

**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 49<sup>th</sup> Street, Sacramento, CA 95817

Agenda/Agenda

**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**

Friday, January 25, 2019/viernes, 25 de enero del 2019

**5:30pm in ROOM 9/5:30PM en el salon 9**

**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**

	<b>Name/Nombre</b>	<b>Role/Miembro</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
1.	Lourdes Gómez	Parent/Madre (18-19)		
2.	Kathy Petree	Parent/Madre (17-20)		
3.	Jennifer Bacsafra	Parent/Madre (16-19) Secretary/Secretaria		
4.	Gemma Jáuregui	Teacher/Maestra (18-21)		
5.	Adriana Yáñez-Gutiérrez	Staff/Personal (17-20)		
6.	Perla Campos	Teacher/Maestra (16-19)		
7.	Nadeen Ruíz	Community Member/Miembro Comunitario (18-21)		
8.	Araceli Campa	Community Member/Miembro Comunitario (17-20) Treasurer/Tesorero		
9.	Erandi Zamora	Community Member/Miembro Comunitario (16-19) Vice President/Vice Presidente		
10.	Student Representative	Student Council President/Presidente del Concilio Estudiantil		
11.	Eduardo de León	Academic Director/Director Académico		
12.	Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica		
13.	Judy Morales	Business and Operations Officer/Oficial de Negocios y Operaciones		

**C. APPROVAL OF AGENDA/Aprobación de la Agenda**

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

a. December 14, 2018 minutes/minutas de 14 of diciembre del 2018

**E. MISSION/Misión**

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)

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

**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/Artículos de Información:**

1. Student Council/*Concilio estudiantil* – Representative/*representante* (5 min)
2. Parent Council/Association/*Concilio y asociación de padres* – Representative/*representante* (5 min)

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

**A. LAS Charter Renewal / Renovación de la Constitución de LAS- Bersola (20 min.)**

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

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

Motion:\_\_\_\_ Second:\_\_\_\_ Vote:\_\_\_\_

**B. Dispute Resolution/ Resolución de Conflicto – Zamora (5 min)**

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

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

Motion:\_\_\_\_ Second:\_\_\_\_ Vote:\_\_\_\_

**C. Bylaws/Policy: Health and HIV Prevention Policy/ Estatutos/Póliza: Póliza de salud y Prevención del VIH – Zamora (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 IVC/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVC.*

Motion:\_\_\_\_ Second:\_\_\_\_ Vote:\_\_\_\_

**D. Annual Audit/ Auditoría anual – EdTec/Morales (15 min.)**

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

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

Motion:\_\_\_\_ Second:\_\_\_\_ Vote:\_\_\_\_

**E. December Financials and Multi-Year Projections/ Financieros de diciembre y proyecciones de multi-año - Edtec/Morales (15 min.)**

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

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

Motion:\_\_\_\_ Second:\_\_\_\_ Vote:\_\_\_\_

**F. December Check Register/Registro de la cuenta bancaria de diciembre – School Leadership/Liderazgo escolar (5 min.)**

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

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

Motion:\_\_\_\_ Second:\_\_\_\_ Vote:\_\_\_\_

**G. Low Performing Block Grant/ Subvención de bajo rendimiento** – School Leadership/Liderazgo escolar (5 min.)

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

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**H. Facilities Committee/Comité de Instalaciones** – Yáñez-Gutiérrez (5 min.)

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

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**I. SARC/Informe de Responsabilidad Escolar** – Bersola (10 min.)

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

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**J. LAS EL Reclassification Policy Revision/Revisión de la Póliza de Reclasificación EL de LAS-** Bersola (10 min.)

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

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

Motion: \_\_\_\_ Second: \_\_\_\_ Vote: \_\_\_\_

**V. FUTURE MEETINGS/Próxima Junta**

- 1. Friday, February 22, 2019 Regular Board Meeting/viernes 22 de febrero de 2019 Junta Regular de la Mesa

**VI. FUTURE AGENDA ITEMS/Temas para agendas futuras**

**VII. ADJOURNMENT/Clausura** The meeting was adjourned at \_\_\_\_:\_\_\_\_p.m./La junta terminó a las \_\_\_\_:\_\_\_\_ p.m.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

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



**Language Academy of Sacramento**  
 A Two-Way Spanish Immersion Public Charter School  
 2850 49th Street, Sacramento, CA 95817

**BOARD MEETING - Minutes**  
**Friday, December 14, 2018**  
**5:30pm in ROOM 9**

**I. PRELIMINARY**

<b>I.A &amp; B</b>	Meeting was called to order by Erandi Zamora at 5:39 PM. Roll call was taken.			
	<b>Name</b>	<b>Role</b>	<b>Present</b>	<b>Absent</b>
	1. Lourdes Gómez	Parent (18-19)	X	
	2. Kathy Petree	Parent (17-20) Vice President	X	
	3. Jennifer Bacsafra	Parent (16-19) Secretary	X	X 6:20pm
	4. Gemma Jáuregui	Teacher (18-21)	X	
	5. Adriana Yañez-Gutiérrez	Staff (17-20)		X
	6. Perla Campos	Teacher (16-19)		X
	7. Nadeen Ruiz	Community Member (18-21)	X	
	8. Aracely Campa	Community Member (17-20) Treasurer		X
	9. Erandi Zamora	Community Member (16-19) President	X	
	10. Student Representative	Student Council President	X	
	11. Eduardo de León	Academic Director	X	
	12. Teejay Bersola	Academic Accountability Specialist	X	
	13. Judy Morales	Business and Operations Officer/Officer	X	
	14. Jack Kraemer	SCUSD Charter Liaison	X	

	<b>Agenda</b>	<b>Action</b>
<b>I.C</b>	<b>Approval of Agenda</b>	<i>A motion was made to approve the December 14, 2018 agenda.</i>  1 <sup>st</sup> Motion: Nadeen Ruiz 2 <sup>nd</sup> Motion: Kathy Petree Absences: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa Abstentions: None The motion passed with six votes.
<b>I.D</b>	<b>Approval of Board Meeting Minutes</b>	<i>A motion was made to approve the November 30, 2018 minutes.</i>  1 <sup>st</sup> Motion: Kathy Petree 2 <sup>nd</sup> Motion: Nadeen Ruiz Absences: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa Abstentions: Erandi Zamora The motion passed with five votes.
<b>I.E</b>	<b>Mission</b>	The mission was read aloud.

