

The Language Academy of Sacramento

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mr. Eduardo De Leon, Academic Director

 Principal, The Language Academy of Sacramento

About Our School

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 14th year, LAS has become the areas only TK-8 Dual Immersion educational program, and the school has seen continuous academic growth that supports college and career readiness.

LAS Facts
Academics:

- Congruent to dual immersion research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district and the State of California peer group in English, while simultaneously learning Spanish.
- LAS' educational model provides the area high schools with the only students prepared to enroll in Advanced Placement foreign language courses.

Basic Environmental Infrastructure:

- As of 2015, 85% of LAS teachers have two years or more classroom teaching experience and over 50% have five or more years of experience.
- As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.
- As of 2016, the access to technology for students from Grades 2-8 is 1:1 ratio.

Climate and Parent Engagement:

- Based on 2016 student survey, 97% of students agree with the statement, "It is important to me to learn to read and write in Spanish and English," and 92% stated that, "I like my school."
- Since its inception, LAS continues to meet its parent satisfaction goal with ~90% stating overall satisfaction with the school and ~94% stating they would recommend the school to others.
- LAS has a shared governance model that includes parents, staff and community members.

Contact

*The Language Academy of Sacramento
2850 49th St.*

Sacramento, CA 95817-2303

Phone: 916-277-7137

E-mail: edeleon@lsac.info

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	The Language Academy of Sacramento
Phone Number	(916) 277.7137
Superintendent	Eduardo deLeon
E-mail Address	edeleon@lasac.info
Web Site	http://www.lasac.info

School Contact Information (School Year 2017-18)	
School Name	The Language Academy of Sacramento
Street	2850 49th St.
City, State, Zip	Sacramento, Ca, 95817-2303
Phone Number	916-277-7137
Principal	Mr. Eduardo De Leon, Academic Director
E-mail Address	edeleon@lasac.info
Web Site	http://www.lasac.info
County-District-School (CDS) Code	34674390106898

Last updated: 1/16/2018

School Description and Mission Statement (School Year 2017-18)

The Language Academy of Sacramento (LAS) is a K-8 Two-Way Spanish Immersion Public Charter School. The LAS mission is to create a learning community where students:

Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings (BILITERACY)
 Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others (CONFIDENCE AND LIFE SKILLS)
 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)

To develop full biliteracy, LAS implements a dual-language immersion program. Within this research based model, learning best occurs when there is strategic interaction between native Spanish speakers, native English speakers, fully bilingual students, and other students with varying levels of English or Spanish proficiency. At LAS, the method of instruction utilized is the 90-10 model of Two-Way Spanish Immersion. Students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish begins to decrease. By 5th grade, students receive 50% of their daily instruction in Spanish and 50% in English.

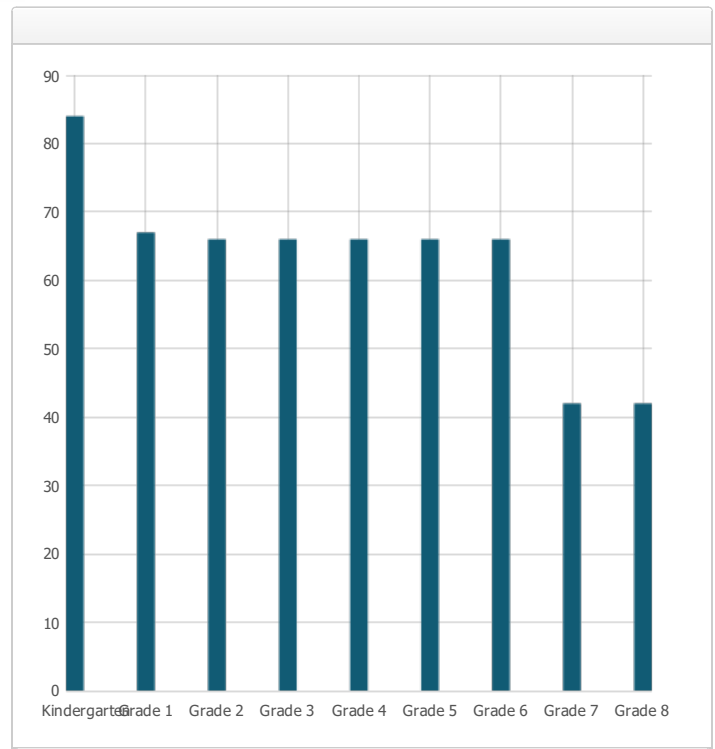
Research has shown that students need a minimum of seven years to fully develop both conversational and academic proficiency in a second language (Hakuta, 2001; Genesee, Lindholm-Leary, Saunders & Christian, 2006). Designing a program through middle school allows for the development of a clearly articulated two-way immersion program and gives students the time they need to become fully proficient in both languages.

