿Cómo podemos incorporar el MAP proyectado para cumplir en el análisis de datos a fin del año?
67	580	We need clarification on benchmarks for 6th-8th for ELA, SLA & MATH.	Necesitamos aclaraciones sobre los puntos de referencia para 6º-8º en ELA, SLA y MATEMÁTICAS.
68	581	We need to discuss the frequency of testing.	Tenemos que discutir la frecuencia de las pruebas.
69	582	What is considered improvement? We need a clear definition.	¿Qué se considera mejora? Necesitamos una definición clara.
70	583	What are agreements for MAP reporting for families? (Print and distribute reports?)	¿Cuáles son los acuerdos para informar a las familias sobre el MAP? (¿Imprimir y distribuir los informes?)
71	584	MAP=Look at projection (SBAC)	MAP=Mira la proyección (SBAC)
72	585	What strategies did 6th math implement to show improvement	¿Qué estrategias aplicó 6º de Matemáticas para mostrar mejoras
73	586	Analyze studetn % meeting/exceeding vs. class grades	Analizar el porcentaje de estudiantes que alcanzan o superan los objetivos en comparación con las notas de la clase

74	587	How can we support students to increase math levels especially at the higher grades.	¿Cómo podemos ayudar a los estudiantes a aumentar su nivel de matemáticas, especialmente en los cursos superiores?
75	588	How to change the way we work with MS students to increase % of goals met.	Cómo cambiar la forma de trabajar con los estudiantes de Secundaria para aumentar el porcentaje de objetivos alcanzados.
76	589	How do we increase the number of students in that meet their IEP goals? are goals attainable?	¿Cómo podemos aumentar el número de alumnos que alcanzan los objetivos de su IEP? ¿son alcanzables los objetivos?
77	590	How do we continue to support the students working at grade level in math as they move up in grade level?	¿Cómo seguimos apoyando a los estudiantes que trabajan al nivel del grado en matemáticas a medida que avancen de grado?
78	591	Only 32% of students in 3rds grade are meeting benchmarks for math, do we need to look at our curriculum and instruction? Is there a need for more targeted intervention?	Sólo el 32% de los estudiantes de 3er grado están cumpliendo con los puntos de referencia para en matemáticas, ¿tenemos que analizar nuestro plan de estudios y la instrucción? ¿Es necesaria una intervención más específica?
79	592	Why did student in 1st-4th show lower math improvement	¿Por qué los estudiantes de 1º a 4º muestran una menor mejora en matemáticas?
80	593	Will we use the 21/22 fitness data and 22/23 fitness data to compare studnets performance (21/22-mask-inactive-movement)	Utilizaremos los datos de aptitud física de 21/22 y 22/23 para comparar el rendimiento de los estudiantes
81	594	What will the mile test improvement look like, knowing that students will be more active in class this year.	¿Cómo será la mejora de las pruebas kilométricas, sabiendo que los alumnos serán más activos en clase este año?
82	595	Where are students change at for PE?	¿Dónde se cambiarán los estudiantes para educación física?
83	596	With new standards being taught are we resuming to regular grading or different categories of grading?	Con las nuevas estándares que se enseñan, ¿volveremos a las calificaciones normales o a diferentes categorías de calificaciones?
84	597	What age is required to be a student there? And what other language do you teach?	Que edad es requerida para ser estudiante ahí? Y que otro idioma o lengua enseñan?
85	598	I understand that our time is limited and our academic school year is coming to an end, sooner than later yet, I'd like to support in this work, I'd love to help in this process...where can we begin?	Comprendo que nuestro tiempo es limitado y que nuestro año escolar está llegando a su fin, más pronto que tarde aún, me gustaría apoyar en este trabajo, me encantaría ayudar en este proceso... ¿por dónde podemos empezar?
86	599	At what point do teachers have a say in how the funds are spent? Do they have say? Are all teachers trained to provide ELD instruction and/or reading intervention support? Why are all parent committees/clubs ran/directed by a school staff? (ie PC, PA, Parents as Partners) Is there an ELAC member part of the finance committee?	¿En qué momento pueden opinar los estudiantes sobre cómo se gastan los fondos? ¿Tienen voz y voto? ¿Están todos los maestros capacitados para impartir enseñanza ELD y/o apoyo a la intervención en lectura? ¿Por qué todos los comités/clubes de padres están dirigidos por personal de la escuela (por ejemplo, PC, PA, padres como socios)? ¿Hay un miembro de ELAC que forme parte del comité de finanzas?
87	600	I want to learn to speak English	Quiero aprender a hablar inglés

FY24	Historical Count	WANT TO KNOW	QUISIERA SABER
1	601	(governance) How to read/review the agenda	Cómo leer/revisar la agenda
2	602	(governance) What is the purpose of all other meeting participants?	¿Cuál es el propósito de los demás participantes que asisten a la reunión?
3	603	(governance) I don't know a lot in this area. :(No sé mucho de esta área :(
4	604	(academics) What are the demographics like?	¿Cómo son los datos demográficos?
5	605	(academics) Are charters subjected to state testings or any other kind of testings?	¿Las escuelas chárter están sujetas a pruebas estatales o a cualquier otro tipo de pruebas?
6	606	(academics) How well do LAS students transition to High School?	¿Qué tan bien hacen los estudiantes de LAS la transición a la escuela secundaria?
7	607	(academics) Do charters win awards? Do public schools?	¿Las escuelas chárter ganan premios? ¿Las escuelas públicas?
8	608	(academics) What is the relationship w/ Sac Unified District?	¿Cuál es la relación con el Distrito Unificado de Sac?
9	609	(finance) How is a charter funded?	¿Cómo se financia una escuela chárter ?
10	610	(finance) Is there data that needs to be reported?	¿Hay datos que deban ser reportados?
11	611	(governance) What committees are there & how do we choose/get assigned?	¿Qué comités hay y cómo los elegimos/nos asignan?
12	612	(governance) What is the participation schedule?	¿Cuál es el calendario de participación?
13	613	(academics) How do academic curriculums change over years? what impacts them?	¿Cómo cambian los planes de estudio académicos a lo largo de los años? ¿Qué les impacta?
14	614	(finance) How does independent funding impact LAS as a school - does it give LAS more freedom/restrictions?	¿Cómo afecta la financiación independiente a LAS como escuela? ¿Le da a LAS más libertad/restricciones?
15	615	(governance) Can board members serve for more than one term?	¿Pueden los miembros de la mesa directiva servir por más de un mandato?
16	616	(governance) Can we sub if we are a parent board member?	¿Podemos ser sustitutos si servimos como padres en la mesa directiva?
17	617	(academics) What tests do students take? Which ones are in English/Spanish?	¿Qué pruebas toman los estudiantes? ¿Cuáles están en inglés/español?
18	618	(academics) Do we have any sort of music program? choir, band, music teacher?	¿Tenemos algún tipo de programa musical? ¿Coro, banda, profesor de música?
19	619	(finance) Would like to learn more! What effects our budget?	¡Me gustaría aprender más! ¿Qué afecta nuestro presupuesto?
20	620	Are ther any new/recent laws impicating charter schools in CA?	¿Hay alguna ley nueva o reciente que imponga las escuelas chárter en California?
21	621	How did our SBAC scores this past year compare to other schools in our area (k-5/6-8)	¿Cómo se compararon nuestros resultados de SBAC del año pasado con los de otras escuelas de nuestra zona (k-5/6-8)?
22	622	How does the percent of our reclassified multilingual learners impact our renewal?	¿Cómo influye en nuestra renovación el porcentaje de alumnos multilingües reclasificados?
23	623	I have ALL the questions about finance because my knowledge in this topic is minimal	Tengo TODAS las preguntas sobre finanzas porque mis conocimientos en este tema son mínimos.
24	624	Metrics - LCAP- Implementation>measure of goals	Métricas - LCAP- Implementación>medida de objetivos
25	625	LCAP> what is the difference between check point LCAP + final LCAP (yearly)	LCAP> ¿Cuál es la diferencia entre el LCAP de control + el LCAP final (anual)?
26	626	What other strategies/things are we doing/implementing to reduce high absentism?	¿Qué otras estrategias/cosas estamos haciendo/aplicando para reducir el elevado absentismo?
27	627	How to improve SPED absenteeism?	¿Cómo mejorar el absentismo en SPED?
28	628	What supports to put in place to address (A/U?) ELs?	¿Qué apoyos poner en marcha para atender (A/U?) a los alumnos EL?
29	629	How to improve SPED academics?	¿Cómo mejorar los resultados académicos de SPED?
30	630	What are our plans for continued growth?	¿Qué planes tenemos para seguir creciendo?
31	631	What support are we continuing to give our subgroups?	¿Qué apoyo seguimos prestando a nuestros subgrupos?
32	632	LCAP> What are our goals for SWD student?	LCAP> ¿Cuáles son nuestros objetivos para los estudiantes SWD?
33	633	When is LAS up for Charter Renewal?	¿Cuándo se renueva la chárter de LAS?
34	634	When do we turn renewal docs to district?	¿Cuándo entregamos los documentos de renovación al distrito?
35	635	How are we doing so far with LCAP requirements?	¿Cómo vamos con los requisitos del LCAP?

36	636	Changes for this renewal?	¿Cambios para esta renovación?
37	637	How is the mid-year review different from the end-of-the-year review?	¿En qué se diferencia la revisión de mitad de año de la de final de año?
38	638	What the new Sac City Board members are looking for?	¿Qué buscan los nuevos miembros de la mesa directiva de Sac City?
39	639	How much extra work it is for Teejay to do 2x a year?	¿Cuánto trabajo extra es para Teejay hacer 2x al año?
40	640	Why are the processes always changing?	¿Por qué cambian continuamente los procesos?
41	641	What do the scores mean for me?	¿Qué significan para mí los resultados?
42	642	What changes should I make/implement in my classroom?	¿Qué cambios debería hacer o aplicar en mi clase?
43	643	Who is tracking changes in ELD to see what is proving to be effective?	¿Quién hace un seguimiento de los cambios en el ELD para ver qué está resultando eficaz?
44	644	How to improve our math scores. Focus on math intervention.	Cómo mejorar nuestros resultados en matemáticas. Centrarse en la intervención en matemáticas.
45	645	Who will get interviewed?	¿Quién será entrevistado?
46	646	Will the math survey about being a mathematician be included in LCAP?	¿Se incluirá en el LCAP la encuesta sobre matemáticas?
47	647	Charter: What information is updated every charter cycle?	Charter : ¿Qué información se actualiza en cada ciclo del charter de LAS?
48	648	Remind me: all the academic data sources> MAP Growth>State testing> MAP Fluency	Recuérdame: todas las fuentes de datos académicos > crecimiento en MAP > pruebas estatales > la fluidez en MAP
49	649	If it's possible to revise/re-examine our reclassification criteria> in particular using MAP as midpoint for the "Comparison of Performance in Basic Skills"... I heard there was some research on this...	Si es posible revisar/reexaminar nuestros criterios de reclasificación> en particular utilizando MAP como punto medio para la "Comparación del Rendimiento en Habilidades Básicas".... He oído que hay algunas investigaciones sobre esto...
50	650	Will we know when we will have a visit or will it be unannounced?	¿Sabremos cuándo nos visitarán o será sin previo aviso?
51	651	How do we prepare our student council members? > Podcast: STS explain the LCAP process	¿Cómo preparamos a los miembros del concilio de estudiantes? > Podcast: STS explica el proceso LCAP
52	652	How do we prepare?	¿Cómo nos preparamos?
53	653	How do we prep student council? Podcast?	¿Cómo preparamos el concilio de estudiantil? ¿Podcast?
54	654	How do we improve (incentives) attendance schoolwide because I know we can get 98% :)	Cómo mejoramos (incentivamos) la asistencia en toda la escuela porque sé que podemos llegar al 98% :)
55	655	How are 'we' doing with the process? I know Bersola does so much	¿Cómo vamos con el proceso? Sé que Bersola hace mucho
56	656	How can we help?	¿Cómo podemos ayudar?
57	657	What does LCAP stand for again?	¿Qué significan las siglas LCAP?
58	658	I would like to know: What LCAP stand for?	Me gustaría saber ¿Qué significa LCAP?
59	659	Highschools don't look at grades exclusively for 7/8th? Seems like it's 6/7th	¿Las escuelas secundarias no aceptan el boletín de notas exclusivamente para 7/8? Parece que es 6/7th
60	660	SPED didn't meet their goal, How can we help?	SPED no alcanzó su objetivo, ¿Cómo podemos ayudar?
61	661	CA Dashboard ; LCAP	CA Plataforma : LCAP
62	662	What happens if I don't get reclassified before leaving school?	Que pasa si no se llega a reclasificados antes de salir de clases?
63	663	5 key concepts: Las Charter, LCAP, CA Dashboard vs LAS Academics 101, Parent involvement policy, know/want to know survey	5 conceptos clave: Las Charter, LCAP, CA Dashboard vs LAS Academics 101, política de participación de los padres, encuesta saber/querer saber
64	664	New criteria	Nuevo criterio
65	665	What is the new way or policy for reclassification?	¿Cuál es la nueva forma o política de reclasificación?
66	666	How do we follow those students that have been reclassified in 6th, 7th, or 8th.	¿Cómo seguimos a los alumnos que han sido reclasificados en 6º, 7º u 8º?
67	667	New change??? The stat changes it to OPTEL	¿Nuevo cambio? La estadística cambia a OPTEL
68	668	Can we bring back the 'Required Volunteer Hours'	¿Podemos restablecer las "horas de voluntariado obligatorias"?
69	669	P4.3 How do we know a family is homeless? Yearly income reporting? 36	P4.3 ¿Cómo sabemos que una familia no tiene hogar? ¿Informe anual de ingresos?
70	670	About policies and regulations.	Acerca de las polizas, y regulaciones.

71	671	Does the ELAC Committee members change every year?	¿Cambian cada año los miembros del Comité ELAC?
72	672	Does ELAC have the option of meeting on Zoom?	¿Tiene ELAC la opción de reunirse en Zoom?
73	673	Would ELAC have an opportunity to meet earlier?	¿Tendría ELAC la oportunidad de reunirse temprano?
74	674	Can we reinstate volunteer hours? I think it would help families feel welcome on campus again too.	¿Podemos restablecer las horas de voluntariado? Creo que también ayudaría a las familias a sentirse bienvenidas de nuevo en el campus.
75	675	How we can combine student + families to be more in sync in regard to expectation?	¿Cómo podemos combinar a estudiantes y familias para estar más en sintonía en lo que respecta a las expectativas?
76	676	The process or how the corrections are made after the revisions/suggested corrections.	El proceso o cómo se realizan las correcciones tras las revisiones/sugerencias de corrección.
77	677	Can we please bring back the "REQUIRED" volunteer hours! Please	Por favor, ¡volvamos a las horas de voluntariado "OBLIGATORIAS"! Por favor
78	678	Why is there a larger variation in language arts than in math in Gr 3?	¿Por qué hay una mayor variación en lenguaje y literatura que en matemáticas en 3º?
79	679	What can we do to support growth in mathematics to replicate language art scores?	¿Qué podemos hacer para apoyar el crecimiento en matemáticas para replicar los resultados en lengua y literatura?
80	680	Correlation to MAP Growth?	¿Correlación con el crecimiento del MAP?
81	681	Was there a shift after the change in curriculum?	¿Hubo algún cambio tras el cambio del currículo escolar?
82	682	Why is there a dip in math in 5th grade? > English in math? or content?	¿Por qué hay un bajón en matemáticas en 5º? > ¿Inglés en matemáticas? o ¿contenido?
83	683	Do our MAP growth scores mirror an upward trajectory?	¿Reflejan nuestros resultados del MAP una trayectoria ascendente?
84	684	How do MAP growth scores compare to CAASPP/SBAC scores?	¿Cómo se comparan las puntuaciones de crecimiento de MAP con las de CAASPP/SBAC?
85	685	When did we start using Eureka math/engage in NY? How does that impact scores/trajectory?	¿Cuándo empezamos a utilizar Eureka math/engage en NY? ¿Cómo afecta esto a las puntuaciones/trayectoria?
86	686	Does the language shift for math affect scores/trajectory?	¿Afecta el cambio de idioma para matemáticas a las puntuaciones/trayectoria?
87	687	Black line cohort did good! (english)	¡La cohorte de la línea negra lo hizo bien! (inglés)
88	688	Can we teach math in spanish in 5th grade? (math)	¿Se pueden enseñar matemáticas en español en 5º? (matemáticas)
89	689	Research in 4-5 dip is nationwide? (math)	La investigación en los grados 4-5 se sumerge, ¿es de ámbito nacional? (matemáticas)
90	690	Could this be indicative of new curriculum in place?	¿Podría ser un indicio de la existencia de un nuevo plan de estudios?
91	691	Given that 5th grade is 50/50, could we attend or be referred to the most recent research in bilingualism? (strategies, best practices)	Dado que 5º es 50/50, ¿podríamos asistir o que nos remitieran a las investigaciones más recientes sobre bilingüismo? (estrategias, buenas prácticas)
92	692	Did something change in the 5th grade math curriculum last year?	¿Cambió algo en el plan de estudios de matemáticas de 5º el año pasado?
93	693	I wonder if the pattern in scores is the same in other schools for other 7th graders?	Me pregunto si el patrón en las puntuaciones es el mismo en otras escuelas para otros alumnos de 7º.
94	694	Why does 8th grade, historically, have low/no growth?	¿Por qué el 8º grado, históricamente, tiene un crecimiento bajo o nulo?
95	695	Class of 2028's data->we are wondering what the trajectory would look like.	Datos de la clase de 2028->nos preguntamos cómo sería la trayectoria.
96	696	Why was the 2020 8th graduating group results so linear from 3-6 grade compared to the rest of the groups?	¿Por qué los resultados del grupo de 8º de 2020 fueron tan lineales de 3º a 6º en comparación con el resto de grupos?
97	697	Why is there a dip in 5th grade?	¿Por qué hay un descenso en 5º?
98	698	Can we see a SPED line in the future?	¿Veremos una línea SPED en el futuro?
99	699	Are we meeting our goals? Has attendance improved? What are the next steps to prepare for renewal next year?	¿Estamos cumpliendo nuestras metas? ¿Ha mejorado la asistencia? ¿Cuáles son los próximos pasos para preparar la renovación del año que viene?
100	700	How can we have more assemblies to highlight student achievements in more variety areas.	¿Cómo podemos realizar más asambleas para destacar los logros de los alumnos en ámbitos más variados?

101	701	Areas of improvement in academic performance and learning opportunities to improve these areas (PD).	Áreas de mejora en el desempeño académico y oportunidades de aprendizaje para mejorar estas áreas (PD).
102	702	How long do we have LCFF for? Will we need to continue to due LCAP and Mid LCAP each year?	¿Por cuánto tiempo tendremos LCFF? ¿Necesitaremos continuar debido a LCAP y el Mid LCAP cada año?
103	703	If the the midyear review helped identify areas that need improvement.	Si la revisión de mitad de año ayudó a identificar las áreas que necesitan mejorar.
104	704	How will our school be impacted as COVID funds leave. What will our school do in terms of upcoming changes in curriculum? How will we continue to support our students who are consistently not achieving grade level standards.	¿Cómo afectará a nuestra escuela la ausencia de fondos COVID? ¿Qué hará nuestra escuela en términos de los próximos cambios en el currículo? ¿Cómo vamos a seguir apoyando a nuestros estudiantes que consistentemente no están alcanzando los estándares de nivel de grado.
105	705	results and how it affects our school and our students.	resultados y cómo afectan a nuestra escuela y a nuestros estudiantes.
106	706	How are we supporting our EO's struggling with the aquisition of Spanish and lack of desire to learn it.	Cómo estamos apoyando a nuestros estudiantes de habla ingles que luchan con la adquisición del español y la falta de deseo de aprenderlo.
107	707	How to support our special education students that are struggling the most with language skills.	Cómo ayudar a los estudiantes de educación especial con más dificultades para aprender el lenguaje.

Local Control and Accountability Plan (LCAP): Draft v052124 11AM

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

LAS Mission

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

LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in

English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 19th year, LAS has become Sacramento’s premier TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

Two-Way Immersion
90-10 Model

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

Reflections: Successes

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

LAS External Accountability:

CA Dashboard Data for FY20 and FY21 are not available due to COVID-19 school closure. TABLE 1 below is the 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.

LEARN MORE
Chronic Absenteeism

All Students State



Orange

16.1% chronically absent

Increased 2.5% ↕

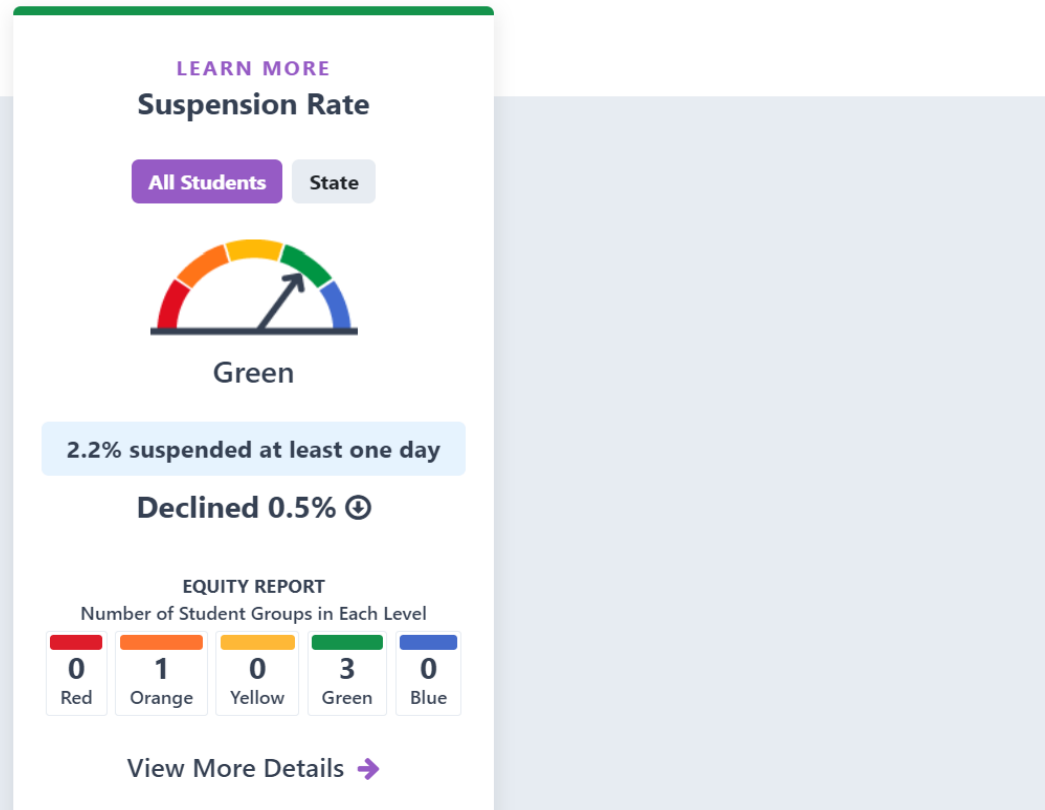
EQUITY REPORT
Number of Student Groups in Each Level

1 Red	3 Orange	0 Yellow	0 Green	0 Blue
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[View More Details](#) →

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

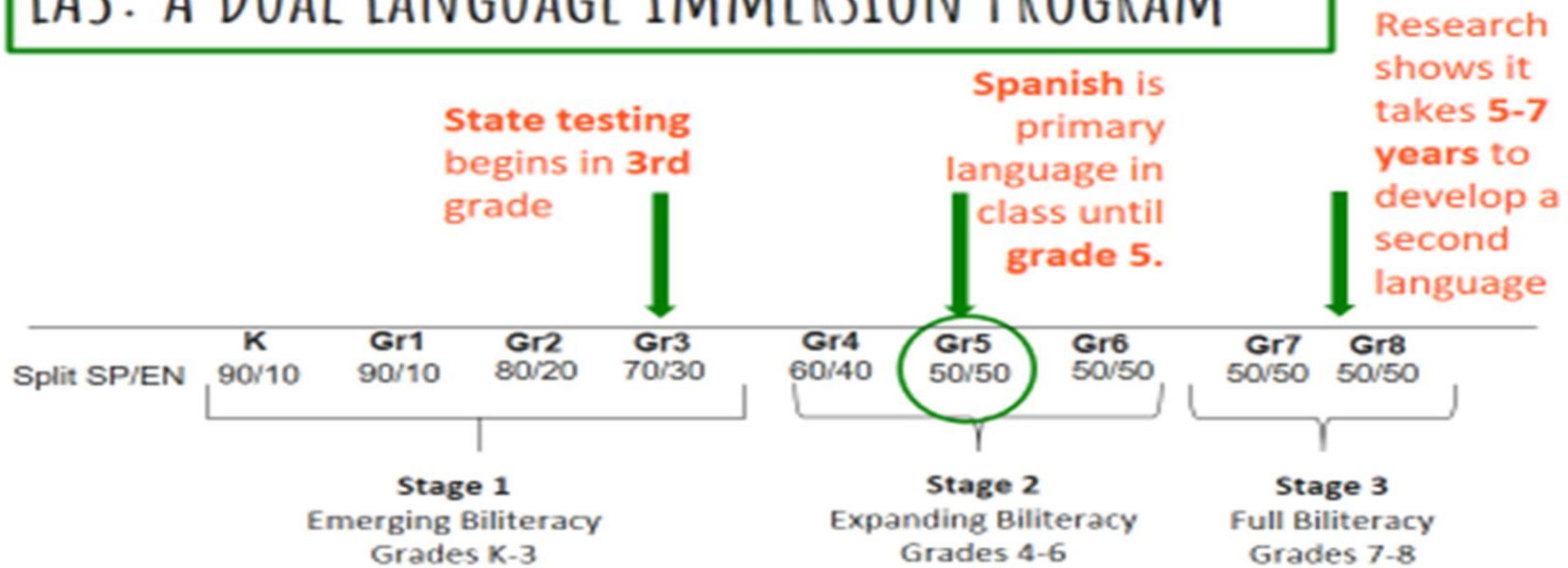


TABLE 3

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!