**II. COMMUNICATIONS NORMS**

<b>II.A.</b>	<b>Public Comments</b>	<ol style="list-style-type: none"> <li>1) There was a public comment regarding the Steps to College event for middle school students. The event promotes higher education.</li> <li>2) There was a public comment to welcome our SCUSD Liaison, Jack Kraemer, to the meeting.</li> </ol>
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**III. INFORMATIONAL ITEMS:**

<b>III.1.</b>	<b>Student Council Representative</b>	A Student Council executive member provided a report.
<b>III.2</b>	<b>Parent Council/Association/ELAC Representative</b>	Parent Council/Association/ELAC report provided by Parent Council President, Erika Vasquez. Parent Council recently held a successful WinterFest, completed a school-wide parent survey, and is planning for a school carnival/quinceañera.
<b>III.3</b>	<b>Parent Academy</b>	Ms. Jáuregui provided an update regarding Parent Academy. Parent Academy was an eight week parent workshop series which focused on adolescent behavior, middle school expectations, high school application/selection process, and university requirements. Parent



		Academy was offered to Spanish-speaking parents with students in 5th - 8th grades.
<b>III.4</b>	<b>Curriculum Design Committee</b>	Ms. Jáuregui provided CDT updates, as well as future items on the committee agenda. The next CDT meeting is February 7, 2019.
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b>		
<b>IV.A</b>	<b>Finance 101</b>	<p>Kelly Ellis from EdTec provided a LAS financial update.</p> <p>Ms. Morales announced that there were no findings on our recent audit report from July 1, 2017 to June 30, 2018.</p> <p>An audit presentation to the Board will be held in January 2019.</p>
	<b>Public Comments</b>	There was a public comment regarding clarification of the use of funds when students leave LAS. Ms. Zamora requested that Ms. Ellis or Mr. de Leon follow up with the speaker.
<b>IV.B</b>	<b>LAS Academics 101: Academic Program Design, CAASPP Data and Subgroups, Approval of Updated Integrated Local Control Accountability Plan (LCAP), Federal Addendum and Single Plan for Student Achievement (SPSA) Update</b>	<p>In conjunction with School Site Council and ELAC Committee recommendations, Ms. Bersola proposes that the Board approve the updated version of the LAS Integrated LCAP/Federal Addendum/SPSA as presented at the September and October Board meetings.</p> <p style="text-align: center;"><i>A motion was made to approve the updated version of the LAS Integrated LCAP/Federal Addendum/SPSA.</i></p> <p>1st Motion: Nadeen Ruiz  2nd Motion: Gemma Jáuregui  Absences: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra  Abstentions: None  Motion passed with five votes.</p>
	<b>Public Comments</b>	None
<b>IV.C</b>	<b>LAS Charter Renewal Mission</b>	<p>Ms. Bersola reviewed stakeholder feedback regarding the LAS charter vision and mission. The Board discussed stakeholder feedback and comments and deliberated on the final version.</p> <p style="text-align: center;"><i>A motion was made to officially adopt the Vision and Mission statements as modified by the Board.</i></p> <p><u>VISION STATEMENT</u>  Previous Version: Our vision is to provide an exceptional <i>two-way Spanish immersion program</i> for all students.</p> <p>Board Approved December 2018: The LAS vision is to provide exceptional <b>Spanish-English bilingual education</b> for all students.</p> <p><u>MISSION STATEMENT</u>  Previous Version: Language Academy of Sacramento's Mission: To create a learning community where students: 1) <i>Utilize bilingual (Spanish and English) academic knowledge and skills</i> 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)</p> <p>Board Approved December 2018: The LAS mission is to create a learning environment where students: 1) <b>Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills</b> in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for</p>

		<p>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)</p> <p>1st Motion: Kathy Petree 2nd Motion: Nadeen Ruiz Absences: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstentions: None Motion passed with five votes.</p>
	<b>Public Comments</b>	A public comment was made in support of using “bilingual” in lieu of “two-way” in the LAS Vision statement.
<b>IV.D</b>	<b>LAS EL Reclassification Policy Revision</b>	<p>Ms. Bersola presented recommended amendments that would align the LAS English Learner Reclassification Policy with the State’s reclassification guidelines.</p> <p>Action is anticipated at the January 2019 Board meeting.</p>
	<b>Public Comments</b>	None
<b>IV.E</b>	<b>Board Development: Discuss Public Comment Protocol</b>	Ms. Morales presented a LAS Decision Making Flowchart for parents who have suggestions and/or concerns.
	<b>Public Comments</b> <i>Comentarios Públicos</i>	There was a public comment regarding a Parent Resource Room mentioned last year, and it was noted that there was no follow-up.
<b>IV.F</b>	<b>November Check Register</b>	<p><i>A motion was made to approve the November 2018 check register.</i></p> <p>1st Motion: Erandi Zamora 2nd Motion: Gemma Jáuregui Absences: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstentions: None Motion passed with five votes.</p>
	<b>Public Comments</b>	None
<b>IV.G</b>	<b>Director Evaluation Committee</b>	<p><i>A motion was made to effectuate a title change from “Academic Director” to “Executive Director” in the upcoming charter petition for 2019-2024.</i></p> <p>1st Motion: Erandi Zamora 2nd Motion: Nadeen Ruiz Absences: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstentions: None Motion passed with five votes.</p>
	<b>Public Comments</b>	<p>There was a public comment in support of the title change from Academic Director to Executive Director.</p> <p>There was a public comment regarding the need for a math and ELD team in addition to a literacy team.</p>
<b>V. FUTURE MEETINGS</b>		
1. Friday, January 25, 2019 Regular Board Meeting		
<b>VI. FUTURE AGENDA ITEMS</b>		
1) CSDC conference review by attendees 2) Low Performing Block Grant 3) Fiscal Audit		

4) Facilities - first read for summer construction of the library

**VII. ADJOURNMENT**

A motion was made to adjourn the board meeting.