Prior to becoming a direct-funded, independent charter school in August 2004, LAS existed for ten years as a Two-Way Spanish Immersion (TWSI) K-5 strand within Fruit Ridge Elementary School of Sacramento City Unified School District. In the fall of 2002, students, parents, teachers and community partners began working to bring the TWSI program to a charter school structure, where they could have more freedom to focus on improving the promising educational program they started almost a decade earlier.

Last updated: 1/16/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	84
Grade 1	67
Grade 2	66
Grade 3	66
Grade 4	66
Grade 5	66
Grade 6	66
Grade 7	42
Grade 8	42
Total Enrollment	565



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.2 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	93.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.2 %
Two or More Races	0.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.1 %
English Learners	47.3 %
Students with Disabilities	11.7 %
Foster Youth	0.4 %

Last updated: 1/16/2018

A. Conditions of Learning

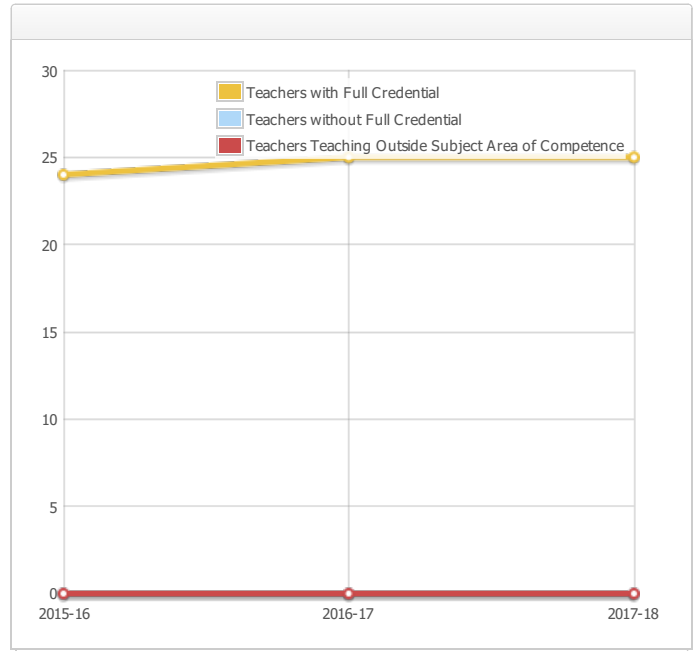
State Priority: Basic

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

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

Teacher Credentials

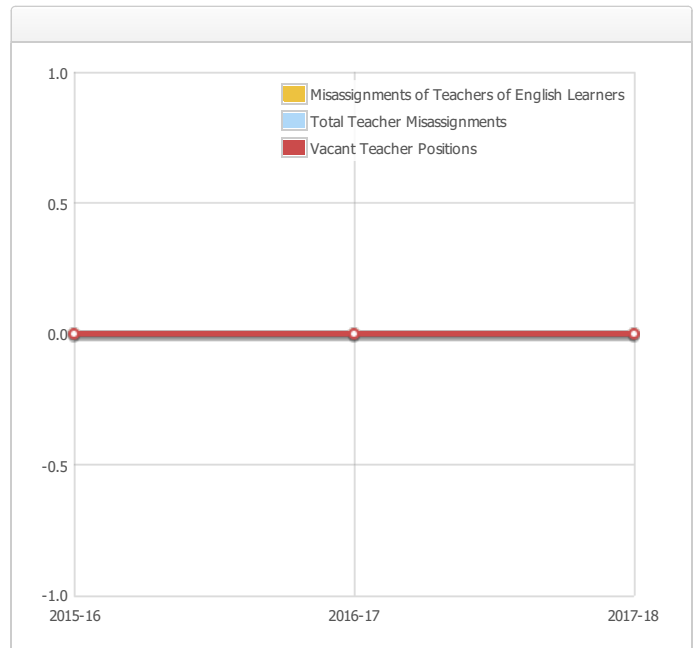
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	25	25	25
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/16/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: February 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GrK-6 MacMillan McGraw Hill Treasures/Tesoros (2012) Gr7-8 McDougall Littell (2007)	Yes	0.0 %
Mathematics	GrK-5 Pearson Envision (2014) Gr6-8 College Preparatory Mathematics (2015)	Yes	0.0 %
Science	Gr4-5 Harcourt Brace (2007) Gr6-8 Holt and Prentice Hall (2007)	Yes	0.0 %
History-Social Science	Gr4-5 Harcourt Brace (2007) Gr6-8 McDougal Littell (2007)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2018

School Facility Conditions and Planned Improvements

The Language Academy of Sacramento (LAS) takes great efforts to ensure that all schools are clean, safe, and functional. LAS Board Facilities Committee meets monthly to monitor the progress of the school's short-term and long-term goals. These goals are derived from community input including annual survey data from various constituents.