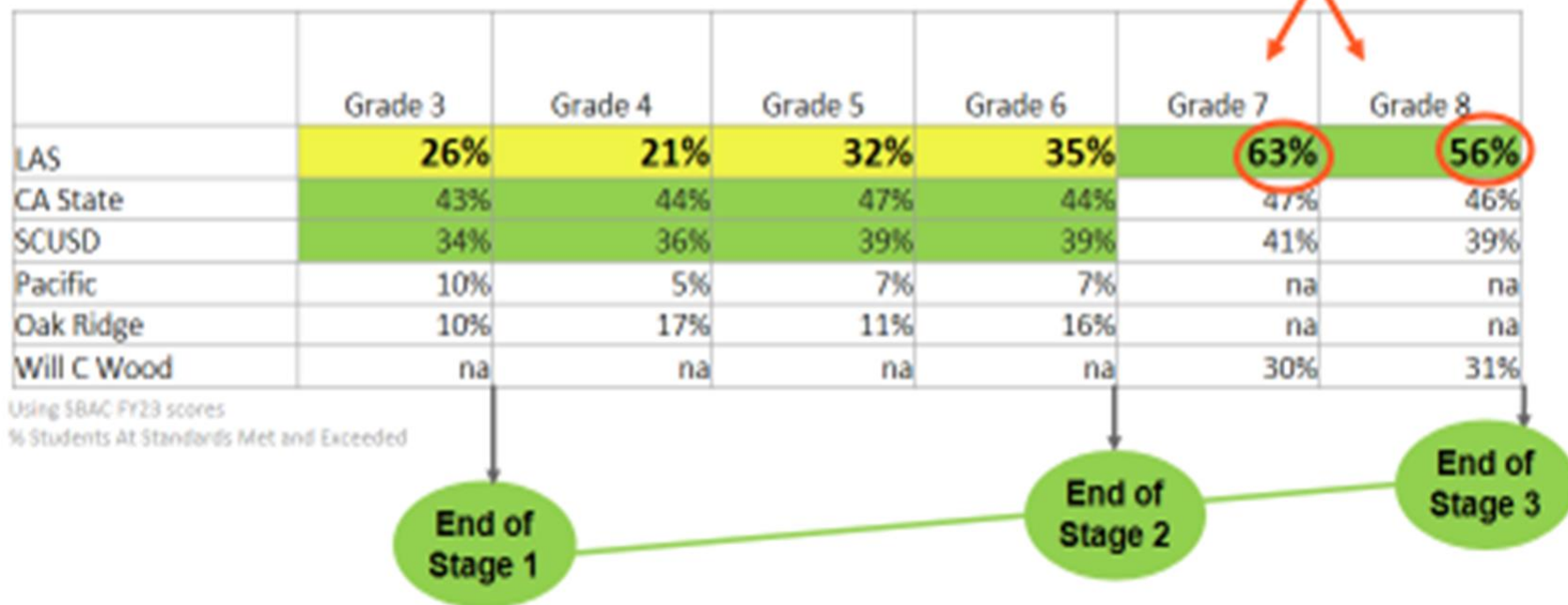


TABLE 5

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%

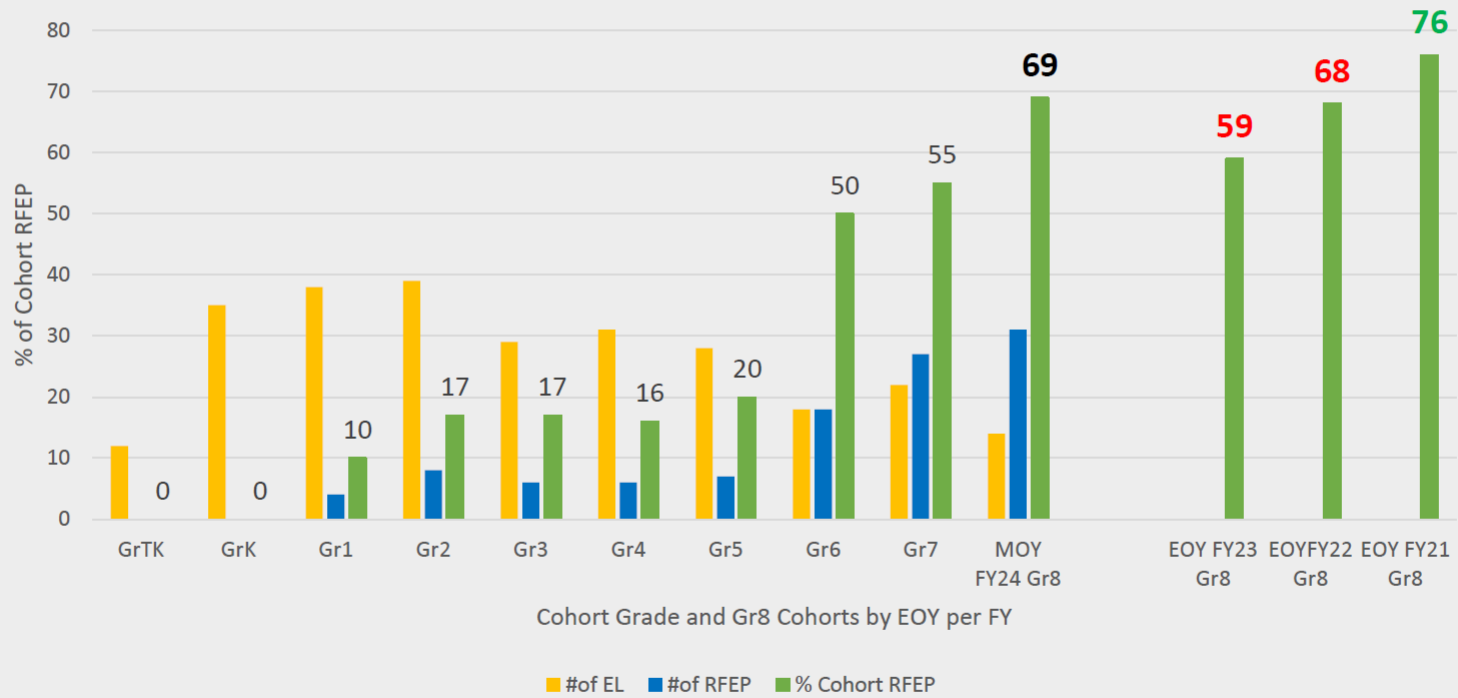
Using SBAC FY23 scores
% Students At Standards Met and Exceeded



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

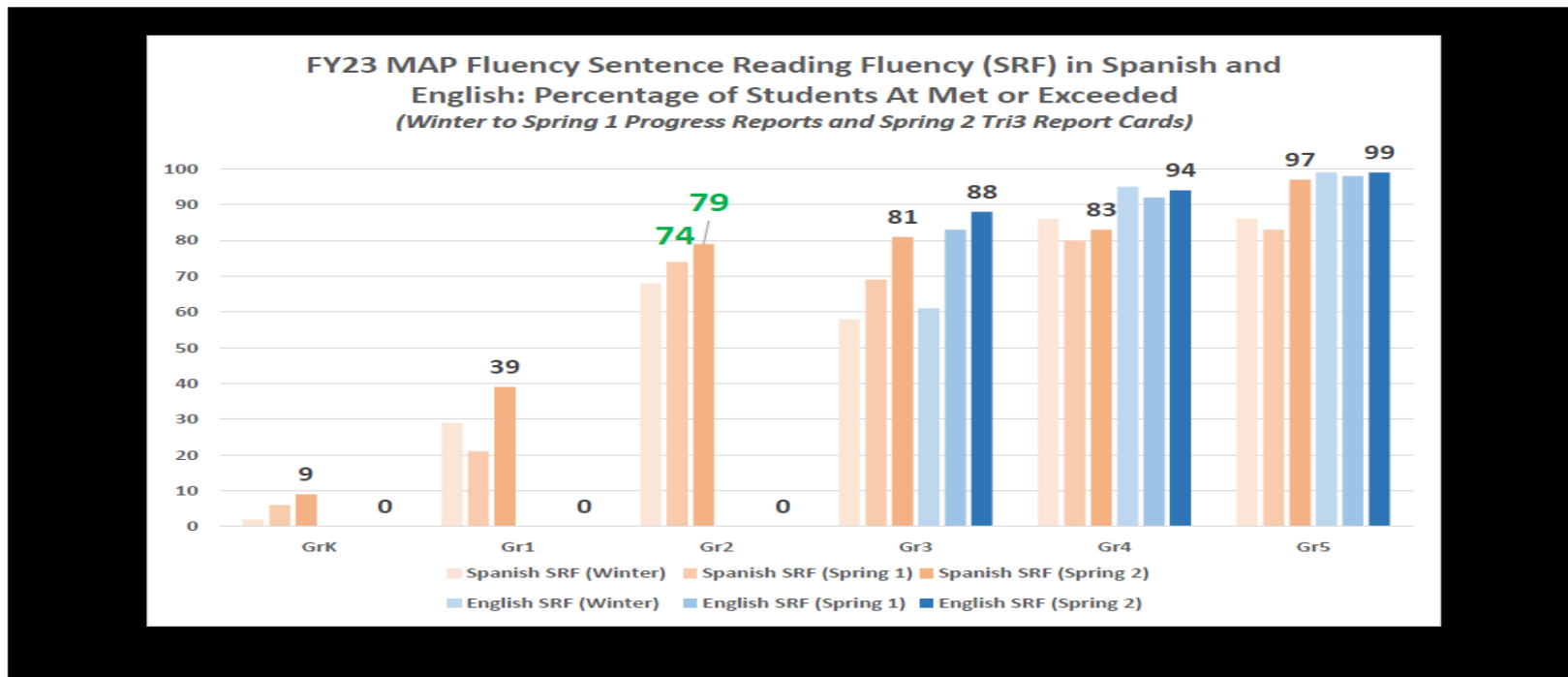
**FY24 LAS English Learner (EL) Progress to Reclassification:
 #of EL, #of RFEP, and %of Cohort RFEP v020724
 LAS Goal: 70% of Gr8 Cohort RFEP by End of Year**



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

Another success highlight in FY23 is that LAS implemented NWEA MAP Growth, a SBE Approved AB1505 Verifiable Data for Charter School Renewal, along with MAP Fluency, school-wide. This milestone has created an efficient and aligned way for LAS to monitor student achievement growth in Foundational Literacy Skills in Spanish and English, Spanish Language Arts, English Language Arts, and Mathematics from primary to middle school years. LAS has yet to fully decipher the magnitude of this internal accountability system and its capacity to streamline student support and intervention; the preliminary results for MAP Fluency assessing foundational literacy skill of Sentence Reading Fluency (SRF) seem promising as indicated on TABLE 7 below.

TABLE 7- FY24 TBD



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

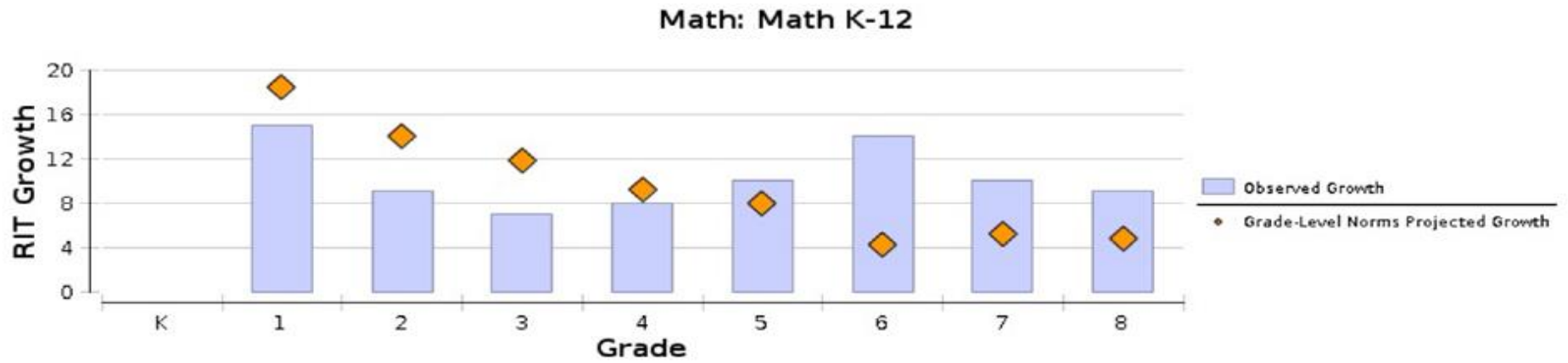


TABLE 9.1

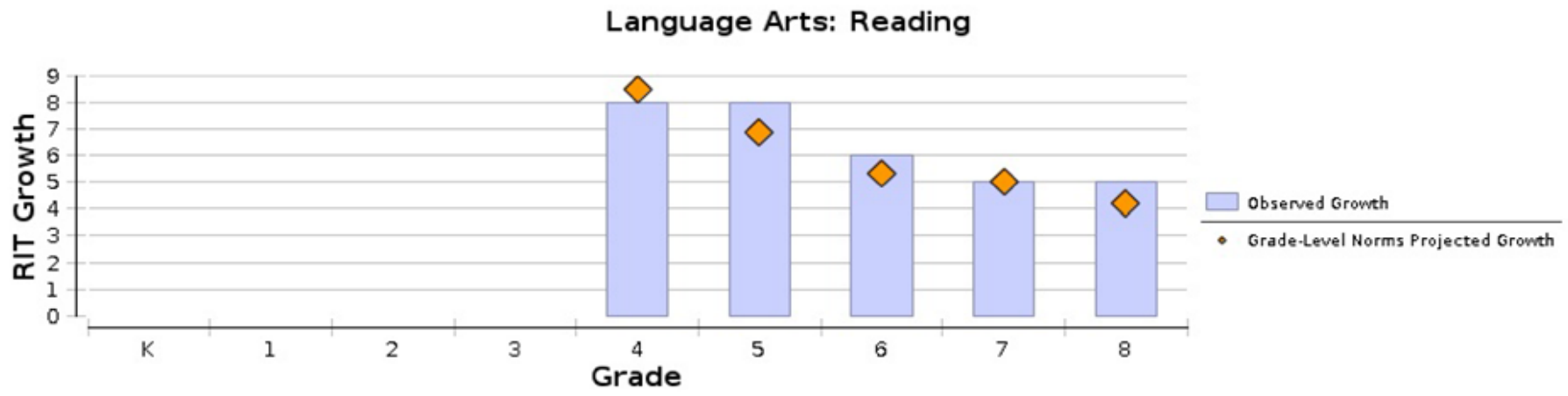


TABLE 8.2 FY24 TBD

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

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

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

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

TABLE 9.2

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

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

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

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

Success Highlight 4: FY24 School-wide Intervention Data:

As of May 2024, FY24 TBD of the total of 239 intervention services rendered in literacy, 237 showed post assessment growth indicating 99% success rate. Moreover, out of 49 students provided math interventions afterschool, 47 indicated post assessment growth indicating 96% success rate. These results are consistent with the previous year's intervention program data with an overall average achievement growth of 93%. When learning took a dive due to Covid-19, the LAS community organized and focused on creating the best systems of support for students. The comprehensive intervention program implementation led by expert teacher leaders in the last three years is most definitely a collective team work that LAS can be proud of!

Reflections: 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 and 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 to 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, 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 focus on: 1) the understanding the context of 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) the teaching to the public of 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 students 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 students: 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. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD students 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). TBD 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. (FY24: 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)

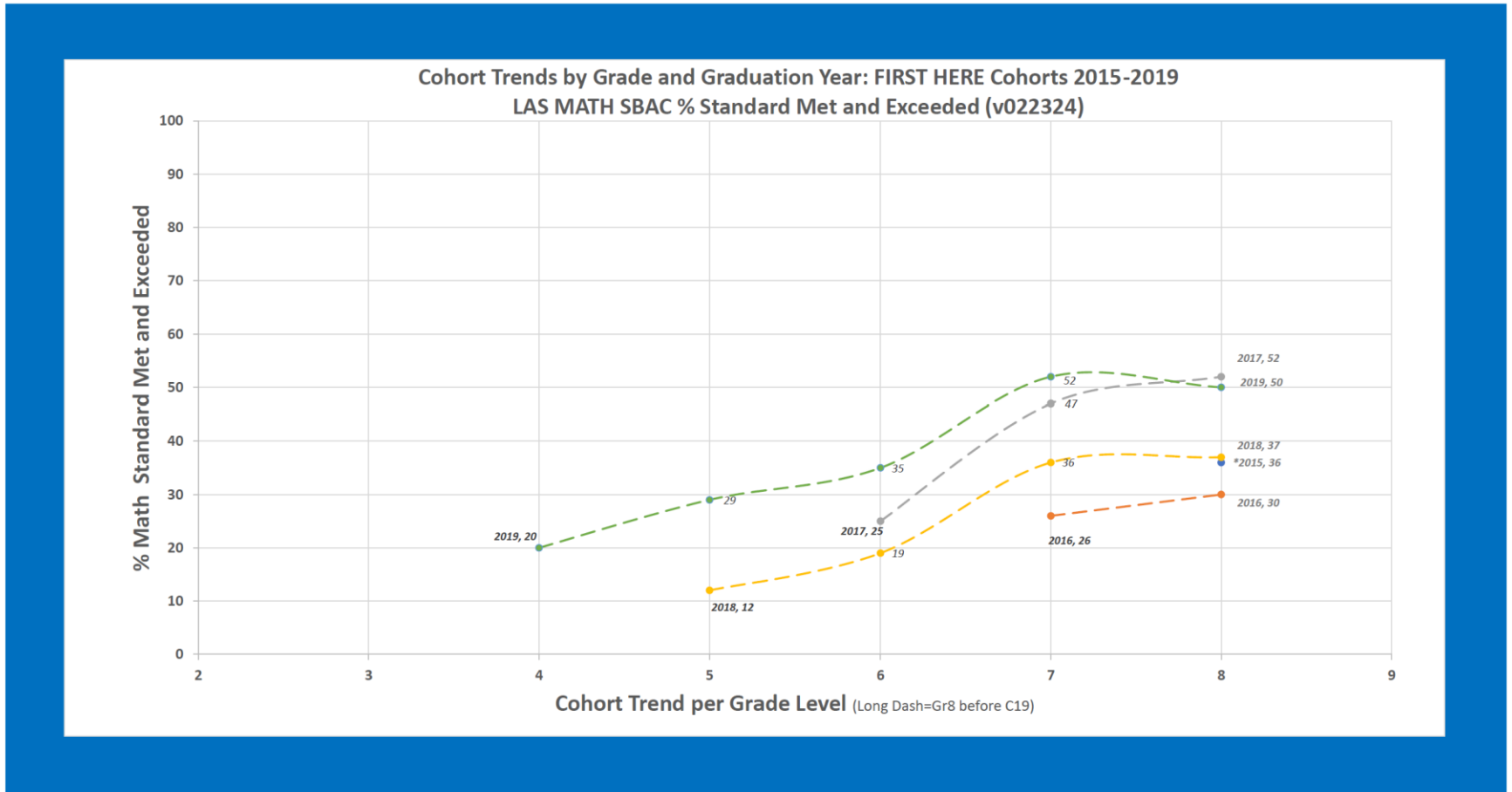
Goal 1	Description
<p>AP.G1 Maintenance Goal:</p>	<p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4.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

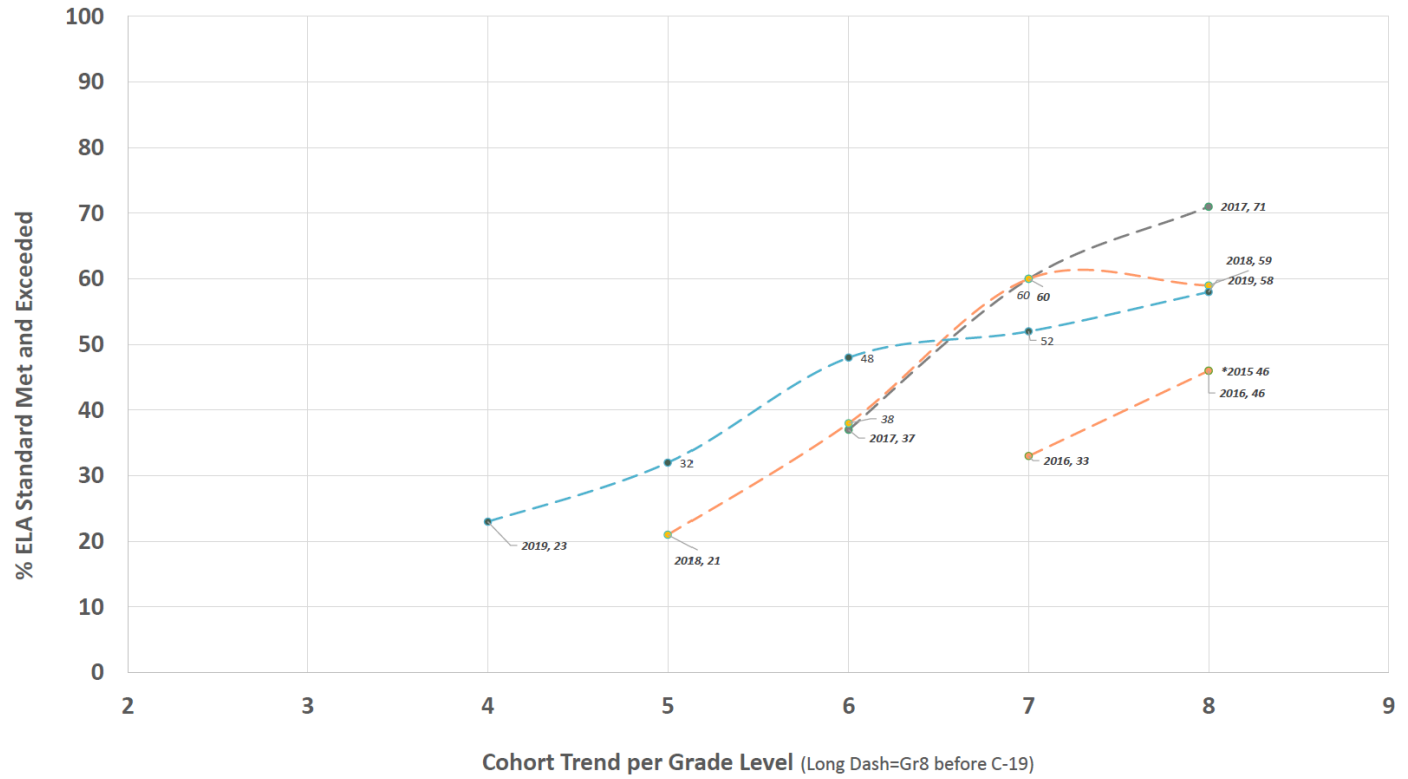
This goal is at the core of our work at LAS. As a community, we continue to study the ramifications of the school closure due to the pandemic as well as the learning recovery needs of our students in relation to their academic performance. Accordingly, we then can align our resources and ensure expert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