1<sup>st</sup> Motion: Kathy Petree

2<sup>nd</sup> Motion: Erandi Zamoá

Absences: Adriana Yáñez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra

Abstentions: None

The motion passed with five votes.

The board meeting was adjourned at 8:22PM.



**Academia de Idiomas de Sacramento**  
Una Escuela Pública de Inmersión Dual en Español  
2850 49th Street, Sacramento, CA 95817

**REUNIÓN DE LA MESA DIRECTIVA – Minutas**  
**viernes, 14 de diciembre del 2018**  
**5:30PM en el salón 9**

**I. PRELIMINARIO**

<b>I.A &amp; B</b>					La reunión fue comenzada por Erandi Zamora a las 5:39 PM. Se tomó lista.				
	<b>Nombre</b>		<b>Papel</b>		<b>Presente</b>		<b>Ausente</b>		
	1. Lourdes Gómez		Madre (18-19)		X				
	2. Kathy Petree		Madre (17-20) Vice Presidente		X				
	3. Jennifer Bacsafra		Madre (16-19) Secretaria		X		X 6:20pm		
	4. Gemma Jáuregui		Maestra (18-21)		X				
	5. Adriana Yañez-Gutiérrez		Personal (17-20)				X		
	6. Perla Campos		Maestra (16-19)				X		
	7. Nadeen Ruiz		Miembro Comunitario (18-21)		X				
	8. Aracely Campa		Miembro Comunitario (17-20) Tesorero				X		
	9. Erandi Zamora		Miembro Comunitario (16-19) Presidente		X				
	10. Representante Estudiantil		Concilio Estudiantil		X				
	11. Eduardo de León		Director Académico		X				
	12. Teejay Bersola		Especialista de Responsabilidad Académica		X				
	13. Judy Morales		Oficial de Negocios y Operaciones		X				
	14. Jack Kraemer		Enlace de Escuelas Autónomas de SCUSD		X				
<b>Agenda</b>					<b>Acción</b>				
<b>I.C</b>		<b>Aprobación de la Agenda</b>			<i>Se hizo una moción para aprobar la agenda del 14 de diciembre de 2018.</i>  1ª Moción: Nadeen Ruiz 2ª Moción: Kathy Petree Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa Abstenciones: Ninguno La moción pasó con seis votos.				
<b>I.D</b>		<b>Aprobación de las Minutas de la Mesa Directiva</b>			<i>Se hizo una moción para aprobar las minutas del 30 de noviembre de 2018.</i>  1ª Moción: Kathy Petree 2ª Moción: Nadeen Ruiz Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa Abstenciones: Erandi Zamora La moción pasó con cinco votos.				
<b>I.E</b>		<b>Misión</b>			La misión fue leída en voz alta.				
<b>II. NORMAS DE COMUNICACIÓN</b>									
<b>II.A.</b>		<b>Comentarios Públicos</b>			1) Hubo un comentario público sobre el evento Steps to College para los estudiantes de secundaria. El evento promueve la educación superior. 2) Hubo un comentario público para dar la bienvenida a nuestro Enlace de SCUSD, Jack Kraemer, a la reunión.				
<b>III. ARTICULOS DE INFORMACIÓN:</b>									
<b>III.1.</b>		<b>Representante del Concilio Estudiantil</b>			Un miembro del Concilio Estudiantil proporcionó un informe a la Mesa.				
<b>III.2</b>		<b>Concilio y asociación de padres/Representante de ELAC</b>			Informe del Concilio de Padres/Asociación/ELAC proporcionado por la Presidenta del Concilio de Padres, Erika Vásquez. El Concilio de Padres recientemente realizó un Festival Invernal exitoso, completó una encuesta de padres en toda la escuela y está planeando una fiesta de carnaval/quinceañera.				
<b>III. 3</b>		<b>Academia de Padres</b>			La Maestra Jáuregui proporcionó una actualización sobre la Academia de Padres. La Academia de Padres fue una serie de ocho semanas de talleres para padres que se centraron en el comportamiento de los adolescentes, las expectativas de la escuela secundaria, el proceso de solicitud/selección de la preparatoria y los				