LAS campus has 28 classrooms, a multipurpose room, a gymnasium, a library, and an administration building. The main campus was built in 1977. In conjunction with Sacramento City Unified School District (SCUSD) staff, LAS maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Moreover, the school leadership works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Through partnership with SCUSD, LAS participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2015-16 year, SCUSD and LAS collaborated and replaced the front parking area for the campus.

Last updated: 1/22/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: February 2017

Overall Rating	Good
----------------	------

Last updated: 1/16/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	34%	39%	39%	39%	48%	48%
Mathematics (grades 3-8 and 11)	29%	31%	30%	31%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	348	100.00%	38.51%
Male	169	169	100.00%	30.18%
Female	179	179	100.00%	46.37%
Black or African American			100.00%	45.45%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	325	325	100.00%	36.92%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	246	246	100.00%	29.67%
English Learners	201	201	100.00%	29.35%
Students with Disabilities	44	44	100.00%	18.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/16/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	348	100.00%	30.75%
Male	169	169	100.00%	27.22%
Female	179	179	100.00%	34.08%
Black or African American			100.00%	36.36%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	325	325	100.00%	29.23%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	246	246	100.00%	21.54%
English Learners	201	201	100.00%	20.90%
Students with Disabilities	44	44	100.00%	18.18%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/16/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	50.0%	47.0%	47.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/16/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	21.2%	34.8%	16.7%
7	16.7%	33.3%	33.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2018

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

The Language Academy believes in working with parents as partners. Parents are asked to be actively involved in their child's education by volunteering in some way at the school. As educational partners, the school, asks for families to assist in the following ways:

- Ensure that their child attends school regularly and arrives to school on time.
- Talk with their child about what they are learning in school and ensure that homework is completed and turned in on time.
- Involve their child in reading. This could include reading to your child, having your child read to you or discussing what you and your child are reading together.
- Encourage their child to participate in extracurricular and co-curricular activities. Work with their child at home on learning activities that extend classroom learning.
- Become familiar with the standards for their child's grade level by reviewing the standards based report card. Work with their child to practice skills they have not yet met.
- Attend parent conferences and school sponsored events.
- Volunteer in their child's classroom or extracurricular school activities.
- Participate in school events.
- Participate in decision-making groups such as the Parent Council, the Parent Association or the Governing Board.

Parent Association

All parents are members of the Parent Association and have opportunities to participate in the decision-making process of the school. As members of the Parent Association, families plan and participate in monthly school events, learn about topics related to their children's education, and coordinate with the Parent Council. Parents actively participate in the development of the school plan and the charter. Moreover, parents contribute to the fiscal solvency of the school by promoting regular school attendance, reviewing the school budget and orchestrating fundraising opportunities. Parents receive ongoing information about Title I, standardized test scores and related information, parents' role in school governance [Ed. Code 47605(b)(5)(D)], a description and explanation of the school's curriculum, academic assessments used to measure student progress, and student benchmarks. On a monthly basis, Governing Board and Parent Council representatives attend the Parent Association meetings to ensure two-way communication and input on decisions made at LAS.

Parent Association meetings are held on a monthly basis. Each Association meeting includes reports from the Parent Council and the Student Council; a student presentation; an informational presentation about fiscal matters, governance, federal and state compliance, and/or student achievement, including topics from the English Learner Advisory Committee (ELAC); and an interactive workshop related to families' needs and interests. Parents are committed to ensuring that their children are in school on a daily basis; the historical average of student attendance rate at LAS is ninety-seven percent. Nearly every LAS parent attends parent/teacher conferences. Parents volunteer at the school on a regular basis; this support can take many forms, including instructional assistance, preparation of materials, organization and coordination of monthly family events, and on-going maintenance of the LAS grounds and gardens.