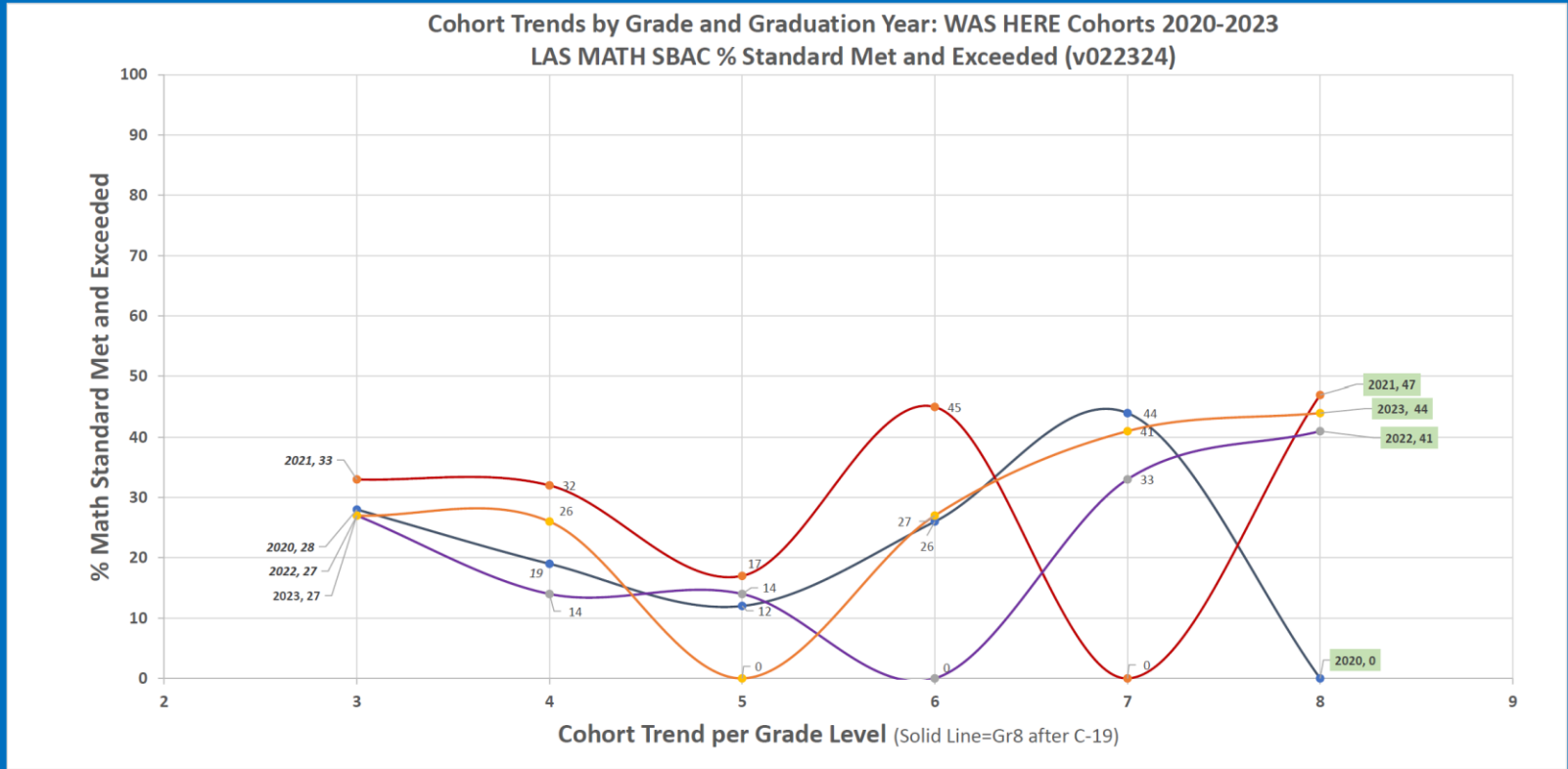
COHORT TRENDS: Pre-Pandemic

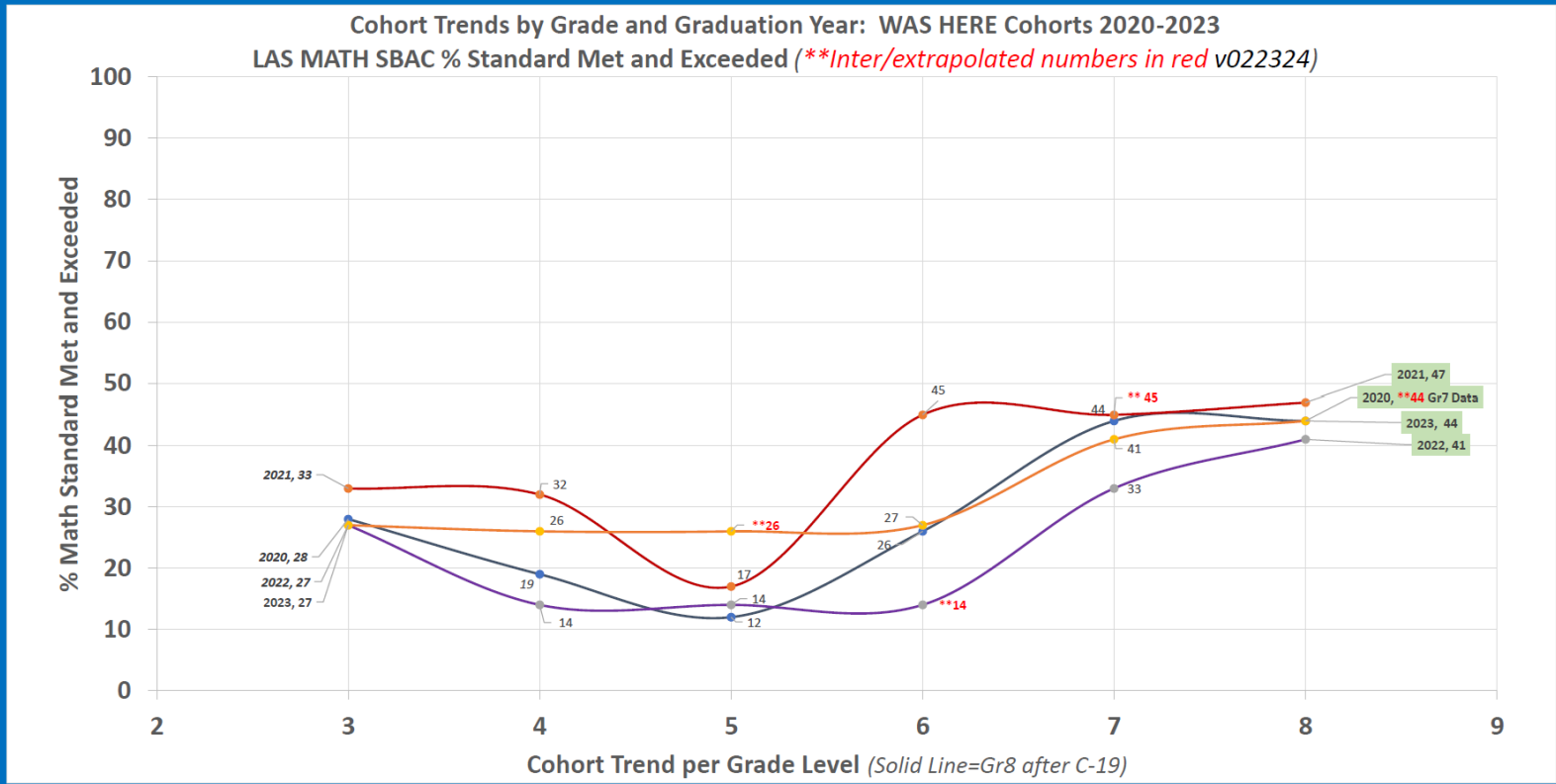


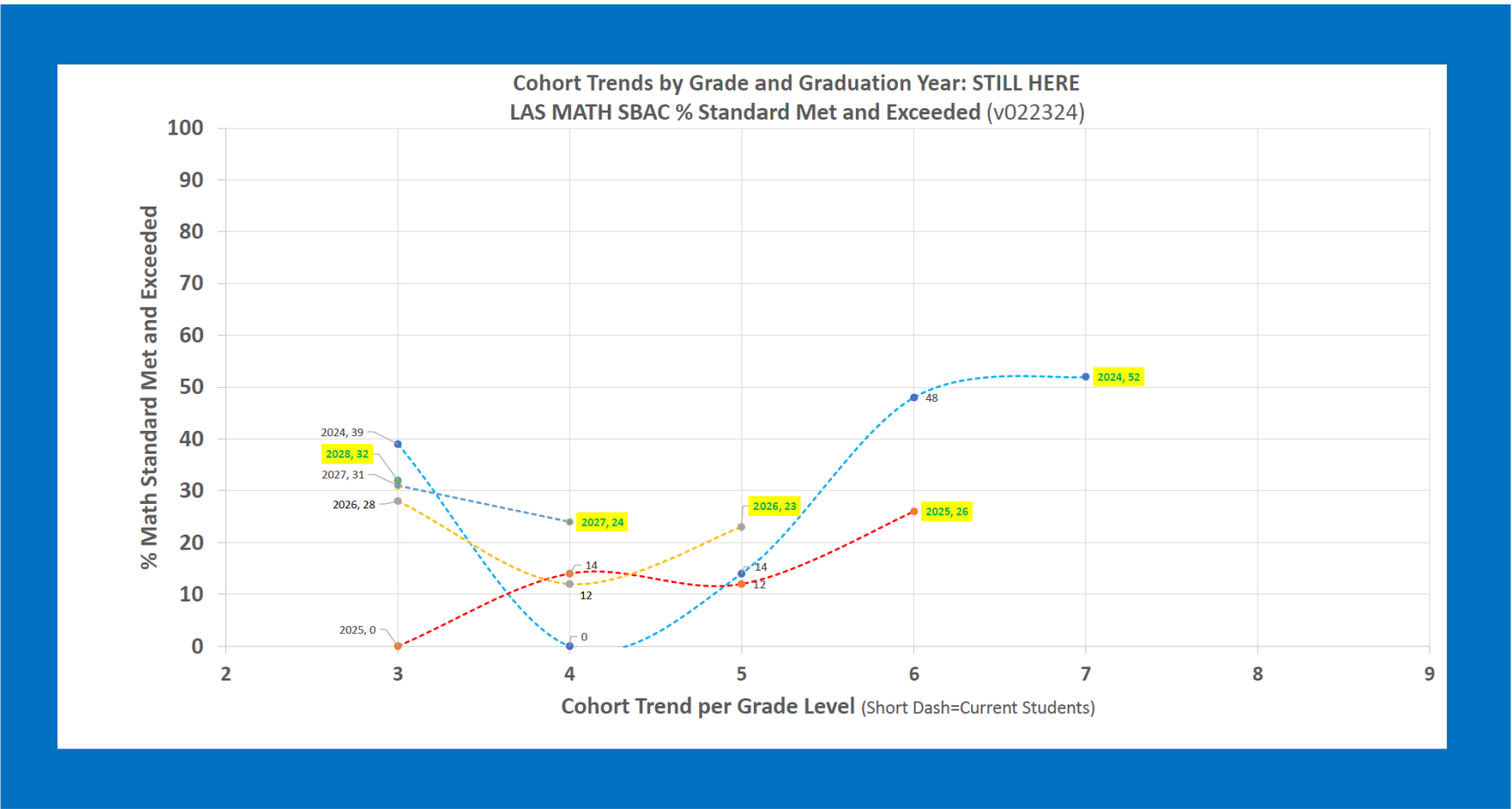
Cohort Trends by Grade and Graduation Year: FIRST HERE Cohorts: 2015-2019
 LAS ELA SBAC % Standard Met and Exceeded (v022324)

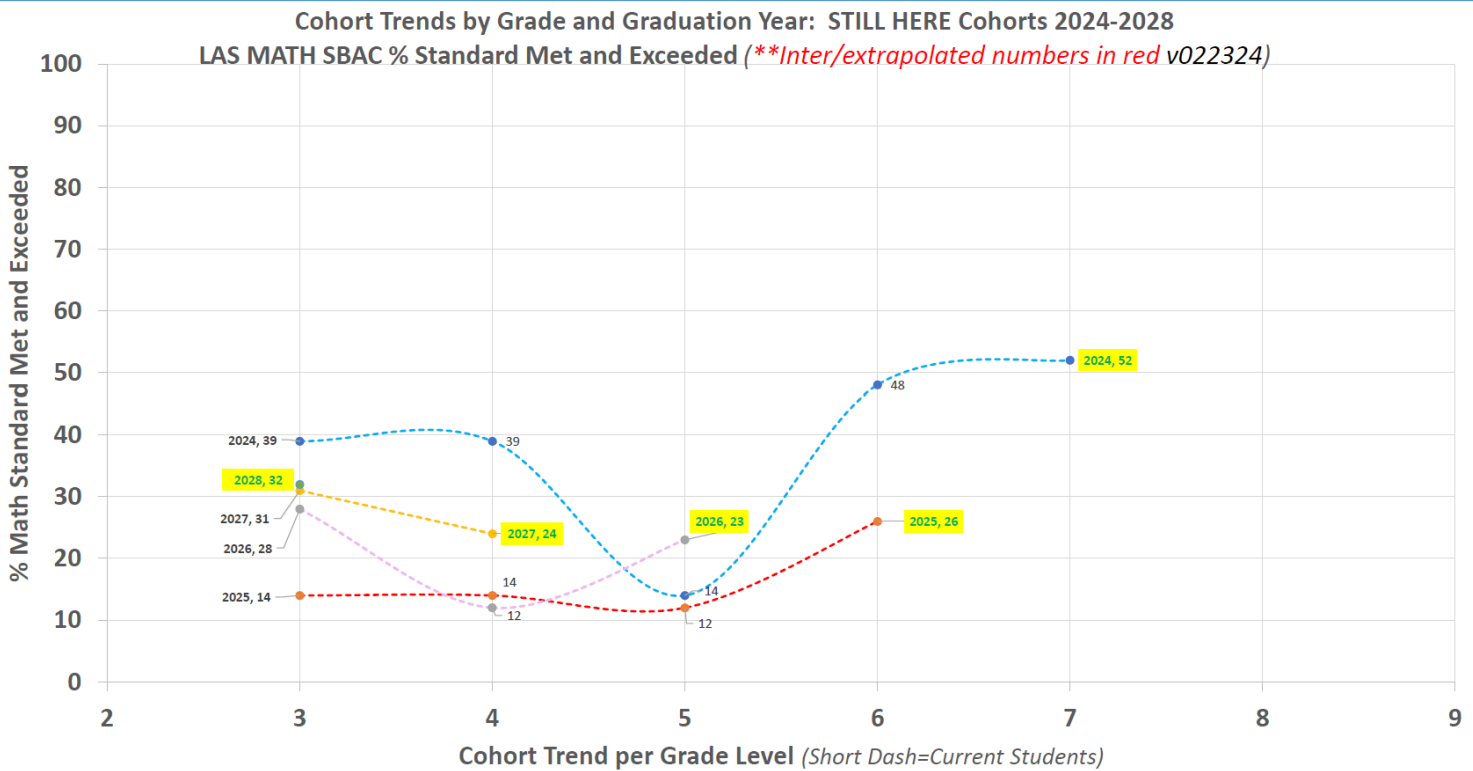


COHORT TRENDS: Pandemic and Present Recovery

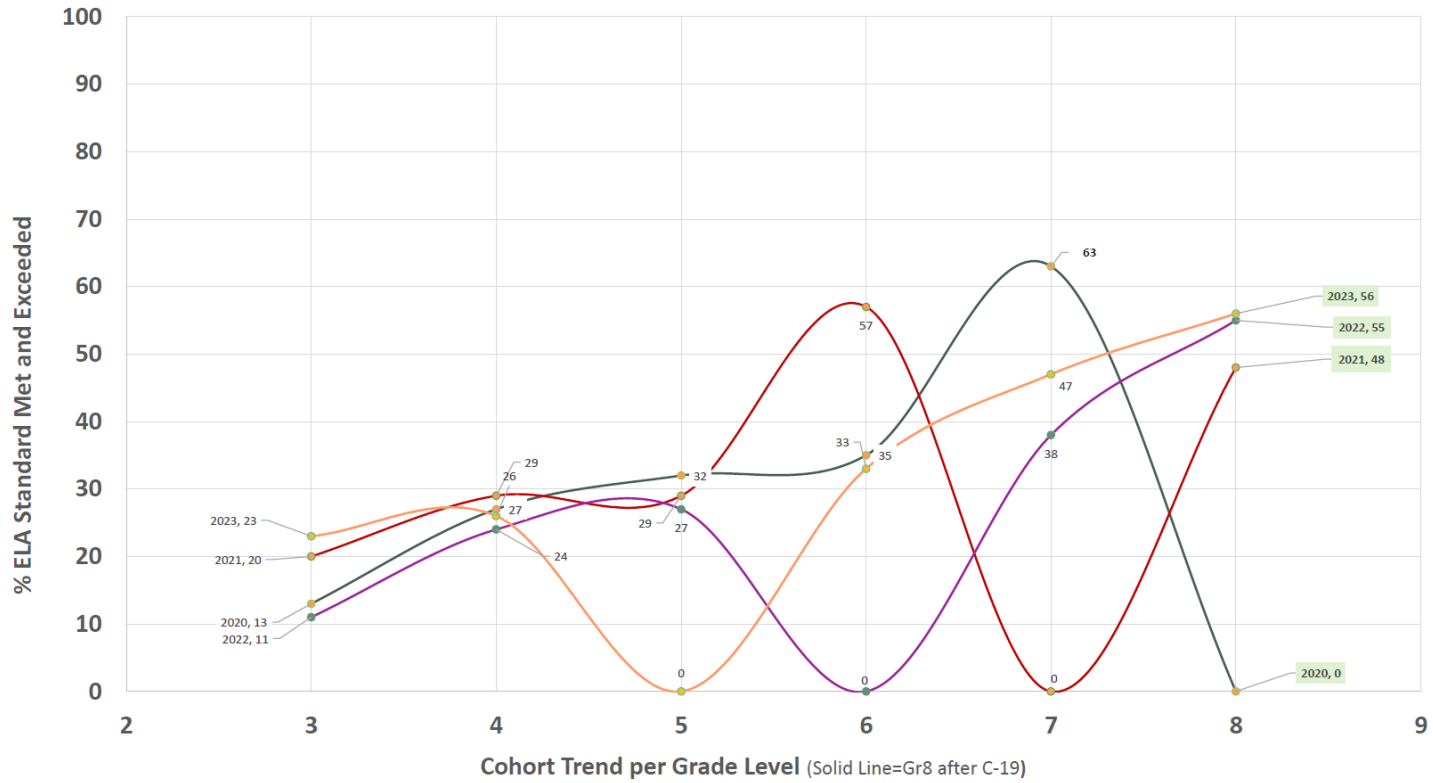




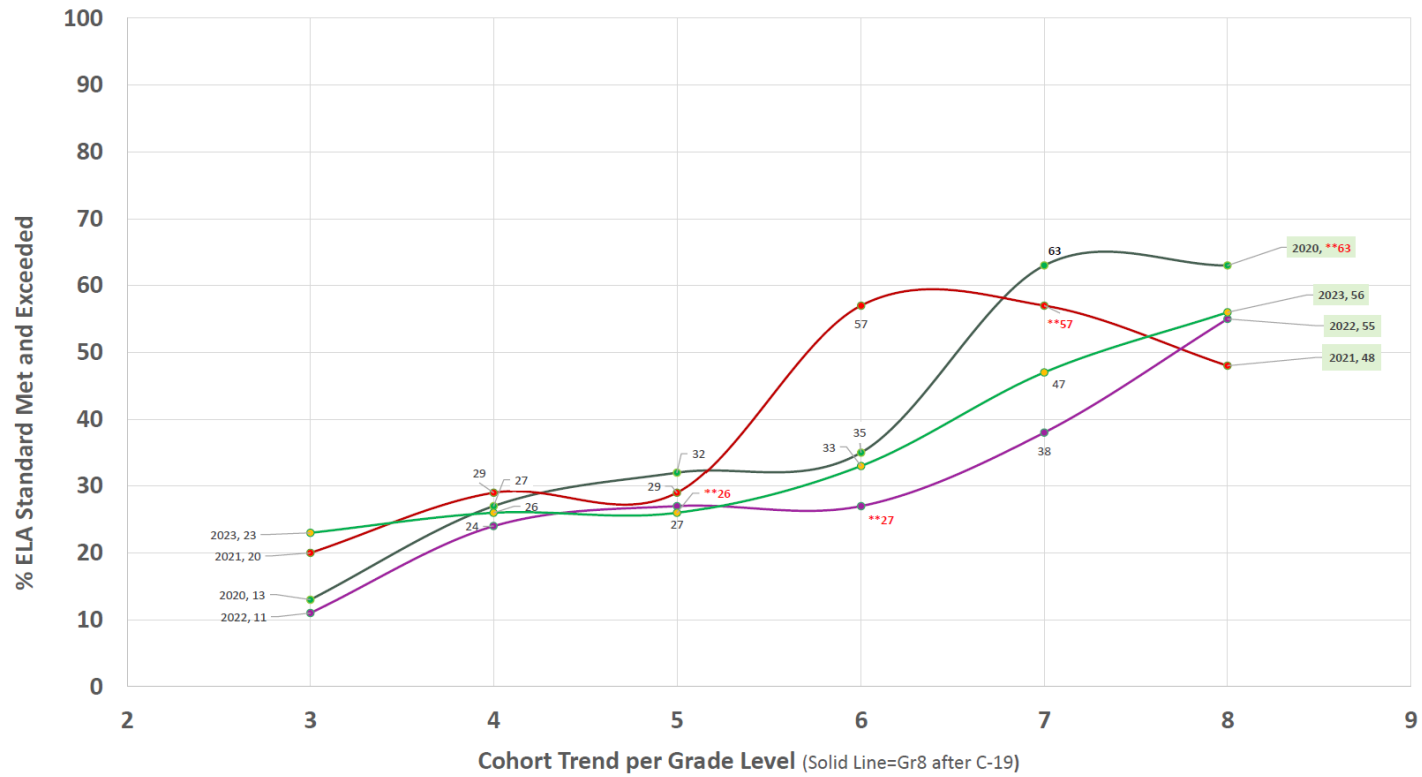




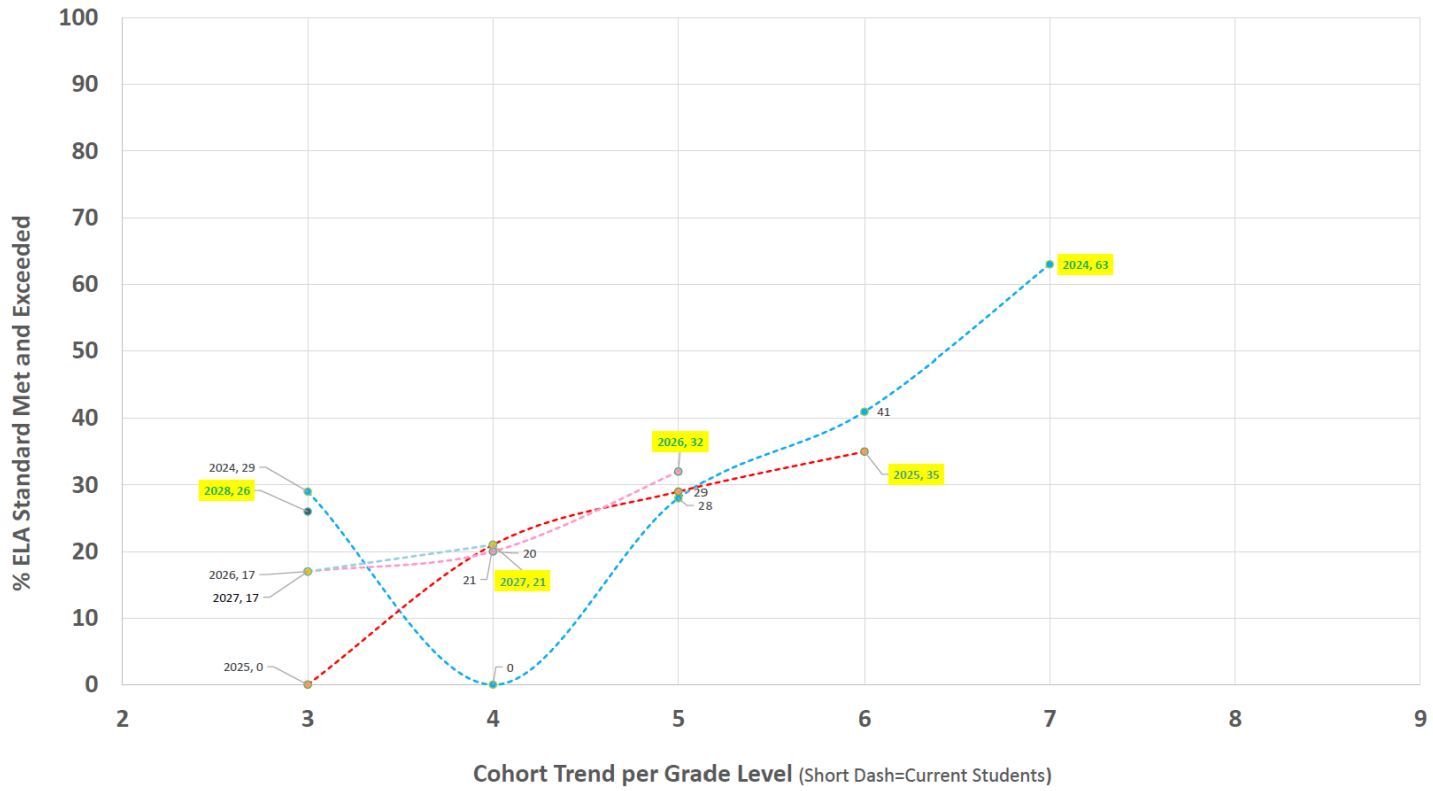
Cohort Trends by Grade and Graduation Year: WAS HERE Cohorts 2020-2023
 LAS ELA SBAC % Standard Met and Exceeded (v022324)



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)

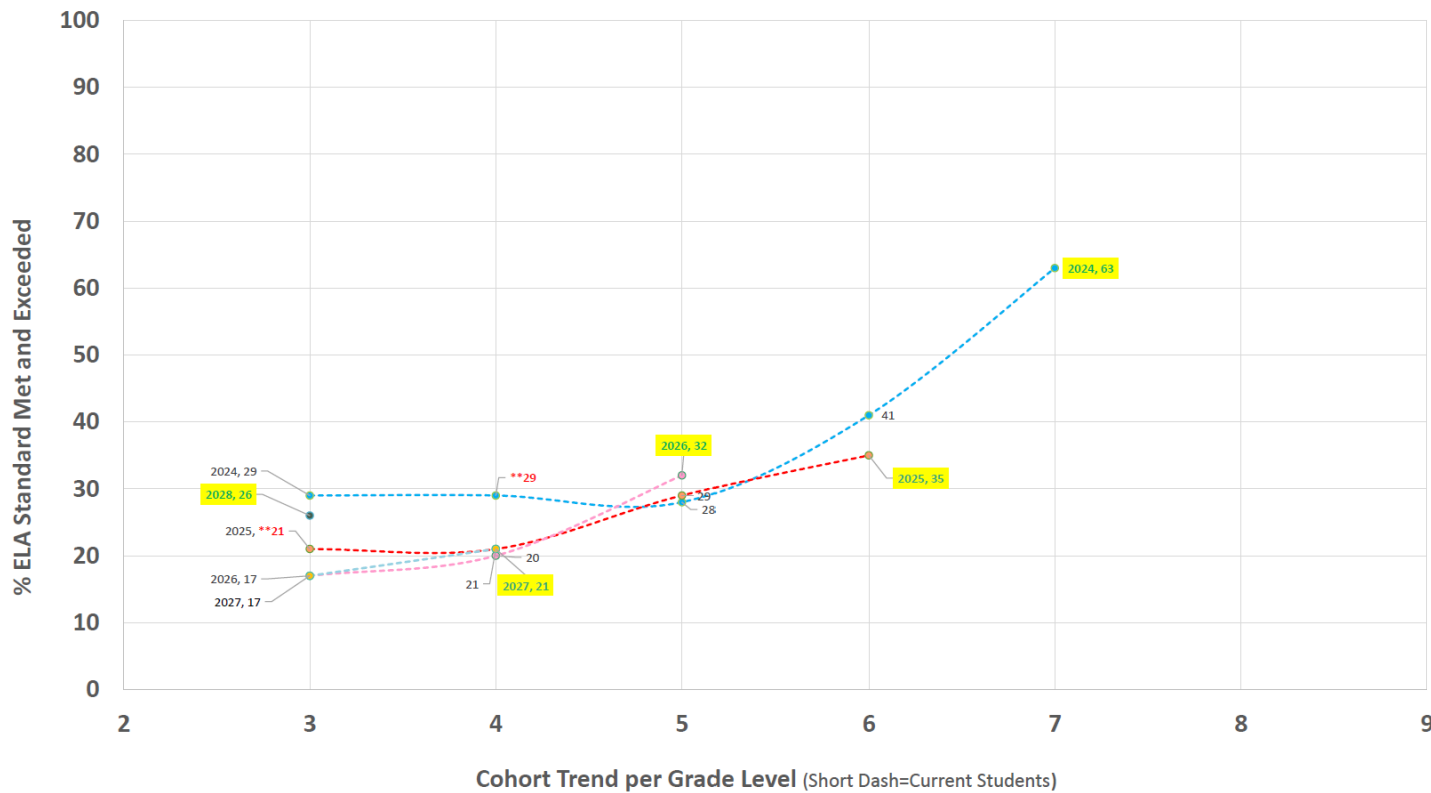


TABLE 14 and TABLE 15 reflect the historical trend of LAS Gr8 Cohort meeting/exceeding the academic performance in ELA and Math for all its subgroups. This remains to be true for the FY23 SBAC results as well.