		requisitos de la universidad. La Academia de Padres se ofreció a padres de habla hispana con alumnos de 5° a 8° grado.
III.4	Comité de Diseño Curricular	La Maestra Jáuregui proporcionó actualizaciones de CDT, así como también futuros puntos en la agenda del comité. La próxima reunión del CDT es el 7 de febrero de 2019.
<b>IV. ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
IV.A	Información básica de finanzas	Kelly Ellis de EdTec proporcionó una actualización financiera de LAS.  La Sra. Morales anunció que no hubo hallazgos en nuestro informe de auditoría reciente desde el 1 de julio de 2017 hasta el 30 de junio de 2018.  Una presentación de auditoría a la Mesa se llevará a cabo en enero de 2019.
	Comentarios Públicos	Hubo un comentario público sobre la aclaración del uso de los fondos cuando los estudiantes se van de LAS. La Sra. Zamora solicitó que la Sra. Ellis o el Sr. de León hicieran un seguimiento con el orador.
IV.B	Información básica de académica de LAS: Diseño del programa académico de LAS, Datos de CAASPP y subgrupos, Aprobación de la Actualización del Plan Integrado de Control Local y Rendición de Cuentas (LCAP) y Plan Único para el Rendimiento Estudiantil (SPSA)	<p> Junto con las recomendaciones del Concilio del sitio escolar y los Comités de ELAC, la Sra. Bersola propone que la Mesa apruebe la versión actualizada de LAS LCAP Integrado/ Adenda Federal/SPSA, tal como se presentó en las reuniones de la Mesa de septiembre y octubre.</p> <p style="text-align: center;"><i>Se hizo una moción para aprobar la versión actualizada de LAS LCAP Integrado/Adenda Federal/SPSA.</i></p> <p>1ª Moción: Nadeen Ruiz 2ª Moción: Gemma Jáuregui Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstenciones: Ninguno La moción pasó con cinco votos.</p>
	Comentarios Públicos	Ninguno
IV.C	Renovación de la Misión de Constitución de LAS	<p>La Sra. Bersola revisó los comentarios de las partes interesadas con respecto a la visión y misión de la constitución de LAS. La Mesa discutió los comentarios actualizados.</p> <p style="text-align: center;"><i>Se hizo una moción para adoptar oficialmente las declaraciones de Visión y Misión modificadas por la Mesa.</i></p> <p><b><u>DECLARACIÓN DE LA VISIÓN</u></b> Versión anterior: Nuestra visión es proporcionar un programa excepcional de <i>inmersión en español de dos vías</i> para todos los estudiantes.</p> <p>Aprobado por la Mesa en diciembre de 2018: La visión de LAS es proporcionar una <b>educación bilingüe en español e inglés</b> excepcional para todos los estudiantes</p> <p><b><u>DECLARACIÓN DE LA MISIÓN</u></b> La misión de LAS es crear una comunidad de aprendizaje donde los estudiantes: utilizan el conocimiento académico y habilidades bilingües (español e inglés) 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.</p> <p>Aprobado por la Mesa en diciembre 2018: La misión de LAS es crear un ambiente de aprendizaje donde los estudiantes: 1) <b>Utilicen el bilingüismo y la alfabetización bilingüe (español e inglés) para alcanzar la excelencia académica y aplicar destrezas</b> en situaciones del mundo real y en entornos diversos. (ALFABETIZACIÓN BILINGÜE); 2) Desarrollar y mostrar una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás. (CONFIANZA Y DESTREZAS DE LA VIDA); y, 3) Demostrar</p>

		<p>destrezas de liderazgo para construir puentes entre las comunidades y aplicar destrezas de pensamiento crítico para resolver problemas, promover la justicia social y crear un cambio en la sociedad. (LIDERAZGO Y PENSAMIENTO CRÍTICO)</p> <p>1ª moción: Kathy Petree 2ª Moción: Nadeen Ruiz Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstenciones: Ninguna La moción pasó con cinco votos.</p>
	<b>Comentarios Públicos</b>	Se hizo un comentario público para apoyar el uso de "bilingüe" en lugar de "dos vías" en la declaración de Visión de LAS.
<b>IV.D</b>	<b>Revisión de la Póliza de Reclasificación EL de LAS</b>	<p>La Sra. Bersola presentó actualizaciones que alinearían la póliza de reclasificación de los aprendices de inglés de LAS con las pautas de reclasificación del estado.</p> <p>La acción se anticipa en la reunión de la Mesa de enero de 2019.</p>
	<b>Comentarios Públicos</b>	Ninguno
<b>IV.E</b>	<b>Desarrollo de la Mesa: Protocolo de Comentarios Públicos</b>	La Sra. Morales presentó un oránigrama de toma de decisiones LAS para los padres que tienen inquietudes.
	<b>Comentarios Públicos</b>	Hubo un comentario público sobre una sala de recursos para padres que se mencionó el año pasado, y se observó que no había seguimiento.
<b>IV.F</b>	<b>Registro de la cuenta bancaria de noviembre</b>	<p><i>Se hizo una moción para aprobar el registro de la cuenta bancaria de noviembre de 2018.</i></p> <p>1ª Moción: Erandi Zamora 2ª Moción: Gemma Jáuregui Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstenciones: Ninguno La moción pasó con cinco votos.</p>
	<b>Comentarios Públicos</b>	Ninguno
<b>IV.G</b>	<b>Comité de Evaluación del Director</b>	<p><i>Se hizo una moción para efectuar un cambio de título de "Director Académico" a "Director Ejecutivo" en la próxima petición de chárter para 2019-2024.</i></p> <p>1ª Moción: Erandi Zamora 2ª Moción: Nadeen Ruiz Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstenciones: Ninguna Moción aprobada con cinco votos.</p>
	<b>Comentarios Públicos</b>	<p>Hubo un comentario público en apoyo del cambio de título de Director Académico a Director Ejecutivo.</p> <p>Hubo un comentario público sobre la necesidad de un equipo de matemáticas y ELD además de un equipo de lectoescritura.</p>
<b>VI. PRÓXIMA JUNTA</b>		
1. viernes, 25 de enero de 2019 Junta regular de la Mesa		
<b>VII. TEMAS PARA AGENDAS FUTURAS</b>		
<p>1) Revisión de la conferencia CSDC por los asistentes. 2) Subvención en bloque de bajo rendimiento 3) Auditoria Fiscal 4) Instalaciones - primera lectura para la construcción de verano de la biblioteca.</p>		
<b>VIII. CLAUSURA</b>		
<p>Se hizo una moción para terminar la reunión de la Mesa. 1ª Moción: Kathy Petree 2ª Moción: Erandi Zamora Ausencias: Adriana Yañez-Gutiérrez, Perla Campos, Aracely Campa, Jennifer Bacsafra Abstenciones: Ninguno</p>		

La moción pasó con cinco votos.  
La reunión fue terminada a las 8:22PM.



**Board Meeting Date:** January 25, 2019

**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:**

Follow up January Fundraiser along with a discussion of rally planned for February.