LAS provides necessary support, education, and assistance targeted toward the implementation of effective parent involvement activities. The Parent Council actively participates in the planning, organization, and execution of family activities. Examples of academic and artistic events include Family Reading Night, Science Fair, Book Fair, Art Exhibits, Student Performances, and Math Family Night. The goal of these gatherings outside of the school day is to provide families with strategies to support their children academically. All of these components aim to prepare students to be college and career ready.

Additional Opportunities for Parent Involvement:

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels- parents may sit on panels to judge student work
- School and staff evaluations- parents fill out a programmatic climate survey each year evaluating the strengths and weaknesses they identify with the program at the School

- Student-led conferences- students will lead conferences on their work during the year to keep parents informed
- Fundraising- parents and community members may work with the schools to raise additional resources to support students and the school program
- Advocacy- parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocates for necessary policies and resources
- LAS Board of Directors meetings- parents and community members are welcome to the Board meeting. In compliance with the Brown Act, LAS posts the agenda for LAS Board of Directors meetings at least 72 hours prior to the meeting

State Priority: Pupil Engagement

Last updated: 1/22/2018

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

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

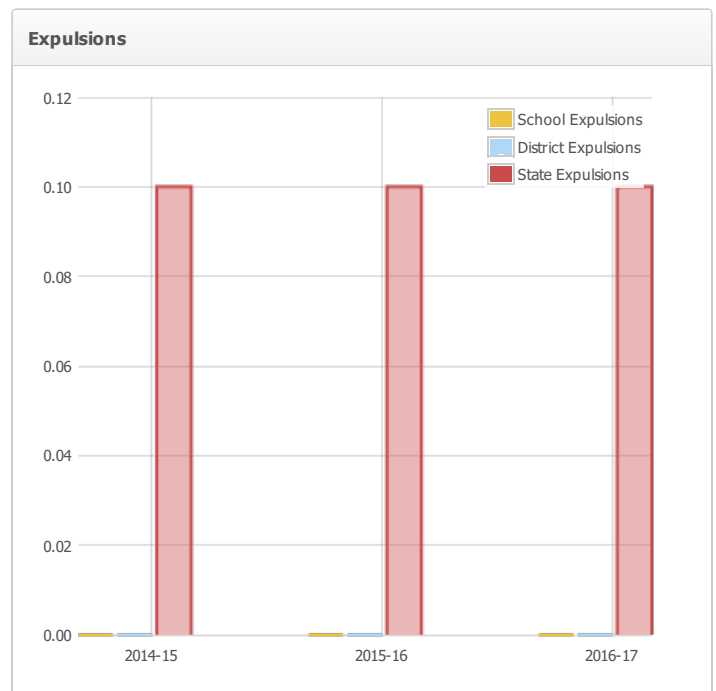
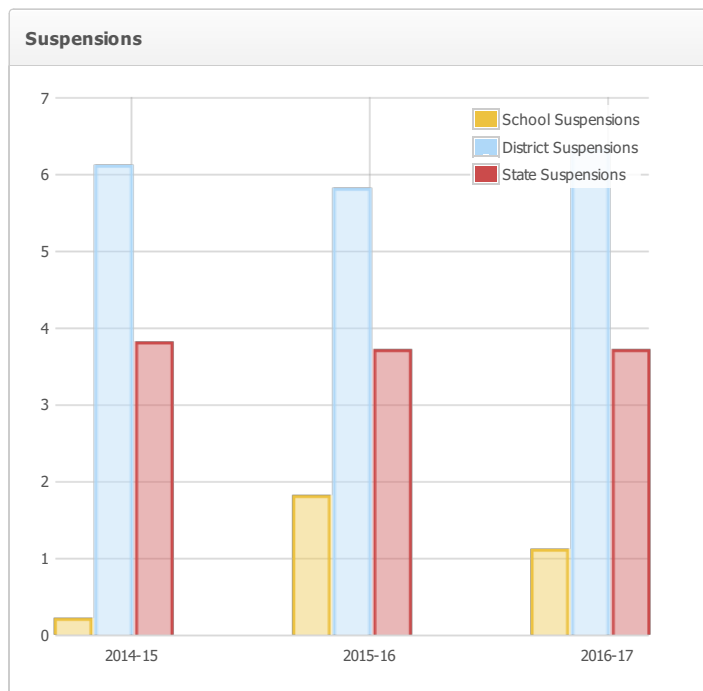
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2%	1.8%	1.1%	6.1%	5.8%	6.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2018

School Safety Plan (School Year 2017-18)

The Language Academy of Sacramento School Safety Plan is revised, updated, and approved on an annual basis by the school staff and community. It is aligned to the school's overall Safety and Health Policies adopted by the LAS Governing Board and contains procedures that would ensure a collective understanding of what constitutes a safe learning environment among all the stakeholders: students, parents, and staff. At LAS, school safety is of utmost importance and is undeniably the foundation for a productive and nurturing climate for learning.