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

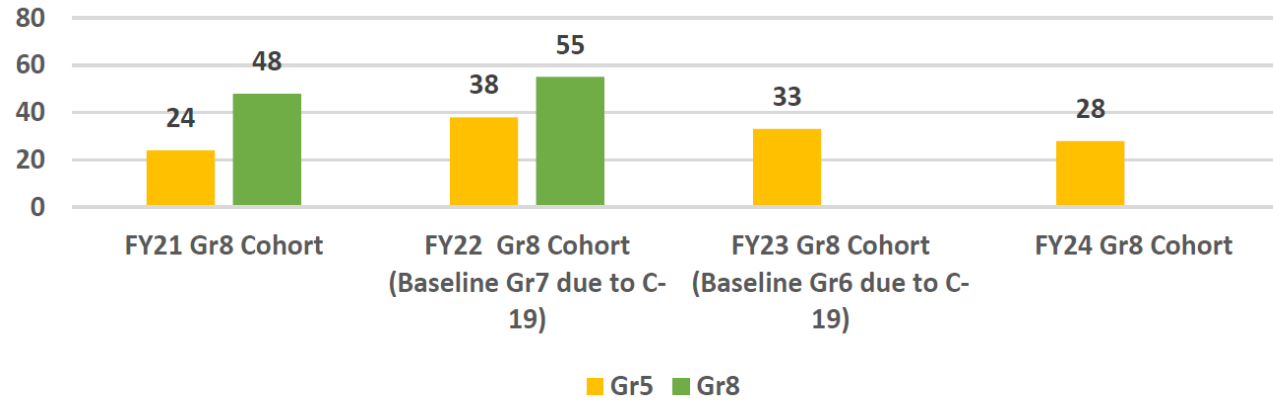
G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools (Refer to TABLE 14 and TABLE 15)

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

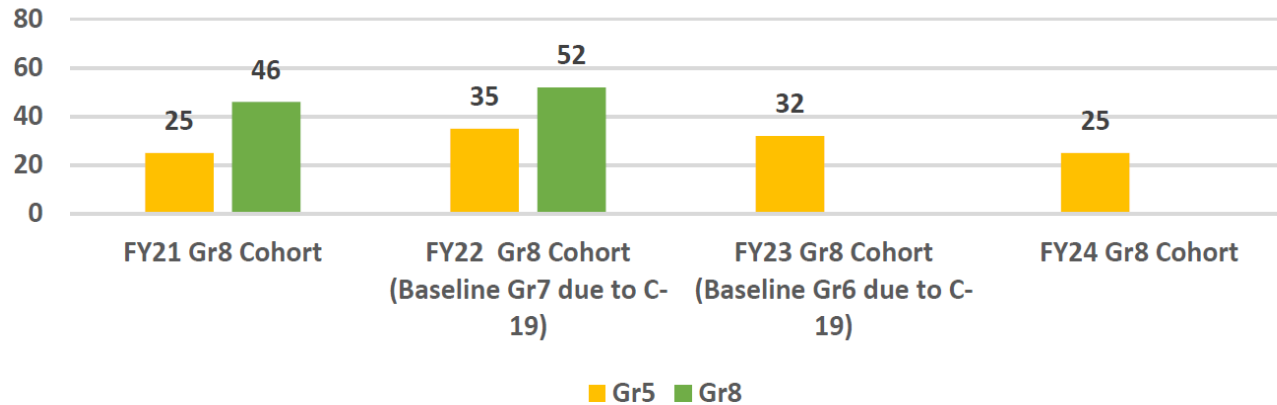
<i>All FY21 Gr8 Cohort Students</i>	48%	47%	No Data C-19	No Data C-19
<i>Latinx</i>	46%	36%	No Data C-19	No Data C-19
<i>English Learner (EL)</i>	33%	7%	No Data C-19	No Data C-19
<i>RFEP</i>	55%	53%	No Data C-19	No Data C-19
SPED	*	*	No Data C-19	No Data C-19
SED	46%	35%	No Data C-19	No Data C-19

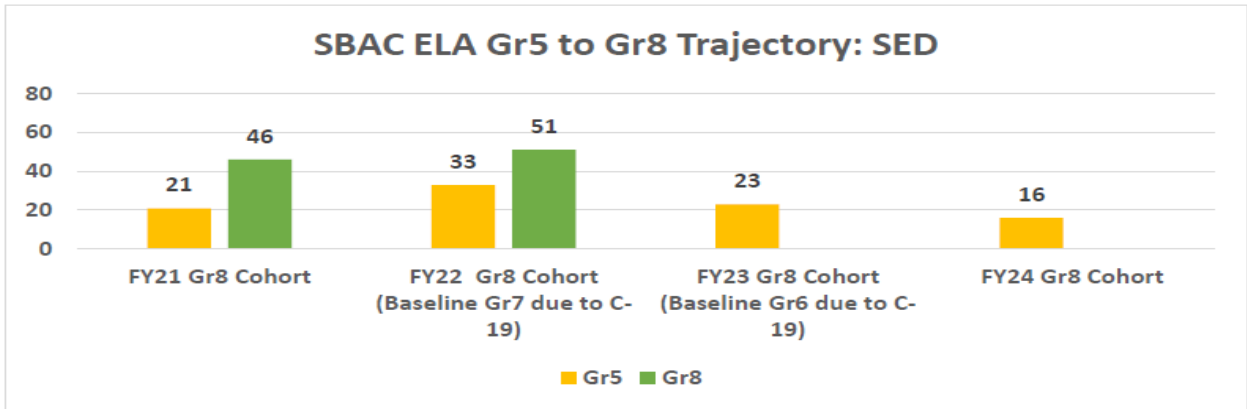
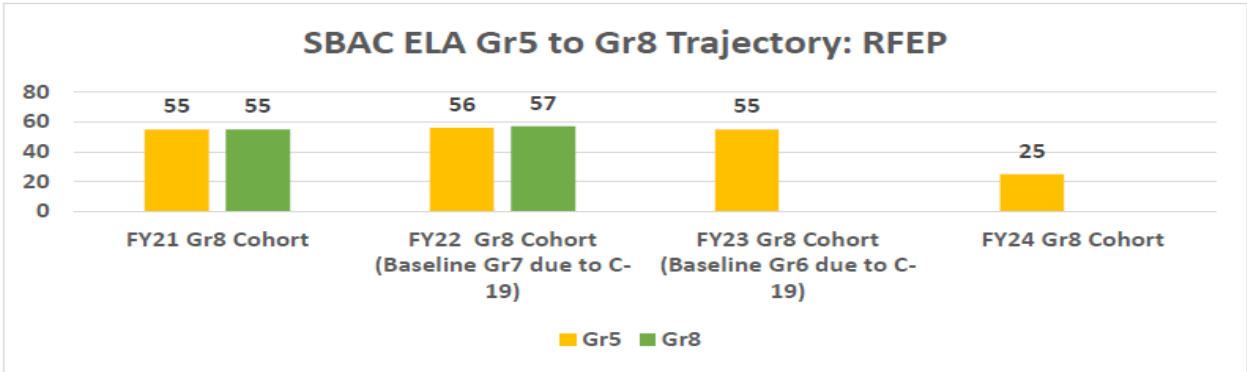
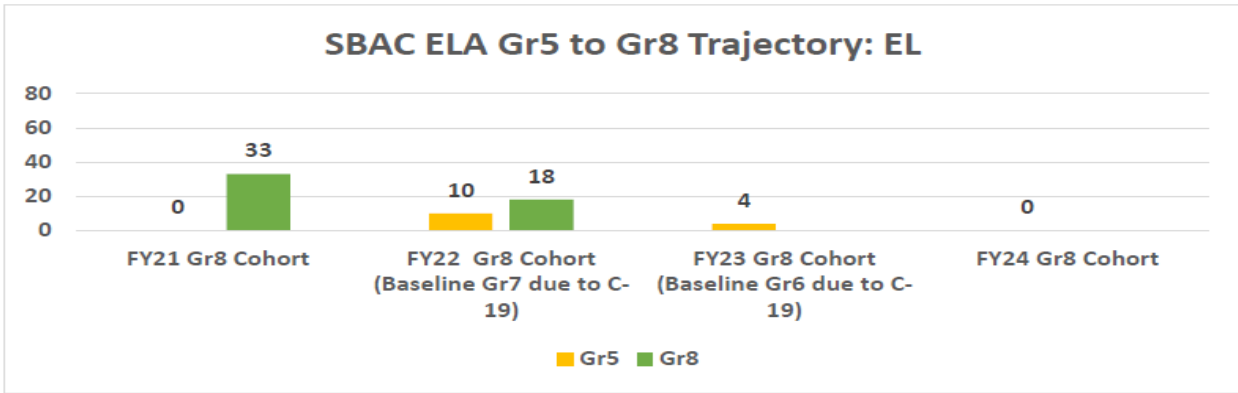
Graphs below FY24: TBD

SBAC ELA Gr5 to Gr8 Trajectory: All Cohort



SBAC ELA Gr5 to Gr8 Trajectory: Latinx





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

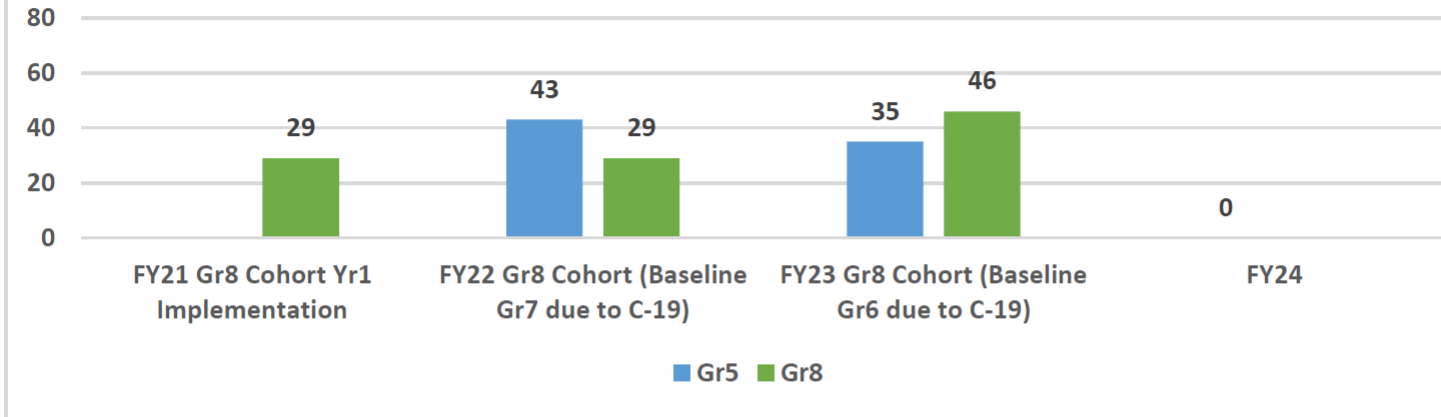
FY23 MAP Growth PMP Fall to Spring Analysis 061423

ELA Gr3-Gr8

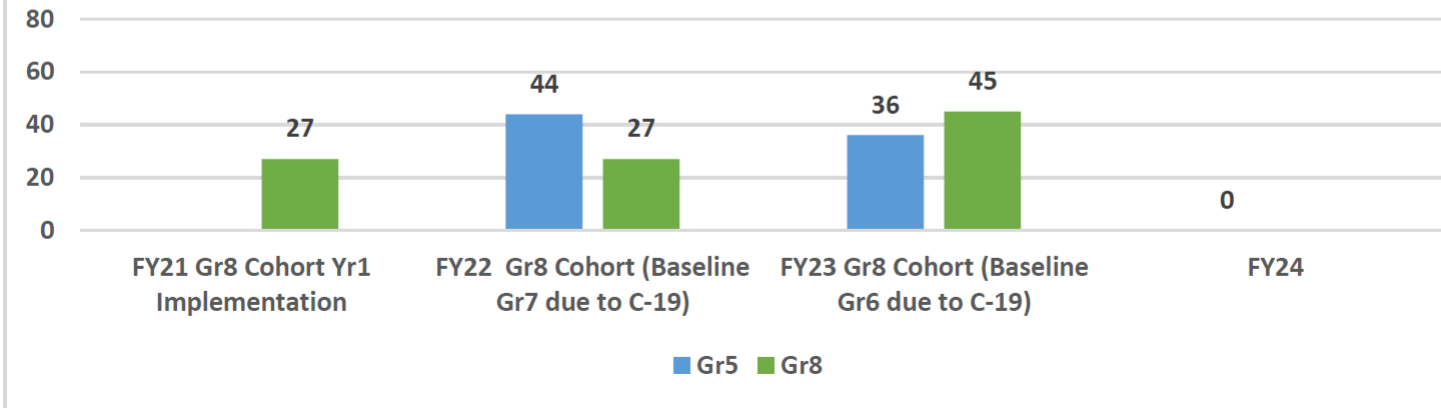
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8				46						
FY22 Gr8		29								
FY21 Gr8		29								
FY23 Gr7				44						
FY22 Gr7					52					
FY21 Gr7				43						
FY23 Gr6			33							
FY22 Gr6					50					
FY21 Gr6			35							
FY23 Gr5					59					
FY22 Gr5		29								
FY21 Gr5										
FY23 Gr4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

TABLE 18.1 and TABLE 18.2

MAP Growth PMP Fall to Spring ELA Trajectory: All Cohort



MAP Growth PMP Fall to Spring ELA Trajectory: Latinx



AP.G1.3

SLA: MAP
Growth
Spanish
Reading

FY24: TBD MAP Growth Spanish Reading based on Student Growth Summary Report – Percent Met Projection (PMP) Column

G3.21 LAS Benchmark MAP Growth Spanish Reading

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

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

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

TABLE 19

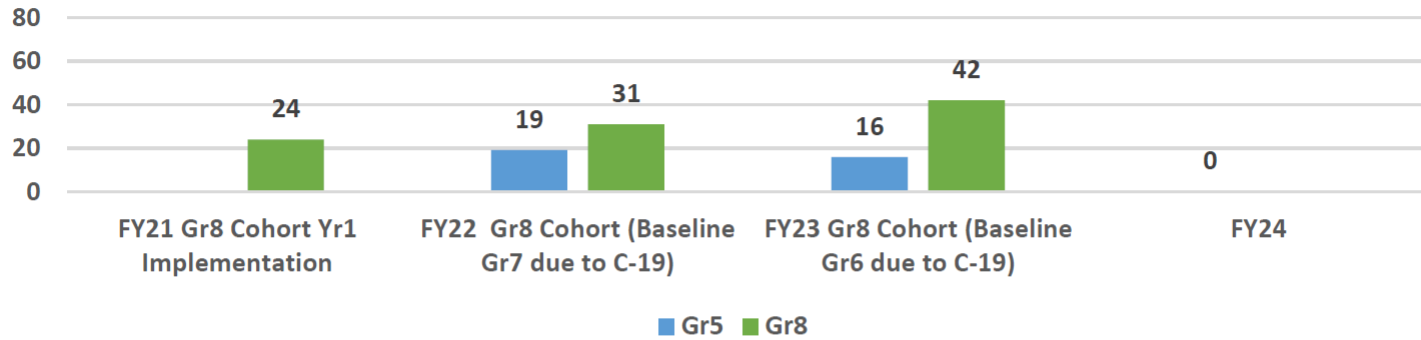
FY23 MAP Growth PMP Fall to Spring Analysis 061423

SLA Gr3-Gr8

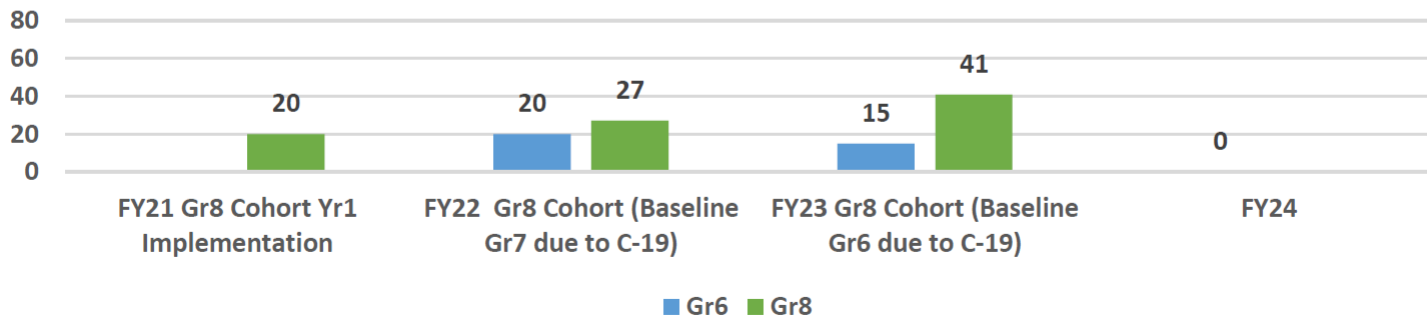
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8				42						
FY22 Gr8			31							
FY21 Gr8		24								
FY23 Gr7			33							
FY22 Gr7		27								
FY21 Gr7	19									
FY23 Gr6				40						
FY22 Gr6		27								
FY21 Gr6	16									
FY23 Gr5			31							
FY22 Gr5	15									
FY21 Gr5										
FY23 Gr4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

TABLE 20.1 and TABLE 20.2

MAP Growth PMP Fall to Spring SLA Trajectory: All Cohort

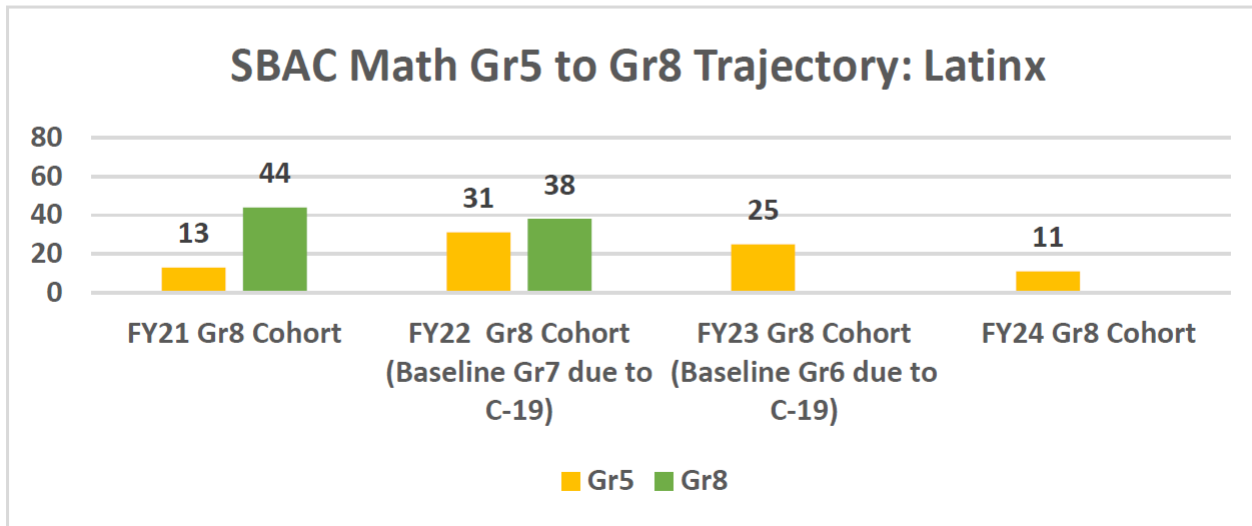
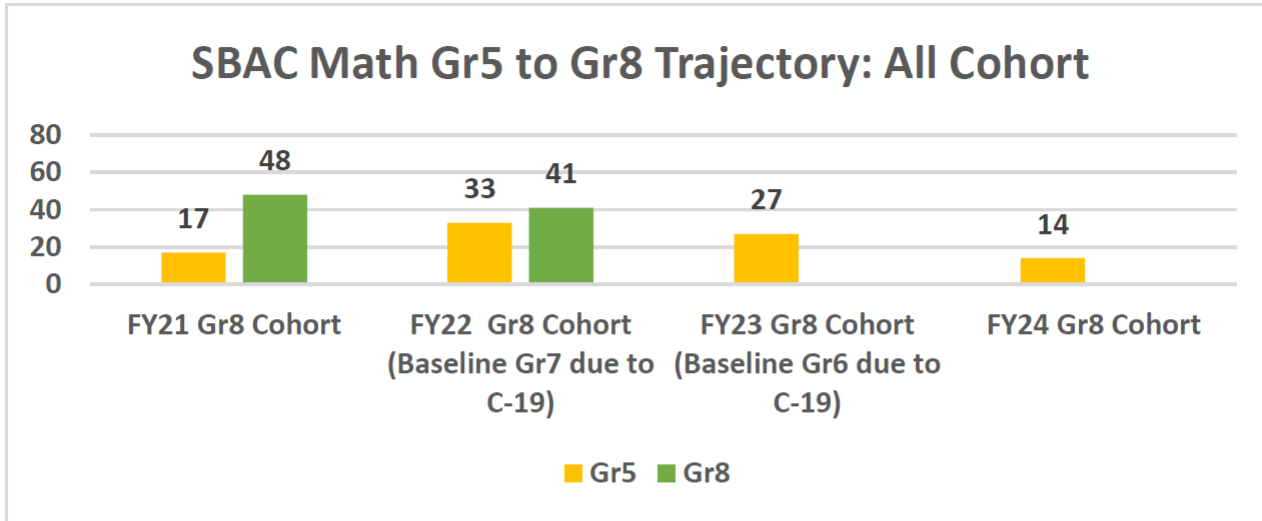


MAP Growth PMP Fall to Spring SLA Trajectory: Latinx

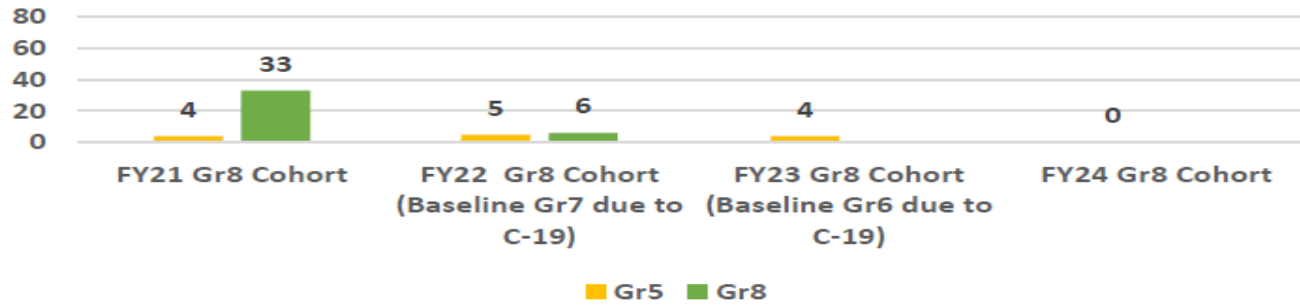


<p>AP.G1.4</p> <p>MATH: State SBAC and Verifiable Data MAP Growth Math</p>	<p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>External Accountability</u></p> <p><u>G4.0 FY23 SBAC 33% of Gr8 Cohort students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> 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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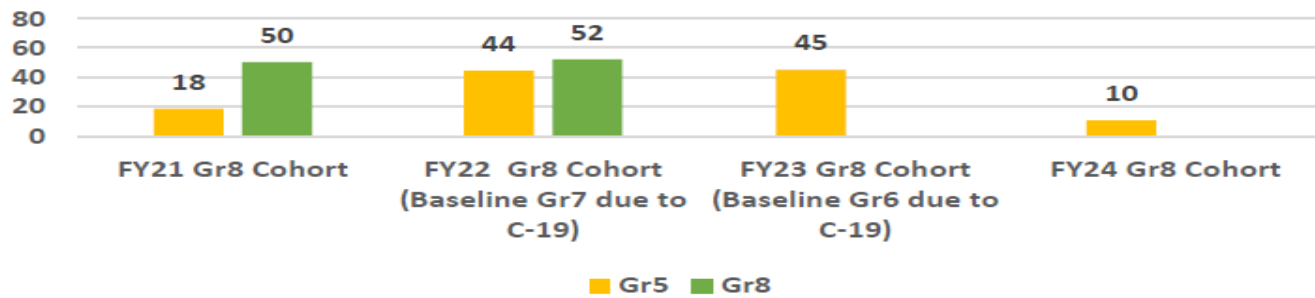
Graphs for FY24 TBD