**Student Council Reports:**

- Student Council meeting called to order with no public comments
- Revised upcoming sales event, will postpone selling ceramic mugs but will petition to do a bake sale in the middle of February.
- Discussed upcoming “Sports Rally” and plan to schedule the event towards the end of February.
- Student Council is planning a change drive competition to help the mustard school students with bus passes and gas cards for their families.
- Student council discussed a family movie night for April/May
- Chose designs for Student Council gear

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Luna  
**Date:** 01.14.2019

**Pertinent Pages in**  
 Charter, pages \_\_\_\_  Bylaws, pages \_\_\_\_  
 Policy, \_\_\_\_  MOU, pages \_\_\_\_





**Board Meeting Date:** 25 de enero de 2019

**Tema:** Concilio Estudiantil

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (para discusión solamente)
- Conferencia/Primera lectura (Acción Anticipada: )
- Conferencia/Acción
- Acción

**Comité/Personal:** Concilio Estudiantil

**Información:**

Se hizo un seguimiento de la recaudación de fondos de enero junto con una discusión sobre la asamblea previsto para febrero.

**Informes del Concilio Estudiantil:**

- Reunión del Concilio Estudiantil fue convocada sin comentarios públicos.
- Se revisó el próximo evento de ventas, pospondrá la venta de tazas de cerámica, pero solicitará hacer una venta de pasteles a mediados de febrero.
- Se habló sobre el próximo "Rally deportivo" y se planea programar el evento hacia fines de febrero.
- El Concilio Estudiantil está planeando una competencia para ayudar a los estudiantes de la escuela mustard con pases de autobús y tarjetas de gasolina para sus familias.
- Concilio estudiantil discutió una noche de cine familiar para abril/mayo
- Elegir diseños para el equipo del Concilio Estudiantil

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Luna  
**Date:** 01.14.2019

**Pertinent Pages in**  
 Charter, pages \_\_\_\_  Bylaws, pages \_\_\_\_  
 Policy, \_\_\_\_  MOU, pages \_\_\_\_



**Board Meeting Date:** January 25, 2019

**Subject:** Parent Council

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

**Committee:** Parent Council, Parent Association, ELAC Advisory Representatives -Other Parent Items

**Parent Council:** The Parent Council met on Monday, January 14<sup>th</sup>. The following reflects agenda items reviewed during the January meeting:

- **Grade Level Update-** PC Members Representatives TK- 8<sup>th</sup> grade discussed activities and fundraising goals. Meetings with teachers will be ongoing or as needed for TK-8<sup>th</sup> grade with their PC Representatives.
- **Governing Board-** Items that were discussed included: Governing Board Bylaws, public comments protocol and the change of job title for the Academic Director to become the Executive Director.
- **Administration Update-** LAS Charter, Charter Renewal Year, State LCAP, LCAP Advisory Team, Federal SPSA School Plan.
- **Budget-** Budget update was postponed for the month of February.
- **Math Night-** PC will be selling food during Math Night. Historically offering food during evening events increases participation.
- **Health and Science Night-** PC Representatives Lucy Romero and Alexa Garza will be leading this event. Although this is a PC run event, they will be offering the sale of food for the various school groups (Grupo Colibri, Sports Teams, ASES, etc.).
- **Carnaval-** Carnaval, is an event for students, families, staff and community members. It will be held in the month of May, the tentative date is Saturday the 18<sup>th</sup>.
- **Miscellaneous/Reminders-** PC Representatives shared fundraising ideas that included Mixed Bags, Movie Night and Snack Sales

**Parent Association/ELAC/Coffee in the Garden:** No meeting took place in the month of January, they will resume on Wednesday, February 13<sup>th</sup>.



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**Parent-School Collaboration Recognition:**

**Who: First grade parents**

Julian McLean, Monica Castañeda, Carmen Garcia, Angelina Orabuena, Pablo Criollo, Concepción Escobar, Guadalupe Urbina, Fabiola Flores, Martha Lopez, Petra Perez, Candelaria Valencia and Veronica Piña

**Collaborative Action:** The parents above have taken time out of their busy day to fill the need of their child's teacher, in this case, the needs of the first grade teachers: Ms. Hubbell, Ms. Valencia and Ms. De Luna. A sincere expression of gratitude for them, for their initiative and volunteer time spent helping in the classroom. The work included preparing materials, homework, and any other need as well and willing to take materials home to complete any work needed. LAS recognizes their partnership with our school in addressing the needs of our students and our teachers.

**Estimated Time of Presentation:** 5 minutes  
**Submitted By:** Ochoa  
**Date:** 01.18.19

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_



Agenda Artículo # III2

**Fecha de la Reunión:** 25 de enero del 2019

**Tema:** Concilio de padres

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

**Comité:** Concilio de padres, Asociación de padres, Representantes para el Comité Asesor de Padres para Aprendices de Inglés (ELAC por sus siglas en Inglés) - Otros artículos para padres

**Concilio de padres:** El concilio de padres se reunió el lunes, 14 de enero. Lo siguiente refleja los artículos que se repasaron durante la reunión de enero:

- **Actualizaciones de Nivel de Grado-** Los representantes del Concilio de Padres de grados TK- 8vo discutieron actividades e ideas de recaudación de fondos. Las reuniones con los maestros de su nivel de grado continuarán o se programarán cuando sean necesarias.
- **Actualización de Mesa Directiva-** Los temas que se discutieron incluyeron: Los Estatutos de la Mesa Directiva, protocolo sobre los comentarios públicos y el cambio de título profesional del Director Académico a Director Ejecutivo.
- **Actualización de Administración-** LAS Chárter, Año de renovación del Chárter, LCAP, Equipo asesor de LCAP, Plan escolar federal SPSA.
- **Finanzas-** El estado de las finanzas fue pospuesto para el mes de febrero.
- **Noche de Matemáticas-** Los representantes del Concilio de Padres estará vendiendo comida durante este evento. Históricamente cuando se ofrece comida durante los eventos de la tarde ayuda a promover más participación durante esos eventos.
- **Noche de Salud y Ciencia-** Los representantes del Concilio de Padres Lucy Romero y Alexa Garza estarán al frente de este evento. Este será un evento del Concilio de Padres pero se les dará la oportunidad a grupos escolares (Club Colibrí, Deportes, ASES, etc.) para que recauden fondos vendiendo comida.
- **Carnaval-** El Carnaval, es un evento para los estudiantes, familias, personal y miembros de la comunidad. El evento será celebrado en el mes de Mayo, tentativamente para el sábado 18.