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

The LAS health and safety policies include:

- Documentation of immunizations to the extent required for enrollment in public school.
- School-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes.
- Prevention of contact with bloodborne pathogens.
- Emergency response training for all staff, including appropriate "first responder" training or its equivalent.
- Certification through SCUSD that school facilities have received state Fire Marshall approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

- Assurance that the school functions as a drug, alcohol, and tobacco free workplace.
- Requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- Examination of faculty and staff for tuberculosis.
- Screening of pupils for vision and hearing.

Last updated: 1/16/2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	2	2	0	21.0	1	3	0	21.0	1	3	0
1	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
2	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
3	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
4	22.0	0	3	0	23.0	0	3	0	22.0	0	3	0
5	22.0	0	2	0	22.0	0	3	0	22.0	0	3	0
6	21.0	0	1	0	18.0	4	5	0	17.0	3	4	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	4	1	0	17.0	4	2	0	24.0	0	6	0
Mathematics	16.0	4	1	0	15.0	5	1	0	24.0	0	6	0
Science	15.0	4	2	0	19.0	4	2	0	24.0	0	6	0
Social Science	16.0	4	2	0	19.0	4	2	0	24.0	0	6	0

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

Last updated: 1/22/2018

Types of Services Funded (Fiscal Year 2016-17)

It is the full intention of the Language Academy to serve the academic needs of all its students. LAS's ultimate goal is to have the student body performing at/above proficiency in academic achievement tests. Establishing an effective intervention system is a critical component of a sound educational program. Embedded in the school's longer instructional calendar day is LAS's during the day, extended day, and intersession academic support structure for students and their identified needs. There are two particular groups of students who need strategically differentiated intervention/enrichment; first, students who do not meet their in language arts and math, and secondly, students who are achieving above grade level in these areas.

As a collective staff, certificated personnel and instructional assistants of the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year: during the day, extended day, and intersession. LAS personnel tap into community partners such as university student teachers, Mini-corps volunteers, and CSUS undergraduate volunteers. This expands the school's resources in order to serve more students in an effective intervention setting of lower student to tutor/teacher ratio. All intervention staff receives training in providing targeted instruction of state standards.

LAS personnel implements state adopted curricula by applying differentiated instruction for high achieving students and those that need additional support. This is enriched by also becoming proficient of the research in multiple intelligences, cooperative learning, multicultural education, and constructivist learning.

Because LAS has such a clear focus on academic achievement, during the school day and in the Academic Intervention program; it is imperative that we offer our students a variety of enrichment activities. Classes such as Robotics, Classical ballet, folklorico dance, soccer, violin, musical theater, graphic design, guitar, ceramics and art are some examples of the enrichment activities offered throughout the school year. Staff has reported that students develop self-confidence by discovering a new talent. Students also need outlets for their creative energy in order to succeed academically. The enrichment program gives our students the opportunity to interact with students in other grade levels and builds a greater sense of community.

Last updated: 1/16/2018

Professional Development

A quality professional development plan is an essential component of an effective educational program. Teachers at LAS participate in professional development and articulation meetings each week to analyze data and evaluate academic progress. Throughout the school year, teachers are provided with extended professional development time in order to meet, reflect, study, and plan. In addition to participating in regularly scheduled on-site professional development, teachers and staff are encouraged to attend professional development opportunities sponsored by other educational institutions.

With recent educational shifts related to the CCSS, staff members have participated in professional development offered by the Sacramento County Office of Education (SCOE), the Northern California Literacy Consortium, as well as others. In addition to these opportunities, the following are areas that have been the focus of professional development at LAS during the last five years: Implementation of core curriculum (MacMillan/McGraw Hill's Treasures, Pearson Envision, College Preparatory Mathematics); Expository Reading and Writing Course (ERWC) to support CCSS Language Arts; Writers and Readers Workshop, Math CCSS implementation best practices; Spanish Language Development (SLD); Strategies for improving Executive Function- R.O.P.E.S. in the classroom, New Generation Science Standards (NGSS) and ELD. In the past two years, LAS also added an on site literacy coach to further support classroom teachers. Visitations to other classrooms at LAS and model schools are encouraged for both teachers and administrators.

Last updated: 1/16/2018