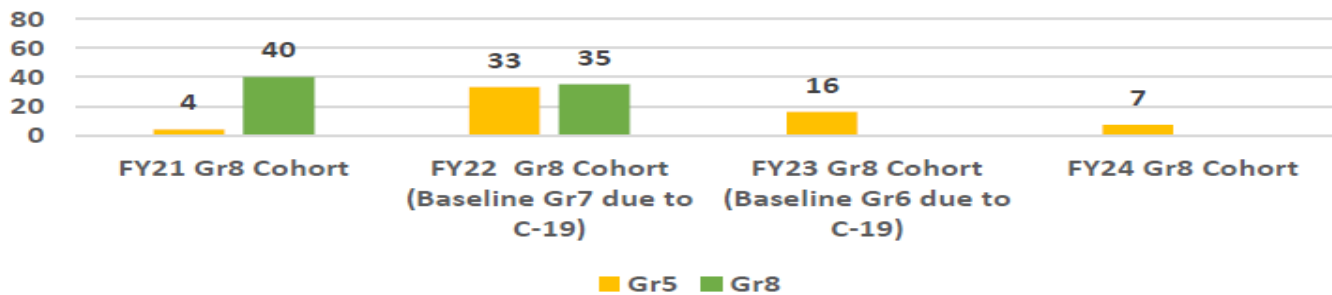
SBAC Math Gr5 to Gr8 Trajectory: EL



SBAC Math Gr5 to Gr8 Trajectory: RFEP



SBAC Math Gr5 to Gr8 Trajectory: SED



Internal Accountability:

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

TABLE 22

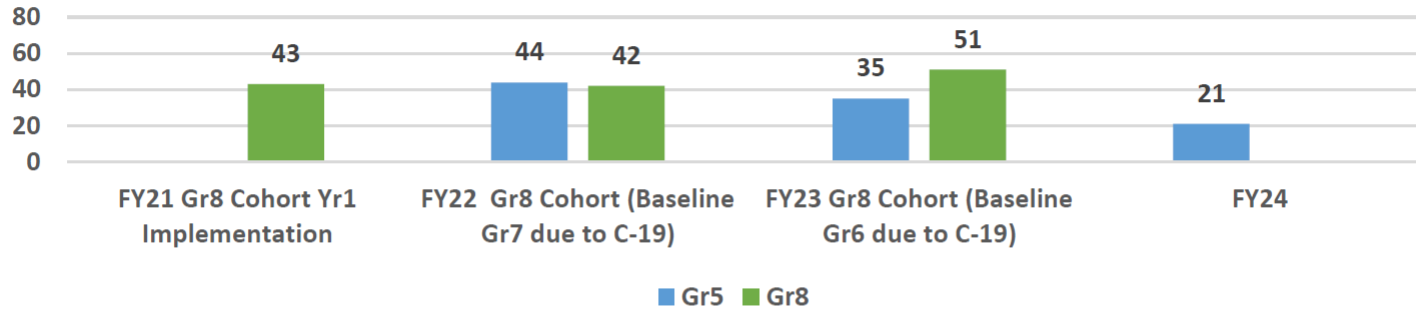
FY23 MAP Growth PMP Fall to Spring Analysis 061423

MATH Gr3-Gr8

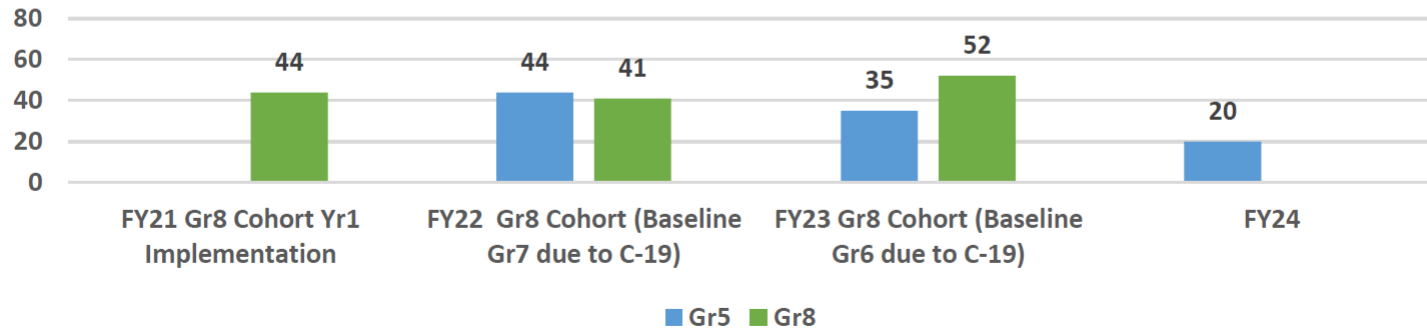
PMP	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
FY23 Gr8					51					
FY22 Gr8				42						
FY21 Gr8				43						
FY23 Gr7				47						
FY22 Gr7					51					
FY21 Gr7				44						
FY23 Gr6					55					
FY22 Gr6						68				
FY21 Gr6			35							
FY23 Gr5				48						
FY22 Gr5		23								
FY21 Gr5		21								
FY23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

TABLE 23.1 and TABLE 23.2

MAP Growth PMP Fall to Spring Math Trajectory: All Cohort

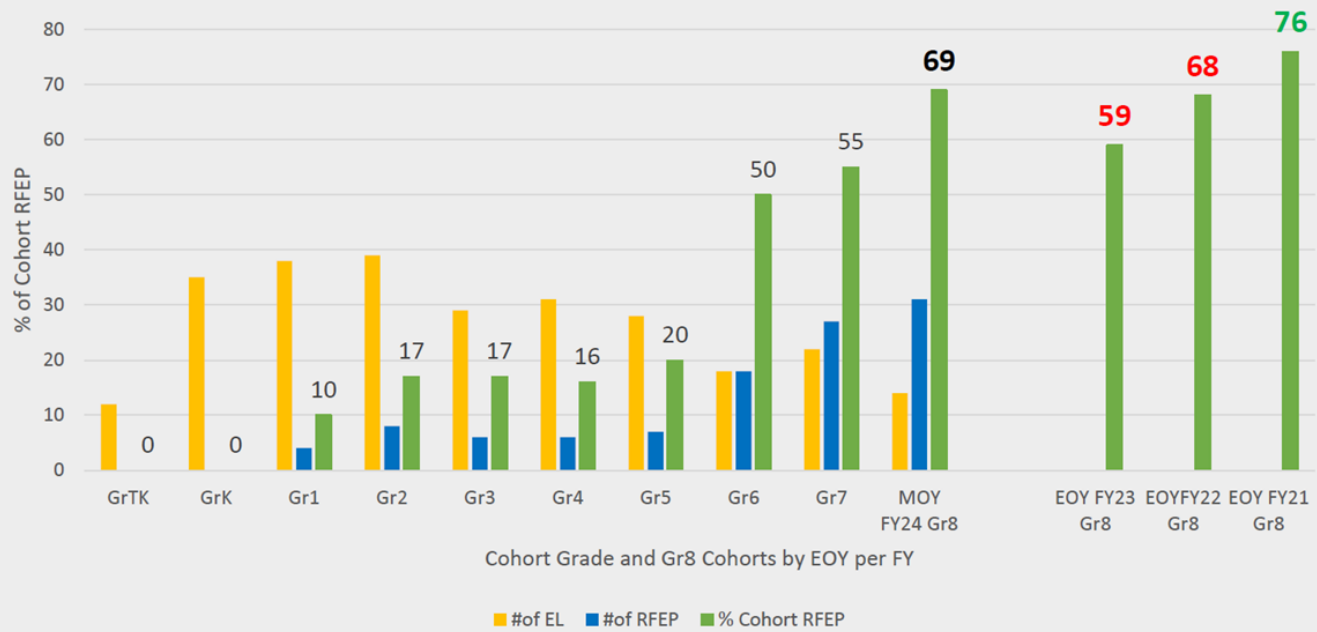


MAP Growth PMP Fall to Spring Math Trajectory: Latinx



<p>AP.G1.5</p> <p>ELL/LTEL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math</p>	<p>External Accountability:</p> <p>FY24 TBD based on FY21 Data G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>TABLE 24 (Same as TABLE 6)</p>
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**FY24 LAS English Learner (EL) Progress to Reclassification:
 #of EL, #of RFEP, and %of Cohort RFEP v020724
 LAS Goal: 70% of Gr8 Cohort RFEP by End of Year**



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)	FY24 LAS MAP Growth Spring to Spring Window Gr4-Gr8 Aggregate
All Students - Overall Reading in ENGLISH (*LAS is a DLE 90:10 Program: Gr4-Gr8 Aggregate Score Data)			49th
Latino	0.24	60th	49th
SED	0.13	55th	49th
RFEP	-0.31	38th	49th
EL	1.21	89th	49th
SPED	3.45	99th	44th
<i>EL & SPED (FY24 LAS <u>Internal</u>)</i>	NA	NA	48th
All Students - Overall Math (*LAS is a DLE 90:10 Program: Gr1-Gr4 Math is in SPANISH; Gr5-Gr8 is in ENGLISH; Gr1-Gr8 Aggregate Score Data)			51%
Latino	1.74	96 th	50th
SED	1.67	95 th	46th
RFEP	1.56	94 th	67th
EL	1.14	87 th	48th
SPED	0.87	81 st	51st
<i>EL & SPED (FY24 LAS <u>Internal</u>)</i>	NA	NA	42nd

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 *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 FY24: 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 (TBD 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) \$6,376,365</p> <p>SPED, LCFF (Base, EPA, S&C) Title 1</p>	Y

Action #	Title	Description	Total Funds (TBD FY25)	Contributing
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

Action #	Title	Description	Total Funds (TBD FY25)	Contributing
AP G1.5a	MATHEMATICS	<p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments: New: FY24 LAS qualified for Differentiated Assistance for SPED Academics based on FY23 SPED DFS</i></p>	See above	N

Action #	Title	Description	Total Funds (TBD FY25)	Contributing
AP.G1.6a	English Language Learners/LTEs	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 to 65% - average of FY22 and FY23 RFEP data</i>)	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><i>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 and 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 to 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, 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 focus on: 1) the understanding the context of 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) the teaching to the public of 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 students 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 students: 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. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD students in ELA and Math performance as well as increased school engagement and attendance.</i></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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Action #	Title	Description	Total Funds (TBD FY25)	Contributing
		<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: ??) (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: \$337,737 ESSER</i>	<i>Y</i>
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	<i>OC 1920, 3300, 3500, 3600, 4355: \$925,879 Title 1, ESSER 3</i>	<i>Y</i>

Action #	Title	Description	Total Funds (TBD FY25)	Contributing
		<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	OC 5210, 5215, 5220, 5863: \$120,000 ELOP	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.

Prior to COVID-19 schooling interruption, LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments, including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. LAS looks forward to analyzing the comparative spring SBAC and MAP Growth results for the FY22 and FY23 and to planning consequent actions to address emerging needs. LAS had to restructure literacy coaching capacity due to staff exit, creating a change in expenditure line. Otherwise, during both the FY22 and FY23, there has been a collective effort to mobilize and increase support in personnel in all aspects of teaching and learning – i.e. professional development, instructional support staff and additional tutoring as well as in curriculum and instructional materials investments in new electronic devices and improved internet access to primary grades.

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

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

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

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

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

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

Goal: Academic Engagement Goal 2 (AE.G2)

Goal 2	Description
AE.G2	This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.
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. LAS is looking forward to continue to analyze how attendance has been affected due to the many iterations of pandemic schooling interruption.

AE.G2

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>FY24 TBD</p> <p>FY23 Goal not met 94%</p> <p>FY22 EOY: (96% attendance rate per recent change in law)</p> <p>FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ol style="list-style-type: none"> 1) (FY22 MOY: 91%) Latino: 97.4% and 97.3% 2) (FY22 MOY: 90%) EL: 97.2% and 97.2% 3) (FY22 MOY: 90%) SED: 97.2% and 97.2% 4) ATSI Subgroup Focus (FY22 MOY: 89%) SWD: 97% and 97.1% <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>FY22 MOY: 7% Chronic Absenteeism</p> <p>Subgroups (FY22 MOY) and FY2018:</p> <ol style="list-style-type: none"> 1) (FY22 MOY: 7%) Latino: 3.3% 2) (FY22 MOY: 11%) EL: 3.4% 3) (FY22 MOY: 8%) SED: 3.6% 4) ATSI Subgroup Focus (FY22 MOY: 4%) SWD: 2.7% <p>Dropout for middle school at zero rate</p>

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

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><i>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 and 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 to 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, 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 focus on: 1) the understanding the context of 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) the teaching to the public of 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 students 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 students: 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. Hopefully, these actions will lead to continued upward trajectory of Gr8 Cohort SWD students in ELA and Math performance as well as increased school engagement and attendance.</i></p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process (Focus: ATSI SWD Subgroup)</p>	<p>OC 2000 and 5000 series</p> <p>\$967,565</p> <p>SPED, LCFF</p>	<p>Y</p>
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Action #	Title	Description	Total Funds (FY25)	Contributing
		<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>\$238,718</i> <i>LCFF, ASES</i>	Y
	<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	<i>OC 2905,2908,5827, 5852</i> <i>\$1,149,857</i> <i>ELOP</i>	Y
	<i>SEL Support</i>	<i>Increase services: Additional PT Counselor</i>	<i>OC 5880</i> <i>\$32,000</i> <i>ESSER</i>	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 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 for this year. Additional expenditures is evident in both the ASES and Enrichment programs – a necessity to create a welcoming in-person learning and holistic schooling experience.

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

Based on preliminary attendance data and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery. Lastly, LAS has been able to maintain a nearly 94% ADA for FY23.

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

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

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

Goal 3	Description
CC.G3	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		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		

Metric

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

CC.G3.2

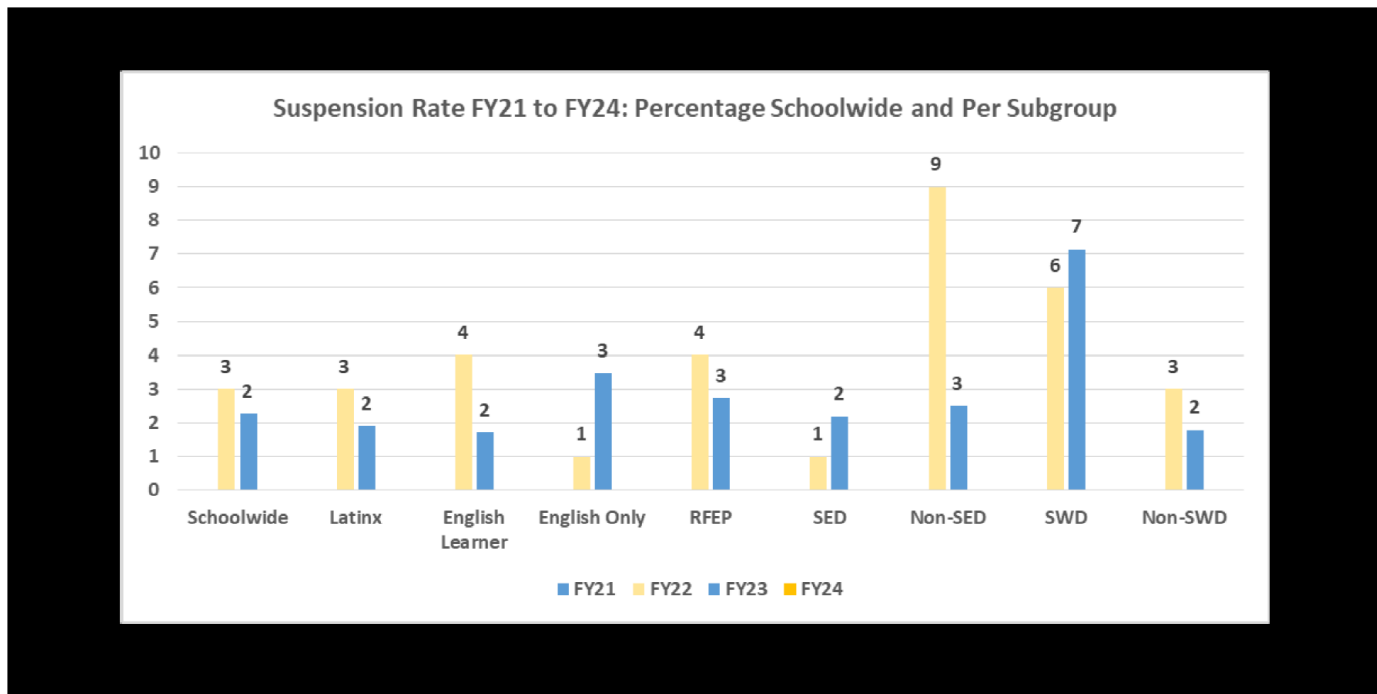
Illuminate and CALPADS Data

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

G2.0 Suspension rate lower than 2%

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

TABLE 25



Metric	Baseline (FY21 for Closing Cycle FY22-24 and FY24 for Beginning Cycle: FY25-27)
<p>CC.G3.6</p> <p>LAS: Stakeholder Satisfaction</p> <p>(Annual stakeholder survey data)</p>	<p><i>High participation rate: 90% or higher</i></p> <p><i>FY21 data: 95% Gr3-8 student participation</i> <i>(FY22: TK-Gr8 97% student participation)</i> <i>(FY23: TK-Gr8 97% student participation)</i> <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><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	<p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p>FY22 Board Election (11/2021): 80% voter participation</p> <p>FY23 Board Election (Nov, 2022): 82%</p> <p>FY24 Board Election (Oct, 2023): 79%</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)
CC.G3.7 <i>LAS: Volunteerism</i> <i>LAS: Voter participation</i>	FY21 Board Election (10/2020) 29%	Goal Met	Goal Met	Goal Not Met	Maintain or increase current data of annual total number of volunteer hours FY21 data: Not available due to COVID-19 mandates Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i> Governance membership lists and representations
CC.G3.8a <i>Local Indicator</i>	As stated	Goal Met	Goal Met	Goal Met	Maintain state expectation on Teacher Quality
CC.G3.8b <i>Local Indicator</i>	As stated	Goal Met	Goal Met	Goal Met	Maintain state expectation on Instructional and Curriculum Materials
CC.G3.8c <i>Local Indicator</i>	As stated	Goal Met	Goal Met	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</p> <p><i>(duplicate from Goal2- AE.G2.1a)</i></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><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	<p>OC 2925</p> <p>\$1,318</p> <p>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 \$7,100 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 \$589,100 LCFF, ESSER	Y
CC.G3.8c <i>Local Indicator</i>	Facility Quality per new health and safety	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards	OC 5000 \$1,597,995 LCFF, ASES	Y

Goal Analysis [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.

FY24 TBD Aside from the \$94K increased in instructional and curriculum materials object code due to electronic devices and internet improvement in the primary grades a necessitated by the MAP Fluency assessment, there is not a remarkable material difference between the Budgeted Expenditures and Estimated Actual Expenditures in this particular goal as the staff personnel stayed the same in number; however, their jobs have clearly shifted to accommodate the changes brought on by distance learning context that happened in FY21, and transitioning to in-person in FY22 and FY23.

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

This statement continues to be true for 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). Based on FY22 SBAC, there is clearly a learning loss/recovery opportunity in English reading and mathematics. There is a significant discrepancy between the overall ELA achievement of ELLs (12%) vs. EOs (48%) and SED (29%) vs. Not SED students (53%) and in Math, ELLs (12%) vs. EOs (42%) and SED (24%) vs. Not SED students (52%). As protocol, LAS has continued to prioritize the identification and selection of significant subgroups in intervention program participation. Over half of our students identified as needing learning recovery were in the ELs and/or SED subgroups. In order to address this matter, we have implemented support structures and actions as delineated in Goals 1, 2, and 3 such as hiring additional learning recovery staff and providing interventionists in all grade levels.

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

FY24 TBD

FY23

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

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

FY22

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

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

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

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

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

FY24 TBD The LAS Multi-Tier Systems of Support (MTSS) includes both academic and social-emotional supports. Academic supports informed by growth assessments such as MAP Growth and Developmental Reading Assessment (DRA -English) and Evaluación de lectura (EDL - Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identify students in need. Through the MTSS process, 12% (74 students/616 total) of the student body received a team approach analysis of individual student performance deemed at risk in FY23. Moreover, nearly 50% (297 students/616 total) received Tier 2 level intervention of which 59% are ELs and 82% are SED students. Of the students served via MTSS, 65% are ELs and 88% are socio-economically disadvantaged. In FY23, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 23 students for special education, the school psychologist completed 6 suicide risk assessments and the school counselor completed 2 for a total of 8 suicide risk assessments. Overall, the school psychologist served about 50 students referred by self/parents/teachers due to academic/behavior/social-emotional concerns. The school counselors served about 70 students referred by self/parents/teachers due to behavior/social-emotional concerns. In addition, the school psychologist along with two education specialists, school literacy coach, and grade-level representatives continued the LASER (Language Academy of Sacramento Essentials of Reading) group focused on instructional practices for foundational reading skill instruction. The team regularly met to discuss best practices for teaching reading at a tier 1 level as well as improving intervention support for students struggling with learning how to read at the tier 2/3 level. Literacy interventions are provided to students identified via the MTSS process.

In summary, the 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. FY23 is LAS 2nd year of MAP Growth implementation for Reading in both English and Spanish. For FY24, LAS has recently adopted AMPLIFY as its Next Generation Science Standards based curriculum for TK- Gr5 with intention to build ELD units around science based-themes.