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- **Misceláneo/Recordatorios-** Los representantes del Concilio de Padres compartieron ideas para recaudar fondos que incluyen: Bolsas Mixtas, Venta de bocadillos y Noche de película.

**Asociación de padres /ELAC/Café en el Jardín:** No hubo reunión en el mes de enero, la reunión resumirá el miércoles, 13 de febrero.

### **Reconocimiento de Colaboración de Padres-Escuela:**

#### **¿Quién?: Padres de primer grado**

Julian McLean, Monica Castañeda, Carmen Garcia, Angelina Orabuena, Pablo Criollo, Concepción Escobar, Guadalupe Urbina, Fabiola Flores, Martha Lopez, Petra Perez, Candelaria Valencia y Veronica Piña

**Acción Colaborativa:** Los padres identificaron la necesidad, tomaron tiempo de su día y llenaron la necesidad de las maestras de sus hijos, en este caso, la necesidad de las maestras de primer grado: Ms Hubbell, Ms. Valencia, y Ms. de Luna. Un sincero agradecimiento por su iniciativa y tiempo voluntario que invirtieron ayudando en el salón de clases en una variedad de trabajos, preparando materiales, tareas, o cualquier otra necesidad incluyendo llevar materiales a casa y terminar el trabajo necesario. LAS reconoce su asociación con la escuela en dirigirse a las necesidades de nuestros estudiantes y nuestras maestras.



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Agenda Item# IVA

**Board Meeting Date:** January 25, 2019

**Subject:** LAS Charter Renewal

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

**Committee:** School Leadership

**Information:**

The LAS charter renewal stakeholder work started more than a year ago gathering feedback regarding: 1) Picture the LAS Graduate, 2) Vision, 3) Mission, 4) Dual Language Research, and 5) LAS Goals. Parents, students, staff, and board members participated in various tasks and discussions that addressed the items above. The LAS Board Curriculum Design Team (CDT) members provided revisions on the initial petition renewal draft.

On December 2018, the Board deliberated and approved the final version of the LAS Vision and Mission for the renewal petition. In early January 2019, School Leadership shared with the Board an electronic copy draft of the Charter Renewal petition for 2019-2024. In addition, the petition has been submitted for legal review and pertinent feedback have been included and/or deliberated with Jack Kraemer, Charter Liaison for Sacramento City Unified School District.

**Recommendation:**

School Leadership recommends that the Board review and approve the Charter petition as presented.

**Documents Attached:**

1. LAS Charter Petition

Members	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

**Estimated Time of Presentation:** 20 min  
**Submitted By:** School Leadership  
**Date:** 1.18.2019

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



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Agenda Articulo # IVA

**Fecha de la Reunión:** 25 de enero de 2019

**Tema:** Renovación de Petición de Constitución de LAS

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

**Comité:** Liderazgo Escolar

**Información:**

El trabajo de las partes interesadas en la renovación de la constitución de LAS comenzó hace más de un año y recopiló comentarios con respecto a: 1) Imagine el graduado de LAS, 2) Visión, 3) Misión, 4) Investigación de lenguaje dual y 5) Metas de LAS. Los padres, los estudiantes, el personal y los miembros de la Mesa participaron en varias tareas y discusiones que abordaron los puntos anteriores. Los miembros del Equipo de Diseño Curricular de la Mesa de LAS (CDT, por sus siglas en inglés) proporcionaron revisiones en el borrador inicial de renovación de la petición.

En diciembre de 2018, la Mesa deliberó y aprobó la versión final de la Visión y Misión de LAS para la petición de renovación. A principios de enero de 2019, el Liderazgo Escolar compartió con la Mesa un borrador de copia electrónica de la petición de Renovación de la Constitución para 2019-2024. Además, la petición se ha sometido a revisión legal y los comentarios pertinentes se han incluido y/o han sido deliberados con Jack Kraemer, Enlace de Escuelas Autónomas para el Distrito Escolar Unificado de Sacramento.

**Recomendación:**

El liderazgo escolar recomienda que la Mesa revise y apruebe la petición de la Constitución como se presenta.

**Documentos adjuntos:**

1. Petición de Constitución de LAS

<u>Members</u>	<u>Ave</u>	<u>Nay</u>	<u>Abstain</u>	<u>Absent</u>
<u>Zamora, Erandi</u>				
<u>Campa, Aracely</u>				
<u>Ruiz, Nadeen</u>				
<u>Bacsafra, Jennifer</u>				
<u>Petree, Kathy</u>				
<u>Gómez, Lourdez</u>				
<u>Yañez, Gutierrez, Adriana</u>				
<u>Campos, Perla</u>				
<u>Jáuregui, Gemma</u>				
<u>Totals:</u>				

**Tiempo estimado para la presentación:** 20 min  
**Entregado por:** Liderazgo escolar  
**Fecha:** 01.18.2019

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_

**LANGUAGE ACADEMY OF SACRAMENTO RESOLUTION REGARDING  
CHARTER RENEWAL PETITION FOR FY 2019-2024**

**Whereas** the Governing Board of the Language Academy of Sacramento has reviewed a final charter petition on January 25, 2019, and

**Whereas** the Governing Board of the Language Academy of Sacramento, after a public hearing on January 25, 2019 and considering the level of parent and staff support, has determined that a valid and meritorious charter renewal petition has been presented;

**Resolved** that the Governing Board of the Language Academy of Sacramento hereby approves the final charter renewal petition by a vote of \_\_\_\_to\_\_\_\_ on January 25, 2019.