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

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

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

The additional concentration grant add-on funding of \$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

1B) FY25 Total Planned Expenditures Table v052124 11AM

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel TBD	Total Non-Personnel TBD
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	\$6,548,145	\$4,289,165

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	\$5,903,835	\$207,782		\$250,000	\$6,361,617
			Analyze ELA achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	All					
			Analyze SLA achievement data by schoolwide, grade level and subgroups	All					
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups	All					
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups	EL, SED, Foster Youth					
			Analysis of schoolwide and subgroup data from MAP Math Benchmark	All					
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	All					
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	EL, SED, Foster Youth					
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	All					
			All core subjects instruction are based on Common Core State Standards	All					
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	EL, SED, Foster Youth					

			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	EL, SED, Foster Youth					
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	EL, SED, Foster Youth					
			Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure	All					
			<i>Maintain service: Literacy Coach and intervention</i>	EL, SED, Foster Youth					
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for literacy, math, and core-day intervention leads</i>	EL, SED, Foster Youth					\$0
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	EL, SED, Foster Youth					\$0
			<i>Increased services: Intervention Tutors (School year)</i>	EL, SED, Foster Youth					\$0
			<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		\$30,000			\$30,000
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	\$338,680				\$338,680
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate	All					
			Continue close monitoring of subgroups and areas of need via MTSS process	EL, SED, Foster Youth					
			Wrap around health and mental health supports provided to subgroups with identified need	EL, SED, Foster Youth					
			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	EL, SED, Foster Youth					
			Continue review of annual student survey data for improvement areas (Fieldtrips, fundraising)	All			\$83,000		
		ASES Program	<i>Increased services: Continuation of ASES program</i>	All		\$238,718		\$4,000	\$242,718
		Enrichment Program	<i>Increased services: Continuation of Enrichment program (FY23 New: ELOP = \$865K)</i>	All		\$730,000			\$730,000
		SEL Support	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	All					\$0

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				\$1,318	\$1,318
			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	All				\$7,100	\$5,600
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	All	\$371,100				\$371,100
G3	CC.G3.8c Local Indicator	Facility Quality per new health and safety standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards *Note: Object Code 6900: Capital Outlay Depreciation = \$508,172 Object Code 7438: Other Outflow Debt Interest = \$77,520	All	\$1,199,007	\$359,988		\$20,000	\$1,578,995
					\$7,812,622	\$2,066,488	\$83,000	\$282,418	\$10,160,028

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Total de fondos
\$7,874,446	\$2,561,817	\$83,300	\$291,695	\$10,837,310

2B) FY25 Contributing Actions Table v052124 11AM

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 Se-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	\$1,315,654	0%
			Analyze ELA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		LEA wide	All	See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups		LEA wide	All		
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		LEA wide	All	See above	
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Analysis of schoolwide and subgroup data from MAP Math Benchmark		LEA wide	All		
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>		LEA wide	All		
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		Limited to Unduplicated Groups	EL, SED, Foster Youth	See above	
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		LEA wide	All	See detailed budget below for items that increase and improve services to ELs and SED	
			All core subjects instruction are based on Common Core State Standards		LEA wide	All		

			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session		Limited to Unduplicated Groups	EL, SED, Foster Youth		
			Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure		LEA wide	All		
			<i>Increased services: Literacy Coach and intervention</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth	\$117,286	0%
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	Limited to Unduplicated Groups	EL, SED, Foster Youth		

G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements <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	LEA wide	All	\$135,000	
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Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,173,363	\$9,595,875

Last Year's Goal #	Last Year's Action #	Title	Description: 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	\$5,036,019	\$5,373,160
			Analyze ELA achievement data by schoolwide, grade level and subgroups			
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above	
			Analyze SLA achievement data by schoolwide, grade level and subgroups			
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above	
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups			
			Analysis of schoolwide and subgroup data from MAP Math Benchmark			
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>			
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		See above	
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED	
			All core subjects instruction are based on Common Core State Standards			
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials			
			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.			
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session			
			Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure			
			<i>Increased services: Literacy Coach and intervention</i>	Yes	\$119,761	\$0

			<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes	\$146,077	\$283,094
			<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes	\$114,114	\$188,087
			<i>Increased services: Intervention Tutors (School year)</i>	Yes	188,500	\$337,737
			<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	\$267,634	\$308,140
			<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes	\$91,133	\$112,969
AE: Academic Engagement Goal 2 Actions						
G2	AE.G2.1a	Attendance and Reengagement Support	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate (Infinite Campus) SIS)		\$300,129	\$338,680
			Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate			
			Continue close monitoring of subgroups and areas of need via MTSS process			
			Wrap around health and mental health supports provided to subgroups with identified need			
			Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression			
			Continue review of annual student survey data for improvement areas			
		<i>ASES Program</i>	<i>Increased services: Continuation of ASES program</i>	Yes	\$151,108	\$270,361
		<i>Enrichment Program</i>	<i>Increased services: Continuation of Enrichment program</i>	Yes	\$11,450	\$864,901
		<i>SEL Support</i>	<i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>	Yes	\$1,525	\$30,625
CC= Conditions and Climate Goal 3 Actions						
G3	CC.G3.2a	AE: Low Suspension	Continue high level of student engagement academically and socio-emotionally		\$243,860	
			Continue to closely monitor student suspension trends: schoolwide and for identified subgroups			
			Continue close monitoring of subgroups and areas of need via MTSS process			
			Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups			
G3	CC.G3.6a	AE: Survey Participation	Continue administering stakeholder survey data annually and monitor for areas of improvement			
G3	CC.G3.7	LAS: <i>Volunteerism</i>	Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations	Yes	\$2,560	\$1,318
			Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement). Continue expanded Parent As Partners (PAP) Workshops addressing topics such as Socio-Emotional Learning (SEL) Monthly Series, Parenting, EL Reclassification Pathway, LGBTQ+ Information and Art, Vaping and Tobacco Prevention, Science Night, Parent and Child Painting Night, Night with a Published Author.	Yes	\$1,400	\$5,600
G3	CC.G3.8b Local Indicator	Instructional/Curriculum Materials	Improved services: Expanded books, reference materials, library resources, educational software, computer replacements *FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.	Yes	\$513,964	\$687,739

G3	CC.G3.8c Local Indicator	Facility Quality per new health and safety standards	Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards *Note: Object Code 6900: Capital Outlay Depreciation = \$508,172 Object Code 7438: Other Outflow Debt Interest = \$77,520	Yes	\$697,589	\$793,464
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4B) TBD FY24 Contributing Actions Annual Update Table v052124 11AM

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)
\$1,453,577	\$1,453,577	\$1,453,577	\$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	\$1,182,181	\$1,453,577	0%	0%
			Analyze ELA achievement data by schoolwide, grade level and subgroups				0%	0%
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups				0%	0%
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>				0%	0%
G1	AP.G1.4a	SLA	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)		See above		0%	0%
			Analyze SLA achievement data by schoolwide, grade level and subgroups				0%	0%
G1	AP G1.5a	MATHEMATICS	Analyze Math achievement data by schoolwide, grade level and subgroups		See above		0%	0%
			Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups				0%	0%
			Analysis of schoolwide and subgroup data from MAP Math Benchmark				0%	0%
			<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>				0%	0%
G1	AP.G1.6a	English Language Learners	ELL: Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators		See above		0%	0%
G1	AP G1.7a	Schoolwide	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed		See detailed budget below for items that increase and improve services to ELs and SED		0%	0%
			All core subjects instruction are based on Common Core State Standards				0%	0%
			Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials				0%	0%
			School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.				0%	0%
			Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session				0%	0%

		Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure				0%	0%
		<i>Increased services: Literacy Coach and intervention</i>	Yes			0%	0%
		<i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>	Yes			0%	0%
		<i>Increased services: (One Year Only) 3 PT Instructional Aides</i>	Yes			0%	0%
		<i>Increased services: Intervention Tutors (School year)</i>	Yes	\$48,716	\$0	0%	0%
		<i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>	Yes	\$97,362	\$0	0%	0%
		<i>Improved services: Professional development (i.e. ELD, ERWC, Foundational Literacy, Amplify Science, MAP Growth and MAP Fluency, Responsive Classrooms, SEL)</i>	Yes			0%	0%

5) FY25 LCFF Carryover Table v052124 11AM

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 v052024

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.

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 v052024

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

Borrador v052024

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.

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.



A California Public School

Agenda Item# IVB

Board Meeting Date: May 23, 2024

Subject: Preliminary Budget 2024-2025

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

Committee: Finance Committee

The Finance Committee convened to evaluate the implications of stakeholder feedback on the preliminary budget for the 2024-2025 fiscal year, with particular emphasis on the most significant budget item—salary increases—which remains under consideration. The School Leadership and Committee will conduct a comprehensive review of salary structures in comparable districts, Charter Management Organizations, and single-site charter schools.

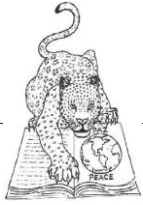
The Committee is scheduled to present a final recommendation at the June 2024 Board Meeting.

Fiscal Impact:

See attached financials

Documents Attached:

1. Preliminary Budget Presentation
2. Multi-Year Projects



Fecha de la Reunión: 23 de mayo de 2024

Tema: Revisión de mitad de año y datos financieros interanuales

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

Comité: Comité de Finanzas

El Comité de Finanzas se reunió para evaluar las implicaciones de los comentarios de las partes interesadas sobre el presupuesto preliminar para el año 2024-2025, haciendo especial hincapié en la partida presupuestaria más significativa -los aumentos salariales-, que sigue bajo consideración. El Comité y el Liderazgo Escolar llevarán a cabo una revisión extensiva de las estructuras salariales en distritos comparables, Organizaciones de Escuelas Chárter y escuelas chárter con sitio único

Está previsto que el Comité presente una recomendación final en la reunión del Consejo de junio de 2024.

Documentos adjuntos:

1. Presentación de presupuesto preliminar
2. Presupuesto Preliminar 2024-2025

LAS Board Financial Update

NICK MAWAD

MAY 23, 2024



- 1. 2024–25 State Budget**
 - A. State Budget Process
 - B. May Revise Highlights
 - C. CA Historical and Projected LCFF Increase

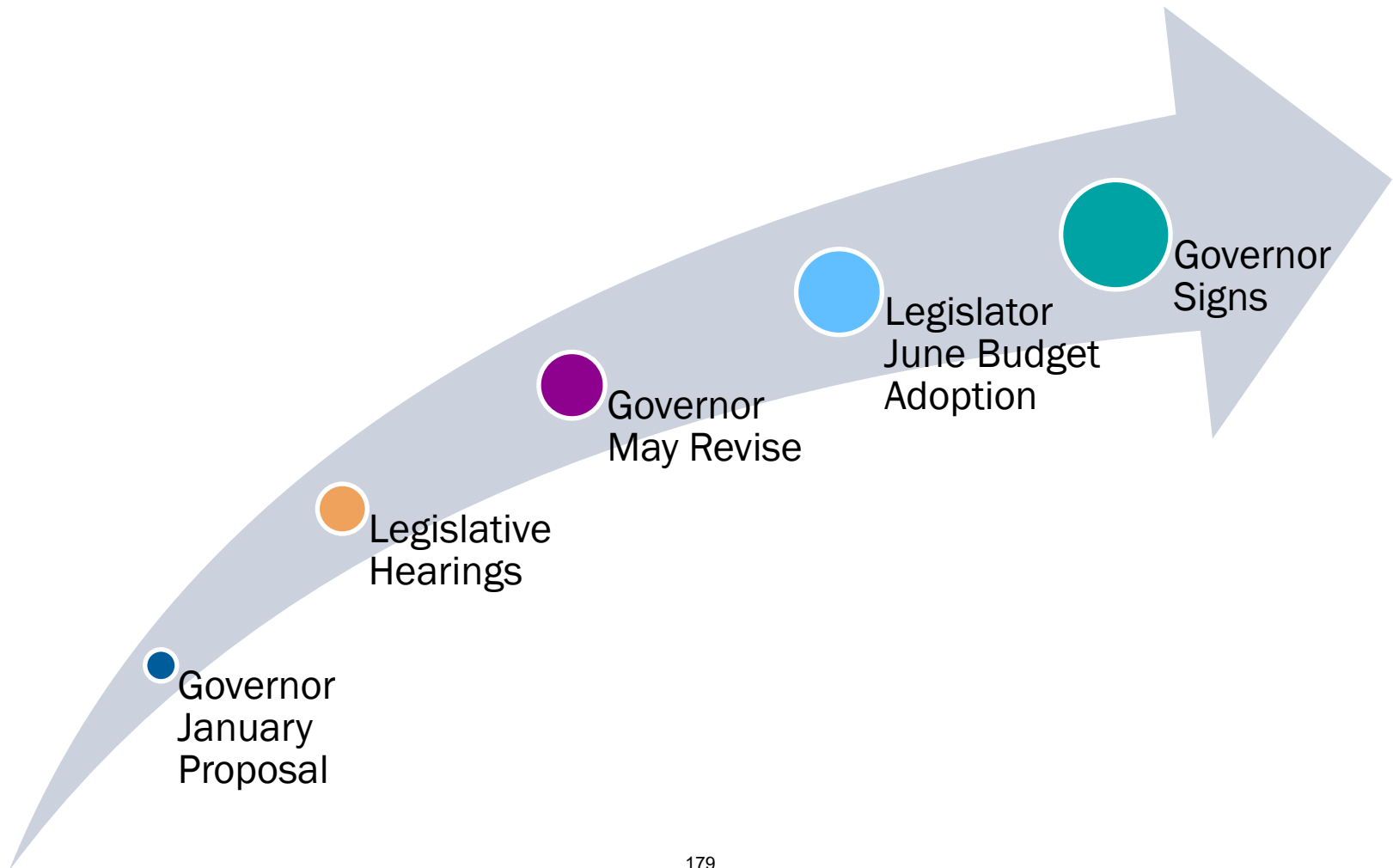
- 2. 2024–25 LAS Budgeting**
 - A. LAS Budget Development
 - B. 2024–25 Budget Assumptions
 - C. Draft 2024–25 Budget and MYP
 - D. Raise Scenarios and Operating Incomes

2024–25 State Budget

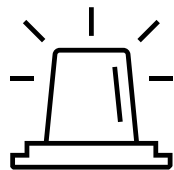


State Budget Process

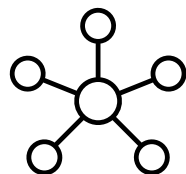
Iterative process with many changes to Governor's Proposal



May Revise Highlights



1.07% COLA (up from 0.76%)



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



Increased COLA adds ~\$50/ADA

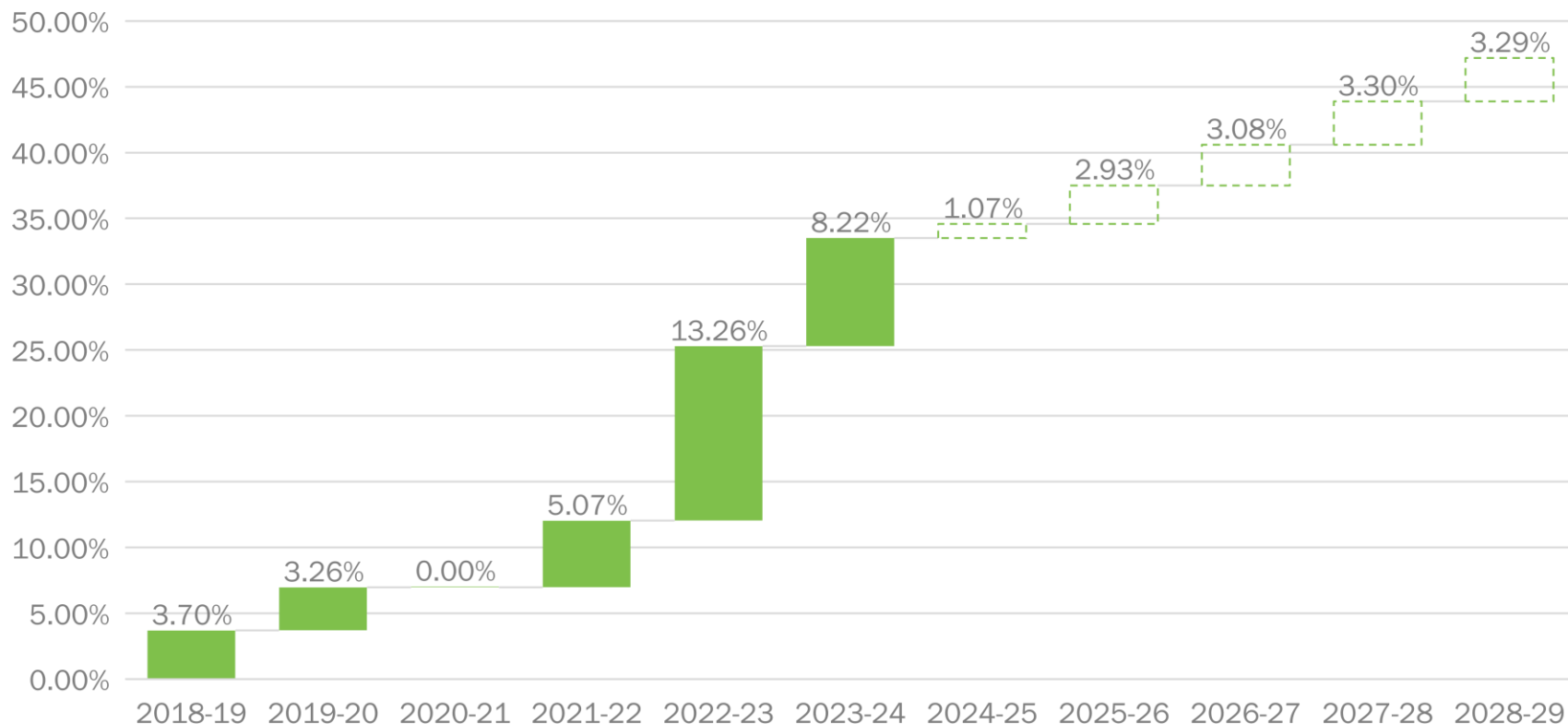


No deferrals, no new programs or funds

CA Historical and Projected LCFF Increase



COLA drops substantially in FY25 and then settles at ~3%



2024-25 COLA at May Revise – 1.07%

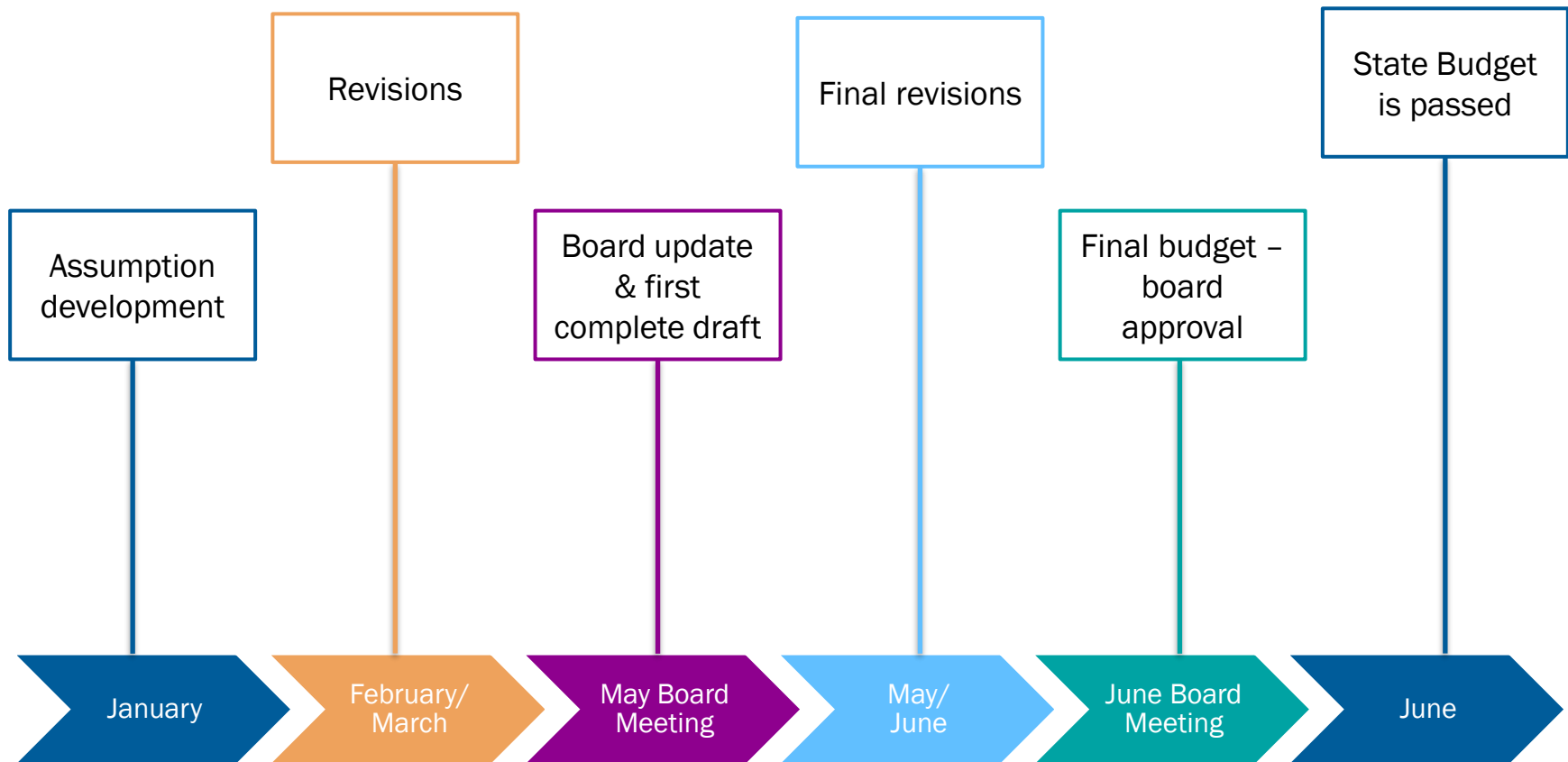
2024-25 LAS Budgeting



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

Draft 2024–25 Budget and MYP

Positive in all years, but reduced COLA will cause some tightening

		2024-25	2025-26	2026-27
		Draft Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,874,446	8,082,366	8,333,389
	Federal Revenue	291,695	291,565	291,565
	Other State Revenues	2,561,817	2,585,826	2,326,847
	Local Revenues	48,300	48,300	48,300
	Fundraising and Grants	35,000	35,000	35,000
	Total Revenue	10,811,258	11,043,057	11,035,100
Expenses	Compensation and Benefits	6,900,156	6,952,560	7,059,089
	Books and Supplies	523,821	441,573	448,528
	Services and Other Operating	2,273,970	2,296,544	2,322,672
	Depreciation	822,128	822,128	822,128
	Other Outflows	80,628	83,047	85,539
	Total Expenses	10,600,704	10,595,852	10,737,956
	Operating Income	210,554	447,205	297,144
	Beginning Balance (Audited)	13,848,320	14,058,875	14,506,079
	Operating Income	210,554	447,205	297,144
Ending Fund Balance (incl. Depreciation)		14,058,875	14,506,079	14,803,224
Ending Fund Balance as % of Expenses		132.6%	136.9%	137.9%

Raise Scenarios and Operating Incomes

Current budget draft includes only step increases

	2024-25	2025-26	2026-27
Current	\$210,554	\$447,205	\$297,144
Additional 2%	\$92,286	\$328,729	\$177,305
Additional 3%	\$33,151	\$269,492	\$117,385
Additional 6%	-\$144,251	\$91,779	-\$62,374

Rough estimates – we cannot predict the future, especially given the current fiscal health of the state

Thank you!

ANY QUESTIONS?



510.663.3500



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• askus@edtec.com



• edtec.com

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
SUMMARY			
Revenue			
LCFF Entitlement	7,874,446	8,082,366	8,333,389
Federal Revenue	291,695	291,565	291,565
Other State Revenues	2,561,817	2,585,826	2,326,847
Local Revenues	48,300	48,300	48,300
Fundraising and Grants	35,000	35,000	35,000
Total Revenue	10,811,258	11,043,057	11,035,100
Expenses			
Compensation and Benefits	6,900,156	6,952,560	7,059,089
Books and Supplies	523,821	441,573	448,528
Services and Other Operating Expenditures	2,273,970	2,296,544	2,322,672
Depreciation	822,128	822,128	822,128
Other Outflows	80,628	83,047	85,539
Total Expenses	10,600,704	10,595,852	10,737,956
Operating Income	210,554	447,205	297,144
Fund Balance			
Beginning Balance (Unaudited)	13,848,320	14,058,875	14,506,079
Audit Adjustment			
Beginning Balance (Audited)	13,848,320	14,058,875	14,506,079
Operating Income	210,554	447,205	297,144
Ending Fund Balance	14,058,875	14,506,079	14,803,224
Total Revenue Per ADA	18,505	18,901	18,888
Total Expenses Per ADA	18,144	18,136	18,379
Operating Income Per ADA	360	765	509
Fund Balance as a % of Expenses	133%	137%	138%

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

	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
Key Assumptions			
Enrollment Breakdown			
TK	20	20	20
K	66	66	66
1	66	66	66
2	66	66	66
3	66	66	66
4	66	66	66
5	66	66	66
6	67	67	67
7	66	66	66
8	66	66	66
Total Enrolled	615	615	615
ADA %			
K-3	95.0%	95.0%	95.0%
4-6	95.0%	95.0%	95.0%
7-8	95.0%	95.0%	95.0%
Average ADA %	95.0%	95.0%	95.0%
ADA			
K-3	270	270	270
4-6	189	189	189
7-8	125	125	125
Total ADA	584	584	584

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
REVENUE			
LCFF Entitlement			
8011 Charter Schools General Purpose Entitlement - State Aid	4,289,121	4,442,689	4,630,104
8012 Education Protection Account Entitlement	1,990,919	2,045,270	2,108,878
8019 State Aid - Prior Years	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,594,407	1,594,407	1,594,407
SUBTOTAL - LCFF Entitlement	7,874,446	8,082,366	8,333,389
Federal Revenue			
8181 Special Education - Entitlement	80,080	79,950	79,950
8291 Title I	175,786	175,786	175,786
8292 Title II	22,179	22,179	22,179
8294 Title IV	13,650	13,650	13,650
8299 All Other Federal Revenue	-	-	-
SUBTOTAL - Federal Revenue	291,695	291,565	291,565
Other State Revenue			
8319 Other State Apportionments - Prior Years	-	-	-
8381 Special Education - Entitlement (State)	518,035	518,035	518,035
8382 Special Education Reimbursement (State)	46,571	46,571	46,571
8550 Mandated Cost Reimbursements	11,633	11,950	12,322
8560 State Lottery Revenue	151,946	151,946	151,946
8590 All Other State Revenue	525,481	558,194	305,783
8591 Prop 28 Arts & Music in Schools	103,906	103,718	103,718
8593 Expanded Learning Opportunities Program	1,000,763	991,930	984,990
8596 Other State Revenue 6	203,482	203,482	203,482
SUBTOTAL - Other State Revenue	2,561,817	2,585,826	2,326,847
Local Revenue			
8636 Uniforms	12,000	12,000	12,000
8638 Merchandise Sales	1,300	1,300	1,300
8660 Interest	9,000	9,000	9,000
8670 Fees and Contracts	6,000	6,000	6,000
8693 Field Trips	15,000	15,000	15,000
8699 All Other Local Revenue	5,000	5,000	5,000

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
SUBTOTAL - Local Revenue	48,300	48,300	48,300
Fundraising and Grants			
8801 Donations - Parents	5,000	5,000	5,000
8802 Donations - Private	5,000	5,000	5,000
8803 Fundraising	25,000	25,000	25,000
SUBTOTAL - Fundraising and Grants	35,000	35,000	35,000
TOTAL REVENUE	10,811,258	11,043,057	11,035,100