**Be it further resolved** that the Governing Board approves the submission of the charter renewal petition to the Sacramento City Unified School District School Board for review and vote.

Witnessed:

\_\_\_\_\_  
Erandi Zamora  
President, Governing Board  
Language Academy of Sacramento

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jennifer Bacsafrá  
Secretary, Governing Board  
Language Academy of Sacramento

\_\_\_\_\_  
Date



**ACADEMIA DE IDIOMAS DE SACRAMENTO  
RESOLUCIÓN EN RELACIÓN CON LA PETICIÓN DE RENOVACIÓN DE LA  
CONSTITUCIÓN PARA AÑO FISCAL 2019-2024**

**Mientras que** la Mesa Directiva de la Academia de Idiomas de Sacramento ha revisado una petición final de constitución el 25 de enero de 2019, y

**Mientras que** la Mesa Directiva de la Academia de Idiomas de Sacramento, después de una audiencia pública el 25 de enero de 2019 y considerando el nivel de apoyo de los padres y el personal, ha determinado que se ha presentado una petición de renovación de constitución válida y meritorio;

**Resuelto que** la Mesa Directiva de la Academia de Idiomas de Sacramento aprueba por la presente la petición de renovación de constitución final por un voto del \_\_\_\_ al \_\_\_\_ del 25 de enero de 2019.

**Se resuelve además que** la Mesa Directiva aprueba la presentación de la petición de renovación de constitución a la Mesa Directiva del Distrito Escolar Unificado de Sacramento City para su revisión y votación.

Presenciado:

\_\_\_\_\_  
Erandi Zamora  
Presidenta, Mesa Directiva  
Academia de Idiomas de Sacramento

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Jennifer Bacsafra  
Secretaria, Mesa Directiva  
Academia de Idiomas de Sacramento

\_\_\_\_\_  
Fecha

# Language Academy of Sacramento Charter



*Original Charter Approved by Sacramento City Unified School District  
February 19, 2004*

*Charter Renewals Approved by Sacramento City Unified School District  
September 8, 2008  
March 20, 2014*

***Charter Renewal Submitted for Approval to Sacramento City Unified School District  
January 22, 2019  
Charter Term: July 1, 2019 to June 30, 2024***



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*On October 10, 2018, State Superintendent Tom Torlakson's visit to LAS made a statement. All students deserve a quality education in the 21<sup>st</sup> century. When California voters passed Proposition 56 at a 73% approval in 2016, the California Department of Education (CDE) leadership team created the Global Initiative of 2030, with the goal of quadrupling the number of Dual Language Bilingual programs in the state. In its fifteenth year as a charter school, LAS is witnessing a rise in collective awareness of the public- a literal turn of the tide, since its inception as a direct consequence to the approval of anti-bilingual education Proposition 227 in 1998.*

*What an honor it truly is, to have remained steadfast in our school's belief in the efficacy of global citizenry and the shared respect of the community capacity for deeper connections and understandings through languages.*

*- Teejay Bersola*

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**REFERENCES**

*The Language Academy of Sacramento (LAS) Charter: Assurances*

- 10.1           Petitioner Requirement Checklist*
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- 10.3           Petitioner Assurances and Disclosures*
- 10.4-10.5    Assurances - General*
- 10.6-10.7    Assurances – Health*

**Requirements Prior to Petition Submission Checklist**

✓ Charter Department meeting

- At least 30 days prior to petition submission.

✓ Letter of Petition Intent - signed

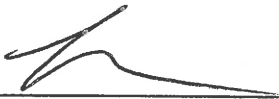
- Due at a Board meeting during Public Comment at least 1 week before petition submission.
  - 8 copies for Board members
  - 1 copy for Superintendent
  - 1 copy for Charter Department (Email the day before Public Comment)

✓ Petitioner Assurances and Disclosures - signed

- Due at a Board meeting during Public Comment at least 1 week before petition submission.
  - 8 copies for Board members
  - 1 copy for Superintendent
  - 1 copy for Charter Department (Email the day before Public Comment)

✓ Public Comment at a Board meeting at least 1 week before petition submission to state intention to submit a petition

Eduardo de la Cruz  
Name

  
Signature

11/29/18  
Date

Language Academy of Sacramento  
Charter School Name



A California Public School

2850 49<sup>th</sup> Street  
Sacramento, CA. 95817  
Phone 916.277.7137 Fax 916.277.7141

**Letter of Petition Intent: Renewal**

To: Sacramento City Unified School District Board of Education

From: Eduardo deLeón, Academic Director

Date: December 3, 2018

It is the intent of The Language Academy of Sacramento (LAS) to submit a renewal charter petition on January 22, 2019. The current charter petition expires on June 30, 2019.

The Language Academy of Sacramento seeks to be renewed as a classroom based charter school serving grades TK-8 with an anticipated year one enrollment of 608 students and an anticipated year five enrollment of 612 students.

The Language Academy of Sacramento seeks to be located at its current address at 2850 49<sup>th</sup> Street, Sacramento, CA. 95817 on district owned property.

The Language Academy of Sacramento is operated by a 501 (c) (3) non-profit organization that seeks to be direct funded.

It is the intention of The Language Academy of Sacramento to utilize El Dorado County Office of Education SELPA for Special Education services.

The Language Academy of Sacramento is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,

Eduardo deLeón  
Academic Director

cc: Charter Department

**Petitioner Assurances and Disclosures: Renewal**

Yes \_\_\_ No

Petitioner has read and understands the Petitioner Requirements as available on the District's website.

Yes \_\_\_ No

Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.

Yes \_\_\_ No

Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.

Yes \_\_\_ No

Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.

Yes \_\_\_ No

Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 7 days of that petition's submission date.