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
EXPENSES			
Compensation & Benefits			
Certificated Salaries			
1100 Teachers Salaries	2,481,860	2,556,316	2,633,005
1101 Teacher - Stipends	82,200	84,666	87,206
1102 Title I/SES Tutoring	54,000	55,620	57,289
1103 Teacher - Substitute Pay	163,450	168,354	173,404
1300 Certificated Supervisor & Administrator Salaries	154,284	158,913	163,680
1311 SPED Certificated	358,228	368,975	380,044
1920 Other Cert - Summer	264,180	272,105	280,269
1940 Other Certificated Supervisor & Admin Salaries	126,981	130,791	134,715
SUBTOTAL - Certificated Salaries	3,685,184	3,795,739	3,909,612
Classified Salaries			
2100 Classified Instructional Aide Salaries	100,414	103,427	106,530
2103 SPED Classified	134,011	138,031	142,172
2200 Classified Support (Intervention Tutoring)	398,080	252,410	156,684
2300 Classified Supervisor & Administrator Salaries	108,432	111,685	115,035
2400 Classified Clerical & Office Salaries	266,748	274,751	282,993
2900 Classified Other Salaries	35,100	36,153	37,238
2905 Other Classified - After School	240,480	247,694	255,125
2908 Enrichment - ELO-P	-	-	-
2925 Other Classified - Childcare	1,400	1,442	1,485
2930 Other Classified - Maintenance/Grounds	153,425	158,028	162,769
SUBTOTAL - Classified Salaries	1,438,090	1,323,621	1,260,031
Employee Benefits			
3100 STRS	703,870	724,986	746,736
3300 OASDI-Medicare-Alternative	151,027	152,676	151,635
3400 Health & Welfare Benefits	819,328	852,101	886,185
3500 Unemployment Insurance	13,686	13,687	13,689
3600 Workers Comp Insurance	61,479	61,432	62,036
3900 Other Employee Benefits	27,491	28,316	29,166

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
SUBTOTAL - Employee Benefits	1,776,882	1,833,200	1,889,446
Books & Supplies			
4100 Approved Textbooks & Core Curricula Materials	60,000	61,800	63,654
4101 SPED Textbooks	7,931	8,169	8,414
4200 Books & Other Reference Materials	61,000	61,000	61,000
4201 Library Resources	15,450	15,914	16,391
4315 Custodial Supplies	31,518	32,464	33,437
4320 Educational Software	72,100	74,263	76,491
4325 Instructional Materials & Supplies	35,000	35,000	35,000
4330 Office Supplies	15,000	15,450	15,914
4335 PE Supplies	10,300	10,609	10,927
4340 Professional Development Supplies	3,000	3,000	3,000
4352 Garden	2,060	2,122	2,185
4354 ASES Materials	6,180	6,365	6,556
4355 Summer School Materials	4,532	4,668	4,808
4356 SPED Consumables	10,000	10,000	10,000
4410 Classroom Furniture, Equipment & Supplies	104,750	15,750	15,750
4420 Computers: individual items less than \$5k	50,000	50,000	50,000
4423 Classroom Noncapitalized items 1	10,000	10,000	10,000
4430 Non Classroom Related Furniture, Equipment & Supplies	25,000	25,000	25,000
SUBTOTAL - Books and Supplies	523,821	441,573	448,528
Services & Other Operating Expenses			
5210 Conference Fees	35,000	35,000	35,000
5215 Travel - Mileage, Parking, Tolls	5,000	5,000	5,000
5220 Travel and Lodging	35,000	35,000	35,000
5305 Dues & Membership - Professional	15,450	15,914	16,391
5450 Insurance - Other	117,630	121,159	124,794
5515 Janitorial, Gardening Services & Supplies	123,600	127,308	131,127
5535 Utilities - All Utilities	105,060	108,212	111,458
5605 Equipment Leases	35,679	36,750	37,852
5610 Rent	104,231	107,358	110,579
5611 SCUSD Placeholder	60,000	61,800	63,654
5615 Repairs and Maintenance - Building	50,000	51,500	53,045
5616 Repairs and Maintenance - Computers	20,600	21,218	21,855

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
5617 Repairs and Maintenance - Other Equipment	2,627	2,705	2,786
5803 Accounting Fees	26,780	27,583	28,411
5804 Parent Trainings	1,545	1,591	1,639
5805 Administrative Fees	10,300	10,609	10,927
5806 Assemblies	5,150	5,305	5,464
5809 Banking Fees	515	530	546
5812 Business Services	97,300	102,165	107,273
5813 Board Development	5,768	5,941	6,119
5818 SPED Legal Fees	5,768	5,941	6,119
5824 District Oversight Fees	90,556	92,947	95,834
5827 ELO-P Expenses	696,583	678,625	662,285
5830 Field Trips Expenses	56,000	56,000	56,000
5836 Fingerprinting	3,090	3,183	3,278
5839 Fundraising Expenses	37,801	38,935	40,103
5845 Legal Fees	10,506	10,821	11,146
5851 Marketing and Student Recruiting	1,261	1,299	1,337
5852 Prop 28 Expenses	103,906	103,718	103,718
5857 Payroll Fees	15,759	16,232	16,719
5860 Printing and Reproduction	36,050	37,132	38,245
5861 Prior Yr Exp (not accrued)	-	-	-
5863 Professional Development	56,650	58,350	60,100
5869 Special Education Contract Instructors	177,160	182,475	187,949
5872 Special Education SELPA Fee	21,562	22,204	22,870
5874 Sports	16,480	16,974	17,484
5875 Staff Recruiting	1,339	1,379	1,421
5878 Student Assessment	15,862	16,338	16,828
5881 Student Information System	11,833	12,188	12,553
5887 Technology Services	35,000	35,000	35,000
5910 Communications - Internet / Website Fees	7,210	7,426	7,649
5915 Postage and Delivery	4,000	4,000	4,000
5920 Communications - Telephone & Fax	12,360	12,731	13,113
SUBTOTAL - Services & Other Operating Exp.	2,273,970	2,296,544	2,322,672
Depreciation Expense			
6900 Depreciation	822,128	822,128	822,128
SUBTOTAL - Depreciation Expense	822,128	822,128	822,128

Language Academy
Multi-year Projection
As of Apr FY2024

	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27
Other Outflows			
7438 Long term debt - Interest	80,628	83,047	85,539
SUBTOTAL - Other Outflows	80,628	83,047	85,539
TOTAL EXPENSES	10,600,704	10,595,852	10,737,956



A California Public School

Agenda Item# IVC

Board Meeting Date: May 23, 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 050824

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 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,



A California Public School

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.

<p>Estimated Time of Presentation: 10 min Submitted By: Bersola Date: 052024</p>	<p>Pertinent Pages in <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____ <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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Fecha de la Reunión: 23 de mayo de 2024

Tema: 1) **Revisión anual de la Póliza de participación de padres/FACE por sus siglas en inglés, y 2) Revisión anual del Acuerdo entre la escuela y los padres**

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

Contexto:

La revisión anual de la Póliza de Participación de Padres de LAS/FACE 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 052024

Póliza de Participación familiar y comunitaria de LAS (FACE, por sus siglas en inglés)
Borrador v050824

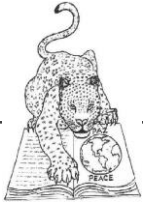
*(Basado en las guías de la Póliza de Participación familiar en CDE; **Letras negritas y cursivas son adiciones basadas en comentarios de los padres**) Aprobado por la Mesa:

Plan Estratégico de LAS: Póliza de Participación familiar y comunitaria

P4.1 Conducir una reunión anual que se llevará a cabo durante el primer trimestre de cada año escolar para informar a las familias 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 familias durante la Asociación de Padres, el Concilio de Padres, las reuniones de comité de LAS*** y solicitar la opinión de las familias 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 las familias con desventaja económica, con fluidez limitada en inglés, discapacidades físicas, alfabetización limitada, que son de cualquier origen racial o étnico y migratorias o familias sin hogar.



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P4.4 Proveerle a las familias 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.

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 Familias)** facilite el proceso de involucrar a padres en el desarrollo/la revisión del Plan de Control Local y Responsabilidad (LCAP, por sus siglas en inglés)/Acuerdo de escuela y familias, y talleres de participación de familias 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 familias. 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 v050824*

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 (self-advocate).
- 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/Guardian 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/Guardian 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/Guardian 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 standards 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 v050824

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 (aboga por sí mismo).
- 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/tutores 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 _____



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Agenda Item # IVD

Board Meeting Date: May 23, 2024

Subject: Policy Committee Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 27, 2024)
- Conference/Action
- Action

Information:

The Policy Committee met on May 8, 2024 and participated in a first read of the following policies. Members are tasked with collecting feedback from stakeholder groups in anticipation of the June 5, 2024 committee meeting. During this meeting, if members are ready, recommendations will be made for approval by the Governing Board during the June 27, 2024 meeting.

Policies:

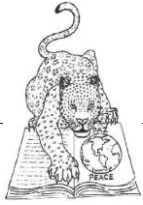
- Staff Student Interaction Policy:
- Student Freedom of Speech/Expression Policy
- COVID-19 Sick Leave Policy

Documents Attached:

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

Estimated Time of Presentation: 15 min
Submitted By: Policy Committee
Date: 05.21.2024

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



Fecha de la Reunión: 23 de mayo 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: June 27, 2024)
- Conferencia/Acción
- Acción

Información:

El Comité de Pólizas se reunió el 8 de mayo de 2024 y participó en una primera lectura de las siguientes pólizas. Los miembros tienen la tarea de recopilar comentarios de los grupos de partes interesadas antes de la reunión del comité del 5 de junio de 2024. Durante esta reunión, si los miembros están listos, se harán recomendaciones para su aprobación por parte de la mesa directiva durante la reunión del 27 de junio de 2024.

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 de Póliza de interacción entre personal y estudiantes
- Borrador de Póliza de libertad de expresión de los estudiantes
- Borrador 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

- 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.

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:

DRAFT

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>)



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Agenda Item # IVE

Board Meeting Date: May 23, 2024

Subject: Board Development: Nominations and Elections

- 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 May 8, 2024 and approved the timeline for nominations and elections of Governing Board members for the 2024-2027 term. Applications for these positions can be found on the LAS website at <https://www.lasac.info/Governing-Board/index.html>.

Attachments

1. Governing Board Timeline for Nominations and Elections 2024-2027

Estimated Time of Presentation: 10 min
Submitted By: Policy Committee
Date: 05.21.2024

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



Fecha de la Reunión: 23 de mayo de 2024

Tema: Desarrollo de la mesa directiva: Nominaciones y elecciones

- 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 8 de mayo de 2024 y aprobó la línea cronológica para las nominaciones y elecciones de los miembros de la mesa directiva para el período 2024-2027. Las solicitudes para estos puestos se pueden encontrar en el sitio web de LAS en <https://www.lasac.info/Governing-Board/index.html>.

Documentos adjuntos:

1. Línea cronológica de la mesa directiva para nominaciones y elecciones 2024-2027

Governing Board Nominations & Election Timeline (version 05.08.24)

Vacancies

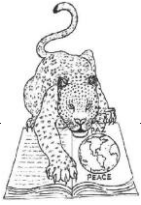
- Community (24-27) – 3 year
- Parent (24-27) – 3 year
- Certificated Staff - Teacher (24-27) – 3 year

Community & Parent Board Member Election Timeline

Step	Action	Approximate Dates
1	Call for Candidates	May 9 – June 12
2	Application Due Date	June 12
3	Governing Board Meeting to include Candidate interview (Community Candidates Only)	June 24 at 5:30pm
4	Town Hall	August 31
5	Elections	August 31 – September 14
6	Election Announcement	September 21
7	First Official Meeting	September 26

Staff Board Member Election Timeline

Step	Action	Approximate Dates
1	Call for Candidates	May 9 – June 12
2	Application Due Date	June 12
3	Elections	August 19 – August 28
4	Election Announcement	August 30
5	First Official Meeting	September 26



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Agenda Item # IVF

Board Meeting Date: May 23, 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

Committee Update

The Facilities Committee convened to discuss the revised project timeline, the design of classroom cabinetry, and the selection of color palettes.

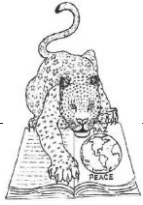
Additionally, representatives from school leadership, HMC/RGA, Integra, and the Project Inspector, Matt Fabian, met to review preconstruction items. The demolition of the library began on Monday, May 20, 2024.

Attachments

1. Intergra_LAS Contract
2. Pre-Construction Meeting Agenda

Estimated Time of Presentation: 10 min
Submitted By: Facilities Committee
Date: 05.20.2024

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



Fecha de la Reunión: 25 de abril 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

El Comité de Instalaciones se reunió para debatir el calendario revisado del proyecto, el diseño de los armarios de las aulas y la selección de las paletas de colores.

Además, representantes de la dirección de la escuela, HMC/RGA, Integra y el inspector del proyecto, Matt Fabian, se reunieron para revisar los elementos previos a la construcción. La demolición de la biblioteca comenzó el lunes 20 de mayo de 2024.

Anexos

1. Contrato Intergra_LAS
2. Agenda de la Reunión Previa a la Construcción

**OWNER-CONTRACTOR AGREEMENT
Section 00 5213
19-1408**

This Agreement is made and entered into this 7 day of May, 2024, by and between Language Academy of Sacramento of Sacramento County, California, First Party, sometimes hereinafter called the Owner and Integra Construction Services, Inc., Second Party, sometimes hereinafter called the Contractor.

WITNESSETH: That the parties hereto mutually have covenanted and agreed, and by these present do covenant and agree with each other, as follows:

1. The NOTICE TO CONTRACTORS, INSTRUCTIONS TO BIDDERS, BID FORM, LIST OF SUBCONTRACTORS, GENERAL and SUPPLEMENTARY CONDITIONS, CALIFORNIA BID BOND, NON-COLLUSION AFFIDAVIT, LABOR AND MATERIAL PAYMENT and FAITHFUL PERFORMANCE BONDS, GUARANTEE, and STRUCTURAL TESTS AND INSPECTIONS LIST are attached to, are incorporated herein and are a part of this Agreement. The complete Contract includes also the Drawings, Specifications, all items listed in the Project Manual, and all modifications and amendments thereto. All Contract Documents are intended to cooperate so that any work called for in one and not mentioned in the other, or vice versa, is to be executed the same as if mentioned in all Contract Documents.
2. The said Contractor agrees to furnish all tools, equipment, apparatus, facilities, transportation, labor, and material, other than material, if any, agreed to be furnished by the Owner hereunder, necessary to perform and complete in a manner acceptable to the Owner and Architect, the work of

Core Facilities Modernization

as called for, and in the manner designated in, and in strict conformity with this Agreement, and with the Drawings and Project Manual adopted by the Board of Trustees, Language Academy of Sacramento which said Drawings and Project Manual are entitled respectively

Core Facilities Modernization

and are hereby specifically referred to and made a part of this Agreement with like effect as if fully set forth herein.

3. It is understood and agreed that said tools, equipment, apparatus, facilities, transportation, labor, and materials shall be furnished and said work performed and completed as required in said Drawings and Project Manual under the direction and supervision of the Contractor and subject to the approval of the Architect and Owner. The Architect and Owner shall have the right to accept or reject materials or workmanship, and to determine when the Contractor has complied with the conditions of the Contract. The Building Inspector employed by Language Academy of Sacramento shall represent the Architect and Owner on the project.
4. In accordance with SB 975 and the provisions of Section 1770 and 1773 of the Labor Code, the project is a "Public Work" and the Owner has determined the general prevailing rate of wages applicable to the work to be done. These rates are set forth in a schedule located as indicated in the Notice to Contractors. Said schedule is available to any interested party on request. The Contractor shall post a copy at all job sites.

**OWNER-CONTRACTOR AGREEMENT
Section 00 5213
19-1408**

5. Pursuant to Section 4551 of the Government Code of the State of California, the following provisions shall be a part of this Contract:

In entering into a public works contract, the Contractor or Subcontractor offers and agrees to assign to the awarding body all rights, title and interest in and to all courses of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code, arising from purchases of goods, services or materials pursuant to the public works contract or subcontract. This assignment shall be made and become effective at the time the awarding body tenders final payment to the Contractor without further acknowledgement by the parties.

6. The Owner agrees to pay and the Contractor agrees to accept, in full payment for the work above agreed to be done, the sum of

Three million four hundred fifty-nine thousand DOLLARS

\$ 3,459,000.00

which sum is to be paid according to the provisions of the General and Supplementary Conditions. This sum is payment for performance of work covered by Base Bid.

7. The Contractor shall prosecute the Work in a prompt, diligent and workmanlike manner. The time limit for the completion of said Work is **one hundred forty-eight (148)** calendar days from and after the date the Contractor is instructed in writing by the Architect or Owner to proceed with the work. Should the Work contracted for under this Agreement not be completed within the Contract Performance Period plus, if any, authorized extensions of time, there will be deducted from any money due or that which may become due the Contractor under this Contract the sum of **seven hundred and fifty Dollars (\$750.00)** per day as liquidated damages, but not as a penalty, for each day of delay after the expiration of such period until the final physical completion of the Work and its delivery to Owner. In addition, extended liquidated damages (same amount as above), may be assessed by the Owner if punch list work is not completed as described in Section 01 1000, Summary of Work.
8. Contractor agrees to relinquish all claims for costs incurred for any approved extensions of time limit for completion of work unless such extensions are due to the willful and negligent acts of the Owner or Architect.

**OWNER-CONTRACTOR AGREEMENT
Section 00 5213
19-1408**

IN WITNESS HEREOF, the said Board of Trustees has caused this Agreement to be subscribed by its duly authorized officer on its behalf, and the said Contractor has signed this Agreement the day and year first above written.

Language Academy of Sacramento
Sacramento County, a California public charter school

by _____
Eduardo de León, Executive Director

Integra Construction Services, Inc.
Contractor

by _____
Alexander Giammona
Title President

9. "I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing with the performance of the work of the Contract".

Integra Construction Services, Inc.
Contractor

by _____
Alexander Giammona
Title President

Approved as to form:

Jennifer McQuarrie
Jennifer McQuarrie, Law Office of Jennifer McQuarrie
Language Academy of Sacramento Legal Counsel

Pre-Construction Meeting Agenda

MEETING DATE: Monday, May 20, 2024
MEETING LOCATION: Language Academy of Sacramento **MEETING TIME:** 10:30AM
CLIENT: Language Academy of Sacramento **HMC PROJECT #:** 1408
PROJECT INFORMATION: Core Facilities Modernization **DSA A#:** 02-121807
FILE #: 38-50
PROJECT ADDRESS: 2850 49th St, Sacramento, CA 95817
ATTENDEES: Language Academy of Sacramento, Integra Construction Services, Project Inspector, RGA + HMC

AGENDA ITEMS:

A. AGENDA DISTRIBUTION & INTRODUCTIONS

B. PROJECT REVIEW

1. Project Description:
 - a. Replacement of path of travel
 - b. Modernization of toilet rooms
 - c. Modernization of classrooms and workrooms
 - d. Low voltage and fire alarm upgrades
 - e. Other work as shown in the documents and as required for a complete and operational project.

2. Award to Contractor:

a. Base Bid -	\$3,459,000.00
b. Allowances-	\$50,000.00

3. Schedule: (review Summary of Work Section 01 1000)
 - a. Start Date – May 20, 2024
 - b. Last Day of School – May 31st
 - c. Summer School – June 3 – July 12
 - d. Substantial Completion of classrooms, workrooms, site POT) – August 16
 - e. Teachers back on campus – August 19
 - f. Students back on campus – September 3
 - g. Final Completion – 148 days, October 15, 2024
 - h. Contractor’s Progress Schedule
 - i. Weekend, holiday, overtime work

4. Progress Payments:
 - a. Schedule of Values (by Contractor; defaulted as required by Architect).
 - b. Process & Timing (Contractor submits draft to PI for review, Contractor revises, PI reviews/signs final, Architect to reviews/signs final & sends to Owner).
 - c. Stop Payment Notices/Record Drawing Updates & effect on payment applications

5. Legal & Code Requirements:
 - a. Prevailing Wages (GC to post at job)
 - b. California Codes: Titles 21 & 24 (keep on job at all times)
 - c. Project Inspector: On-Site PI, Matt Fabian
 - d. Subcontractor changes
 - e. Disabled Accessible Facilities / Access Compliance
 - 1) Construction tolerances
 - 2) Pre-installation review of specifications
 - 3) Inspections & Enforcement (PI and DSA)
 - f. Fingerprinting requirements
 - g. Tobacco Policy
 - h. Noise Ordinance/Requirements

6. Communications & Responsibilities:
 - a. Communications & Documents
 - 1) Owner to receive copies of all documents
 - 2) Consultants to communicate through architect unless otherwise agreed
 - 3) All changes and directives documented in writing
 - b. Resolving issues & disputes through identified processes
 - c. Responsibilities
 - 1) Owner
 - 2) Architect
 - 3) Contractor(s)
 - 4) Inspector(s)
 - 5) DSA Review
 - 6) Testing Laboratory
 - d. Coordination with other contracts/contractors

7. Temporary Facility Plan:
 - a. Owner approval
 - b. Site access
 - c. Use of utilities & existing buildings
 - d. Parking policy
 - e. Visitations
 - f. Security

8. Hazardous Materials Abatement Procedures (when applicable)
 - a. Abatement oversight
 - b. Agency notifications
 - c. Schedule coordination

9. Environmental Requirements (when applicable)
 - a. Waste and recycling plan
 - b. Enforcement and record keeping

10. Processes:

- a. Submittals (review section 01 3300)
 - 1) GC review/approval signature required
 - 2) Substitutions process
 - 3) Color selections
 - 4) Long lead items
 - 5) Shop drawings
 - 6) Submittal tracking log

- c. Questions & Clarifications
 - 1) RFI's
 - 2) CCD's
 - 3) Tracking logs

- d. DSA submittals
 - 1) DSA-102 IC Architect (prior to start of construction)
 - 2) DSA-5 & 5A Inspector(s) (prior to start of construction)
 - 3) DSA-6 A/E: IVR/FVR Architect/Engineer
 - 4) DSA-6C, FVR General Contractor
 - 5) DSA-6PI, FVR Project Inspector
 - 6) DSA-151 Project Inspector Notifications
 - 7) DSA-152 Project Inspection Card
 - 8) DSA-154 Notice of Deviations/Resolution of Deviations
 - 9) DSA-155 Project Inspector Semi-Monthly Report
 - 10) DSA-156 Commencement/Completion of Work Notification (optional)
 - 11) DSA 291/292/293: IVR/FVR; Final Affidavit
 - 12) Lab reports per T & I list; Final Affidavit/FVR

- e. Change Orders
 - 1) Basis for cost adjustments (conflicts, added scope, unforeseen conditions)
 - 2) Time adjustment (justification required; critical path only)
 - 3) Process and approvals (District)

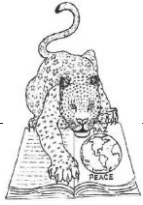
- f. Record Drawings
 - 1) Required for close-out
 - 2) Contractor to maintain accuracy
 - 3) Project Inspector review (every month prior to payment)

11. Close-out (review Section 01 7700):

- a. Pre-completion punch list by Project Inspector
- b. Punch list by A/E team
- c. Punch list sign-off
- d. Final completion and acceptance
- e. Notice of Completion (Board approval, filing with County Recorder)
- f. Final payment

12. Other:
 - a. Quality Compliance
 - 1) Compliance with plans & specifications
 - 2) Quality of substitutions (meets or exceeds)
 - 3) Material & Installation quality expectations
 - b. Receipt of Materials: Owner not to accept or sign for any material deliveries to site for General Contractor or Subcontractor.
 - c. Contractor Questions & Discussion

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A California Public School

Agenda Item #IVG

Board Meeting Date: May 23, 2024

Subject: February and March 2024 Check Registers

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

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the April 2024 check registers.

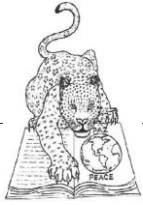
Documents Attached:

1. April 2024 Check Register

April 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: 05.20.2024

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



Fecha de la Reunión: 23 de mayo del 2024

Tema: Registros de la cuenta bancaria para febrero y marzo 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 los registros de la cuenta bancaria de abril 2024.

Documento adjunto:

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

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

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
4/5/2024	10972	About Face - Face Painting	PC: DDLN Event	750.00
4/5/2024	10973	Amazon Capital Services	Instructional Materials, Office Materials, Classroom Libraries	4,325.77
4/5/2024	10974	AMS.NET	Campus Security System - Closeout	4,141.20
4/5/2024	10975	Arcstrem LLC	ELOP: Robotics Instruction	9,208.00
4/5/2024	10976	Gold Country Adventures	Field Trip Admissions: M.S.	3,515.42
4/5/2024	10977	Bowlero	Field Trip Admissions: M.S.	2,697.01
4/5/2024	10978	CustomInk	Student Council Shirts	353.44
4/5/2024	10979	EdTec Inc.	Back Office Services: April 2024	7,791.67
4/5/2024	10980	Veronica Kovats Art	ELOP: Art Instruction	1,050.00
4/5/2024	10981	William Hutcheon	PC: DDLN Magician Services	575.00
4/5/2024	10982	Elevator Industries	Elevator Maintenance: April 2024	110.25
4/5/2024	10983	Fagen Friedman & Fulfrost LLP	Legal Services: SPED	204.00
4/5/2024	10984	Fog Willow Farms	Field Trip Admissions: 2nd Grade	660.00
4/5/2024	10985	GoodFellas Catering	Spring Jaguar Camp: Student Meals	1,732.50
4/5/2024	10986	K12 Health	Health Services	1,264.00
4/5/2024	10987	Law Office of Jennifer McQuarrie	Legal Services	1,842.50
4/5/2024	10988	UC Regents	Field Trip Admissions: 5th Grade	1,188.00
4/5/2024	10989	LIFT Aftermath Basketball	Enrichment: Basketball Services	2,850.00
4/5/2024	10990	Pedro Miranda	Landscaping Services	3,450.00
4/5/2024	10991	The Home Depot Pro	Custodial Materials	2,900.22
4/9/2024	10992	Pedro Aguilera	Reimb: Enrichment / ASES Instructional Materials	359.20
4/9/2024	10993	Colleen Conant	Reimb: Instructional Materials	722.98
4/9/2024	10994	Cynthia Alfaro	Reimb: Instructional Materials	91.00
4/9/2024	10995	Eduardo De Leon	Reimb: Conference Travel Expenses	97.41
4/9/2024	10996	Rebecca Heredia	Reimb: Classroom Libraries / Instructional Materials	560.50
4/9/2024	10997	Gemma Jauregui	Reimb: MAP/RFEP Student Appreciation/ Conference Travel Expenses	306.42
4/9/2024	10998	JCL Electronics, LLC	Technical Support	2,141.40
4/9/2024	10999	Learning Solutions	SPED Services	913.65
4/9/2024	11000	Judy Morales	Reimb: Conference Travel Expenses	116.00
4/9/2024	11001	Network Office Systems	Copier Lease, Copy Machine Materials	1,546.38
4/9/2024	11002	Neumann LTD	Field Trip Transportation: 5th: Berkeley, M.S.: Black Chasm Cavern	11,646.00
4/9/2024	11003	Ana Novoa	Reimb: MAP Student Incentives	304.32
4/9/2024	11004	Occupational Therapy for Children	SPED Services	1,140.00
4/9/2024	11005	Office Depot	Printer Ink, Office Materials, Copy Paper, Instructional Materials	3,064.94
4/9/2024	11006	Pacific Office Automation	Printer Materials	739.80
4/9/2024	11007	Ariana Pantoja	Reimb: Teacher Appreciation Materials	304.65
4/9/2024	11008	Really Good Stuff, LLC	Classroom Libraries	1,868.17
4/9/2024	11009	Irene Rodriguez	Reimb: Classroom Libraries	190.07
4/9/2024	11010	Irene Rodriguez	Reimb: Instructional Materials	90.97
4/9/2024	11011	Sacramento City Unified School District	Facility Lease: May 2024, June 2024	15,675.46
4/9/2024	11012	Evelyn Sandoval	Reimb: Conference Travel Expenses	110.68
4/9/2024	11013	Street Soccer USA	Enrichment: Soccer Instruction	414.00

4/9/2024	11014	Rosario Adriana Yanez-Gutierrez	Reimb: Soccer Team Fundraising	274.98
4/9/2024	11015	ZOLL Medical Corporation	First Aid AED	1,867.00
4/22/2024	11016	Pedro Aguilera	Reimb: ELOP Instructional Materials	401.95
4/22/2024	11017	AllTeam Sportswear	Soccer Team Jerseys	2,707.88
4/22/2024	11018	Benchmark Education	SPED: Curriculum Books	2,215.19
4/22/2024	11019	Briana Zamora Hanes	Reimb: PC: DDLN Materials	18.49
4/22/2024	11020	Graciela Castaneda	Reimb: Student Council Materials / M.S. Student Incentives	234.53
4/22/2024	11021	Alonso Escareno	Construction Services: Stage Backdrops	10,990.05
4/22/2024	11022	First Book	Classroom libraries	356.09
4/22/2024	11023	HMCC/O Rainforth Grau Architects	Core Facilities Modernization - Phase 1	7,290.00
4/22/2024	11024	Ann C Hubbell	Classroom Libraries, Field Trip Admission Fees, Instructional Materials	3,586.37
4/22/2024	11025	Hunter Brown	ELOP: Soccer Coaching Services	5,000.00
4/22/2024	11026	Lizette Acosta-Caro	Reimb: Conference Expenses	124.22
4/22/2024	11027	Rosa Lomeli	Reimb: Conference Expenses	385.79
4/22/2024	11028	NCS Pearson, Inc.	SPED Testing Materials	474.79
4/22/2024	11029	Pacific Learning	Intervention Reference Books	3,263.05
4/22/2024	11030	Sacramento Theatre Company	ELOP: Theatre Production	10,000.00
4/22/2024	11031	San Joaquin County of Education	SPED: Student Information System	40.65
4/22/2024	11032	School Health Corporation	P.E. Instructional Materials	182.01
4/22/2024	11033	The Home Depot Pro	Custodial Materials	2,942.97
4/22/2024	11034	Total Education Solutions	SPED Services	14,574.00
4/22/2024	11035	UC Regents	Field Trip Admissions: Kindergarten	264.00
4/22/2024	11036	Veronica Kovats Art	Enrichment Instruction: Art	775.00
4/22/2024	11037	Yesenia Chavez	PAP Workshop Lead	300.00
4/5/2024	ACH	Marlin Leasing Corp	Phone Services	2,533.69
4/2/2024	ACH	California Credit Union	Various	3,907.67
4/4/2024	ACH	California Credit Union	Various	3,423.36
4/25/2024	ACH	California Credit Union	Various	2,272.61
Total:				173,419.32



A California Public School

Agenda Item# IVH

Board Meeting Date: May 23, 2024

Subject: Monthly Financials

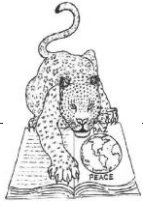
- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/Second Reading (Action Anticipated: _____)
- Conference/Action
- Action

Committee: School Leadership

No notable variances for the month of April

Documents Attached:

1. YTD Financials
2. Cash Flow Summary
3. Balance Sheet



Fecha de la Reunión: 23 de mayo del 2024

Tema: Revisión de mitad de año y datos financieros interanuales

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

Comité: Liderazgo Escolar

No hay variaciones notables en el mes de abril.

Documentos adjuntos:

1. Cuentas anuales
2. Resumen de tesorería
3. Balance

Language Academy
Income Statement
As of Mar FY2024

	Actual			YTD	Budget			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY								
Revenue								
LCFF Entitlement	836,844	(213)	729,775	4,533,797	7,604,884	7,799,688	3,265,891	58%
Federal Revenue	-	-	114,492	247,120	954,225	974,055	726,935	25%
Other State Revenues	248,086	45,461	232,226	1,104,364	2,194,899	2,134,329	1,029,965	52%
Local Revenues	24,466	2,668	2,346	67,088	48,300	59,700	(7,388)	112%
Fundraising and Grants	3,305	6,742	14,000	59,168	35,000	41,984	(17,184)	141%
Total Revenue	1,112,700	54,658	1,092,839	6,011,538	10,837,308	11,009,756	4,998,218	55%
Expenses								
Compensation and Benefits	602,475	573,034	622,805	4,485,056	6,386,009	6,462,880	1,977,824	69%
Books and Supplies	4,003	25,589	14,251	353,648	679,325	611,325	257,677	58%
Services and Other Operating Expenditures	98,577	208,249	95,115	1,092,013	2,368,537	2,374,943	1,282,930	46%
Depreciation	42,348	42,348	42,348	381,129	508,172	508,172	127,043	75%
Other Outflows	4,694	918	4,490	53,767	78,280	78,280	24,513	69%
Total Expenses	752,097	850,137	779,010	6,365,612	10,020,323	10,035,599	3,669,987	63%
Operating Income	360,604	(795,479)	313,829	(354,075)	816,985	974,156	1,328,231	
Fund Balance								
Beginning Balance (Audited)					12,170,560	12,886,899		
Operating Income					816,985	974,156		
Ending Fund Balance					12,987,545	13,861,055		
Fund Balance as a % of Expenses					130%	138%		

Language Academy
Income Statement
As of Mar FY2024

	Actual			YTD	Budget			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS								
Enrollment Summary								
K-3					284	284		
4-6					199	199		
7-8					132	132		
Total Enrolled					615	615		
ADA %								
K-3					95.0%	95.0%		
4-6					95.0%	95.0%		
7-8					95.0%	95.0%		
Average ADA %					95.0%	95.0%		
ADA								
K-3					269.80	269.80		
4-6					189.05	189.05		
7-8					125.40	125.40		
Total ADA					584.25	584.25		

Language Academy
Income Statement
As of Mar FY2024

		Actual			YTD	Budget			
		Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE									
LCFF Entitlement									
8011	Charter Schools General Purpose Entitlement - State Aid	392,745	-	729,775	2,737,139	4,353,864	4,235,440	1,498,301	65%
8012	Education Protection Account Entitlement	444,099	-	-	888,198	1,656,614	1,969,841	1,081,643	45%
8019	State Aid - Prior Years	-	(213)	-	(213)	-	-	213	
8096	Charter Schools in Lieu of Property Taxes	-	-	-	908,673	1,594,407	1,594,407	685,734	57%
SUBTOTAL - LCFF Entitlement		836,844	(213)	729,775	4,533,797	7,604,884	7,799,688	3,265,891	58%
Federal Revenue									
8181	Special Education - Entitlement	-	-	-	-	76,875	99,028	99,028	0%
8291	Title I	-	-	43,947	43,947	175,655	175,786	131,839	25%
8292	Title II	-	-	5,545	5,545	24,819	22,179	16,634	25%
8294	Title IV	-	-	-	-	13,464	13,650	13,650	0%
8299	All Other Federal Revenue	-	-	65,000	197,628	663,412	663,412	465,784	30%
SUBTOTAL - Federal Revenue		-	-	114,492	247,120	954,225	974,055	726,935	25%
Other State Revenue									
8319	Other State Apportionments - Prior Years	-	-	-	9,121	-	9,121	-	100%
8381	Special Education - Entitlement (State)	90,320	45,461	45,461	366,900	518,035	518,463	151,563	71%
8382	Special Education Reimbursement (State)	4,199	-	8,443	29,904	-	46,571	16,667	64%
8550	Mandated Cost Reimbursements	11,390	-	-	11,390	11,444	11,392	2	100%
8560	State Lottery Revenue	53,016	-	-	53,016	144,624	151,946	98,931	35%
8590	All Other State Revenue	-	-	-	-	353,373	98,919	98,919	0%
8591	Prop 28 Arts & Music in Schools	-	-	-	-	-	103,754	103,754	0%
8593	Expanded Learning Opportunities Program	89,161	-	178,322	634,033	963,942	990,680	356,647	64%
8596	Other State Revenue 6	-	-	-	-	203,482	203,482	203,482	0%
SUBTOTAL - Other State Revenue		248,086	45,461	232,226	1,104,364	2,194,899	2,134,329	1,029,965	52%
Local Revenue									
8636	Uniforms	108	527	327	7,243	12,000	12,000	4,757	60%
8638	Merchandise Sales	-	-	-	950	1,300	1,300	350	73%
8660	Interest	1,987	1,887	2,018	16,557	9,000	20,400	3,843	81%
8670	Fees and Contracts	-	-	-	-	6,000	6,000	6,000	0%
8693	Field Trips	-	-	-	1,430	15,000	15,000	13,570	10%
8699	All Other Local Revenue	12,223	-	-	30,429	5,000	5,000	(25,429)	609%
8999	Uncategorized Revenue	10,148	254	-	10,478	-	-	(10,478)	
SUBTOTAL - Local Revenue		24,466	2,668	2,346	67,088	48,300	59,700	(7,388)	112%
Fundraising and Grants									

Language Academy
Income Statement
As of Mar FY2024

		Actual			YTD	Budget			
		Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8801	Donations - Parents	-	40	-	2,324	5,000	5,000	2,676	46%
8802	Donations - Private	2,199	-	14,000	18,159	5,000	5,000	(13,159)	363%
8803	Fundraising	1,106	6,702	-	38,685	25,000	31,984	(6,701)	121%
SUBTOTAL - Fundraising and Grants		3,305	6,742	14,000	59,168	35,000	41,984	(17,184)	141%
TOTAL REVENUE		1,112,700	54,658	1,092,839	6,011,538	10,837,308	11,009,756	4,998,218	55%

Language Academy
Income Statement
As of Mar FY2024

	Actual			YTD	Budget				
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
EXPENSES									
Compensation & Benefits									
Certificated Salaries									
1100	Teachers Salaries	226,335	225,160	230,544	1,593,226	2,375,170	2,316,170	722,944	69%
1101	Teacher - Stipends	3,038	7,725	4,460	43,557	84,850	84,850	41,294	51%
1102	Title I/SES Tutoring	-	-	-	-	40,500	40,500	40,500	0%
1103	Teacher - Substitute Pay	4,138	10,273	5,284	72,498	81,400	122,100	49,602	59%
1300	Certificated Supervisor & Administrator Salaries	12,696	12,696	12,696	114,213	149,791	149,791	35,578	76%
1311	SPED Certificated	37,808	40,657	40,400	311,935	347,436	347,436	35,501	90%
1920	Other Cert - Summer	-	-	-	-	98,700	98,700	98,700	0%
1940	Other Certificated Supervisor & Admin Salaries	12,553	12,553	12,553	87,873	123,283	123,283	35,410	71%
SUBTOTAL - Certificated Salaries		296,566	309,065	305,937	2,223,302	3,301,130	3,282,830	1,059,528	68%
Classified Salaries									
2100	Classified Instructional Aide Salaries	8,290	10,379	11,779	80,105	117,286	117,286	37,181	68%
2103	SPED Classified	8,871	12,030	12,975	89,675	112,824	126,019	36,344	71%
2200	Classified Support (Intervention Tutoring)	28,547	38,662	40,901	253,727	337,737	341,200	87,473	74%
2300	Classified Supervisor & Administrator Salaries	8,664	9,120	9,576	83,448	105,274	105,274	21,826	79%
2400	Classified Clerical & Office Salaries	11,930	13,137	12,233	131,523	258,406	224,274	92,751	59%
2900	Classified Other Salaries	4,608	4,531	5,668	45,633	33,480	92,747	47,114	49%
2905	Other Classified - After School	14,143	18,614	19,135	130,536	215,739	234,480	103,944	56%
2908	Enrichment - ELO-P	-	-	-	-	96,252	96,252	96,252	0%
2925	Other Classified - Childcare	-	-	-	-	1,318	1,360	1,360	0%
2930	Other Classified - Maintenance/Grounds	13,057	16,357	17,011	139,265	168,093	183,473	44,208	76%
SUBTOTAL - Classified Salaries		98,112	122,830	129,278	953,912	1,446,410	1,522,365	568,453	63%
Employee Benefits									
3100	STRS	48,841	50,370	57,237	384,678	630,516	627,021	242,343	61%
3300	OASDI-Medicare-Alternative	12,102	14,579	14,761	112,483	148,692	154,712	42,229	73%
3400	Health & Welfare Benefits	138,585	67,755	107,044	717,609	760,649	774,232	56,623	93%
3500	Unemployment Insurance	258	279	279	2,056	17,324	17,533	15,478	12%
3600	Workers Comp Insurance	5,391	5,391	5,391	64,701	56,970	57,662	(7,039)	112%
3700	Retiree Benefits	(6,750)	2,765	2,878	5,643	-	-	(5,643)	
3900	Other Employee Benefits	9,371	-	-	20,672	24,317	26,524	5,851	78%
SUBTOTAL - Employee Benefits		207,797	141,139	187,590	1,307,842	1,638,469	1,657,685	349,842	79%
Books & Supplies									
4100	Approved Textbooks & Core Curricula Materials	-	-	-	124,141	135,000	135,000	10,859	92%

Language Academy
Income Statement
As of Mar FY2024

	Actual			YTD	Budget			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4101 SPED Textbooks	-	1,323	-	6,381	7,700	7,700	1,319	83%
4200 Books & Other Reference Materials	118	3,545	2,423	28,396	93,000	93,000	64,604	31%
4201 Library Resources	-	1,910	-	4,676	15,000	15,000	10,324	31%
4315 Custodial Supplies	865	6,896	1,529	28,366	30,600	30,600	2,234	93%
4320 Educational Software	329	450	413	42,990	70,000	70,000	27,010	61%
4325 Instructional Materials & Supplies	1,576	4,587	4,230	43,840	48,475	48,475	4,635	90%
4330 Office Supplies	410	651	2,170	16,240	31,400	21,400	5,160	76%
4335 PE Supplies	-	2,798	992	8,698	10,000	10,000	1,302	87%
4340 Professional Development Supplies	139	49	-	188	3,000	3,000	2,812	6%
4352 Garden	-	-	-	-	2,000	2,000	2,000	0%
4354 ASES Materials	250	-	149	2,011	6,000	3,000	989	67%
4355 Summer School Materials	-	-	-	-	4,400	4,400	4,400	0%
4356 SPED Consumables	188	222	429	2,309	10,000	10,000	7,691	23%
4410 Classroom Furniture, Equipment & Supplies	128	-	550	26,255	30,750	30,750	4,495	85%
4420 Computers: individual items less than \$5k	-	-	-	8,015	50,000	25,000	16,985	32%
4423 Classroom Noncapitalized items 1	-	-	-	434	10,000	10,000	9,566	4%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	3,157	1,366	10,706	122,000	92,000	81,294	12%
SUBTOTAL - Books and Supplies	4,003	25,589	14,251	353,648	679,325	611,325	257,677	58%
Services & Other Operating Expenses								
5210 Conference Fees	3,284	-	-	4,514	35,000	35,000	30,486	13%
5215 Travel - Mileage, Parking, Tolls	5	267	207	3,276	5,000	5,000	1,724	66%
5220 Travel and Lodging	5,458	3,212	6,869	25,655	35,000	35,000	9,345	73%
5305 Dues & Membership - Professional	-	144	-	11,226	15,000	15,000	3,774	75%
5450 Insurance - Other	10,439	10,439	10,440	125,261	114,204	114,204	(11,057)	110%
5515 Janitorial, Gardening Services & Supplies	-	-	-	13,347	120,000	40,000	26,652	33%
5535 Utilities - All Utilities	-	63,024	-	110,140	102,000	102,000	(8,140)	108%
5605 Equipment Leases	5,067	2,534	-	23,483	34,640	34,640	11,157	68%
5610 Rent	-	15,675	-	78,377	101,195	101,195	22,818	77%
5615 Repairs and Maintenance - Building	-	-	18,863	115,306	206,000	206,000	90,694	56%
5616 Repairs and Maintenance - Computers	-	-	-	-	20,000	10,000	10,000	0%
5617 Repairs and Maintenance - Other Equipment	-	-	-	1,674	2,550	2,550	876	66%
5803 Accounting Fees	-	-	-	38,250	26,000	38,250	-	100%
5804 Parent Trainings	-	-	-	-	1,500	1,500	1,500	0%
5805 Administrative Fees	1	1,095	-	6,598	10,000	10,000	3,402	66%
5806 Assemblies	-	-	-	-	5,000	5,000	5,000	0%
5809 Banking Fees	-	-	15	15	500	500	485	3%
5812 Business Services	7,792	7,792	7,792	70,125	94,395	94,395	24,270	74%
5813 Board Development	-	-	-	-	5,600	5,600	5,600	0%
5818 SPED Legal Fees	-	-	-	-	5,600	5,600	5,600	0%
5820 Consultants - Non Instructional - Custom 1	-	504	-	504	-	-	(504)	

Language Academy
Income Statement
As of Mar FY2024

	Actual			YTD	Budget			
	Jan	Feb	Mar	Actual YTD	Approved Budget v1	Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	5824 District Oversight Fees	-	-	-	-	87,456	89,696	89,696
5827 ELO-P Expenses	22,125	32,861	13,684	97,608	730,000	766,738	669,130	13%
5830 Field Trips Expenses	10,646	27,299	2,465	53,488	56,000	56,000	2,512	96%
5836 Fingerprinting	15	336	340	2,869	3,000	3,000	131	96%
5839 Fundraising Expenses	204	6,882	2,978	38,488	36,700	36,700	(1,788)	105%
5845 Legal Fees	-	2,020	303	2,631	10,200	10,200	7,570	26%
5851 Marketing and Student Recruiting	-	-	-	-	1,224	1,224	1,224	0%
5852 Prop 28 Expenses	-	-	-	-	107,866	103,750	103,750	0%
5857 Payroll Fees	3,487	1,808	2,075	19,757	15,300	24,000	4,243	82%
5860 Printing and Reproduction	1,269	2,672	2,035	19,021	35,000	35,000	15,979	54%
5861 Prior Yr Exp (not accrued)	-	-	-	7,400	-	52,400	45,000	14%
5863 Professional Development	500	880	49	27,918	55,000	55,000	27,082	51%
5869 Special Education Contract Instructors	25,467	16,708	22,327	122,813	172,000	172,000	49,187	71%
5872 Special Education SELPA Fee	1,298	677	677	5,319	20,822	21,612	16,293	25%
5874 Sports	-	-	-	-	16,000	-	-	-
5875 Staff Recruiting	1,200	-	-	1,200	1,300	1,300	100	92%
5878 Student Assessment	-	-	273	15,673	12,485	15,400	(273)	102%
5881 Student Information System	-	4,000	-	15,488	11,000	11,488	(4,000)	135%
5887 Technology Services	-	7,139	3,703	27,145	35,000	35,000	7,855	78%
5910 Communications - Internet / Website Fees	216	10	10	2,630	7,000	7,000	4,370	38%
5915 Postage and Delivery	10	272	-	705	4,000	4,000	3,295	18%
5920 Communications - Telephone & Fax	95	-	12	4,109	12,000	12,000	7,891	34%
SUBTOTAL - Services & Other Operating Exp.	98,577	208,249	95,115	1,092,013	2,368,537	2,374,943	1,282,930	46%
Capital Outlay & Depreciation								
6900 Depreciation	42,348	42,348	42,348	381,129	508,172	508,172	127,043	75%
SUBTOTAL - Capital Outlay & Depreciation	42,348	42,348	42,348	381,129	508,172	508,172	127,043	75%
Other Outflows								
7438 Long term debt - Interest	-	-	-	35,000	78,280	78,280	43,280	45%
7999 Uncategorized Expense	4,694	918	4,490	18,767	-	-	(18,767)	-
SUBTOTAL - Other Outflows	4,694	918	4,490	53,767	78,280	78,280	24,513	69%
TOTAL EXPENSES	752,097	850,137	779,010	6,365,612	10,020,323	10,035,599	3,669,987	63%

Language Academy
Monthly Cash Forecast
As of Mar FY2024

	2023-24							Remaining Balance
	Actuals & Forecast							
	Jan Actuals	Feb Actuals	Mar Actuals	Apr Forecast	May Forecast	Jun Forecast	Forecast	
Beginning Cash	11,676,879	12,129,056	11,308,547	11,698,626	7,552,849	7,386,812		
REVENUE								
LCFF Entitlement	836,844	(213)	-	1,371,602	773,784	773,784	7,799,688	1,076,496
Federal Revenue	-	-	-	105,808	52,904	530,784	974,055	151,932
Other State Revenue	248,086	45,461	45,461	628,692	187,622	255,573	2,134,329	144,843
Other Local Revenue	24,466	2,668	1,062,139	(1,069,241)	1,030	1,030	59,700	-
Fundraising & Grants	3,305	6,742	-	(1,061)	(1,061)	(1,061)	41,984	-
TOTAL REVENUE	1,112,700	54,658	1,107,600	1,035,799	1,014,278	1,560,110	11,009,756	1,373,271
EXPENSES								
Certificated Salaries	296,566	309,065	305,937	353,176	353,176	353,176	3,282,830	-
Classified Salaries	98,112	122,830	129,278	189,484	189,484	189,484	1,522,365	-
Employee Benefits	207,797	141,139	187,590	117,806	116,018	116,018	1,657,685	-
Books & Supplies	4,003	25,589	14,251	85,892	85,892	85,892	611,325	-
Services & Other Operating Expenses	98,577	208,249	95,115	397,745	397,745	487,441	2,374,943	-
Capital Outlay & Depreciation	42,348	42,348	42,348	42,347	42,348	42,348	508,172	-
Other Outflows	4,694	918	4,452	(18,728)	-	43,280	78,280	-
TOTAL EXPENSES	752,097	850,137	778,971	1,167,723	1,184,663	1,317,639	10,035,599	-
Operating Cash Inflow (Outflow)	360,604	(795,479)	328,628	(131,924)	(170,385)	242,470	974,156	1,373,271
Accounts Receivable	25,152	(46,953)	-	68,243	-	100,280		
Other Current Assets	-	-	-	-	-	-		
Fixed Assets	42,348	(51,917)	19,908	(3,883,948)	42,348	(2,957,652)		
Accounts Payable	7,123	45,349	5,725	(26,946)	-	-		
Other Current Liabilities	(14,664)	(2,665)	4,032	(201,203)	-	-		

Summer Holdback	31,615	31,157	31,786	30,000	30,000	30,000	-
Deferred Revenue	-	-	-	-	-	(696,620)	
Loans Payable (Long Term)	-	-	-	-	(68,000)	-	
Ending Cash	12,129,056	11,308,547	11,698,626	7,552,849	7,386,812	4,105,290	

Language Academy
Balance Sheet
As of Mar FY2024

	Jun FY23	Mar FY24	Projected Jun FY24
ASSETS			
Cash Balance	9,414,708	11,698,624	4,105,290
Accounts Receivable	2,468,312	499,082	1,707,271
Other Current Assets	104,061	-	-
Fixed Assets	6,582,905	6,420,780	13,220,033
ROU Assets	148,355	148,355	148,355
TOTAL ASSETS	18,718,341	18,766,842	19,180,948
LIABILITIES & EQUITY			
Accounts Payable	45,899	17,551	(0)
Other Current Liabilities	364,456	197,869	(3,334)
Summer Holdback	288,399	218,149	308,149
Deferred Revenue	1,483,009	2,218,234	1,500,863
Loans Payable (Long Term)	3,500,018	3,432,553	3,364,553
ROU Long-Term Liabilities	149,662	149,662	149,662
Beginning Net Assets	11,613,375	12,886,899	12,886,899
Net Income (Loss) to Date	1,273,524	(354,075)	974,156
TOTAL LIABILITIES & EQUITY	18,718,341	18,766,842	19,180,948