Yes \_\_\_ No

Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.

Yes \_\_\_ No

Petitioner understands that, until negotiated MOUs have been signed by the Petitioner and approved by the SCUSD Board, District staff will not participate in the charter school's Academic Performance Determination and other renewal documentation submissions to the California Department of Education. (Independents only).

Yes \_\_\_ No

Petitioner will not operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.

Yes \_\_\_ No

Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)

Yes \_\_\_ No

Petitioner will follow the Petition Submission Requirements.

Yes \_\_\_ No

Petitioner is authorized to mutually agree with SCUSD for extensions up to 30 days for Board vote on the petition.

Yes \_\_\_ No

Petitioner is submitting a signed Letter of Petition Intent with this form.

Eduardo de Leon

Name



Signature

11/29/18  
Date

Language Academy of Sacramento  
Charter School Name



Assurances-General

- Yes \_\_\_ No      Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)] <E1-3>
- Yes \_\_\_ No      Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)] <Impact>
- Yes \_\_\_ No      Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)] <Lead>
- Yes \_\_\_ No      Petitioner will not charge tuition. [Ed. Code §47605(d)(1)] <E9 and Lead>
- Yes \_\_\_ No      Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)] <E8>
- Yes \_\_\_ No      Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)] <E8>
- Yes \_\_\_ No      Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. <E1>
- Yes \_\_\_ No      Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. <E5>
- Yes \_\_\_ No      Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(l)] <E5>
- Yes \_\_\_ No      Petitioner will at all times maintain all necessary and appropriate insurance coverage. <Impact>
- Yes \_\_\_ No      Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school. <Lead>
- Yes \_\_\_ No      Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)] <E8>

Yes \_\_\_ No

Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health info. [Ed. Code §47605(d)(3)] <Lead>

Yes \_\_\_ No

Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. <E9 and Lead>

Yes \_\_\_ No

Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. <All>

Yes \_\_\_ No

Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)] <E1 – LCAP>

Yes \_\_\_ No

Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D). <E1>

Yes \_\_\_ No

Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days. <E1>

Yes \_\_\_ No

Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)] <E9 and Lead>

Yes \_\_\_ No

Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property. <E6>

Yes \_\_\_ No

Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(I)] <E5>

Yes \_\_\_ No

Petitioner will require the Charter School Board to comply with the provisions of the Brown Act. <E4>

Yes \_\_\_ No

Petitioner will comply with the provisions of the California Public Records Act. <E4>

Yes \_\_\_ No

Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1. <Lead>

Yes \_\_\_ No

Petitioner shall comply with all applicable portions of the Every Student Succeeds Act. <All>

Eduardo de León  
Name

[Signature]  
Signature

11/29/18  
Date

Language Academy of Sacramento  
Charter School Name

**Assurances-Health and Safety**

<E6 Team>

- Yes \_\_\_ No Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
- Yes \_\_\_ No Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
- Yes \_\_\_ No Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]
- Yes \_\_\_ No Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
- Yes \_\_\_ No Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
- Yes \_\_\_ No Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
- Yes \_\_\_ No Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
- Yes \_\_\_ No Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
- Yes \_\_\_ No Petitioner will have health and safety policies and procedures addressing:
- Immunizations, health screenings and administration of medications
  - Student wellness
  - Food service
  - Campus supervision
  - Field trip supervision
  - Screening of volunteers
- Yes \_\_\_ No Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.
- Yes \_\_\_ No Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

Yes \_\_\_ No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

Yes \_\_\_ No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Eduardo de León  
Name

  
Signature

11/29/15  
Date

Language Academy of Sacramento  
Charter School Name



❑ INTRODUCTION

The Language Academy of Sacramento (“LAS”) hereby respectfully submits this charter renewal.

❑ VISION STATEMENT

The LAS vision is to provide an exceptional Spanish-English bilingual education for all students.

❑ MISSION STATEMENT

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)

❑ HISTORY/BACKGROUND

The origins of LAS began at Fruit Ridge Elementary School in 1995, over twenty years ago. Fueled by the desire to address the academic needs of marginalized students, particularly English Learners (ELs), a community of parents and teachers structured a program strand where students, by choice, could learn to become bilingual and biliterate in both Spanish and English. The K-5 Two-Way Spanish Immersion (TWSI) Program existed as a strand at Fruit Ridge Elementary before converting to a K-8 independent charter school.

In the spring of 2001, a group of parents and teachers within the Fruit Ridge Elementary: Two-Way Spanish Immersion Program began to organize and discuss the possibility of creating a charter school. This group eventually became the Charter Development Team, and focused specifically on the two-way Spanish immersion program strand at the site.

In the subsequent eighteen months, the Charter Development Team worked diligently to research and design a blueprint for an exemplary TWSI charter school. They collaborated with various advocacy organizations for support: the Bilingual/Multicultural Education Department (BMED) at California State University Sacramento, Area Congregations Together (ACT), Sacramento

City Teachers Association (SCTA), Charter Schools Development Center (CSDC), California Association for Bilingual Educators (CABE), California Department of Education (CDE) Language Policy and Leadership Department, and the Center for Applied Linguistics (CAL) in Washington, D.C.

In 2003, the Charter Development Team received a \$450,000 start-up grant issued by the State of California. Over the course of the following year, the Charter Development Team researched, wrote, and submitted a petition to the Sacramento City Unified School District to create an independent charter school.

□ ORIGINAL CHARTER DATE AND ALL RENEWAL DATES

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). The school operates as an independent, directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. SCUSD renewed the LAS charter on September 8, 2008 and again on January 24, 2014. LAS's current charter is set to expire on June 30, 2019. This charter renewal petition represents the LAS community's request for a fourth, five-year cycle beginning July 1, 2019 to June 30, 2024.

□ FOUNDERS/LEADERSHIP TEAM/KEY SUPPORTERS

2002 THE LAS CHARTER DEVELOPMENT TEAM

*(Excerpt from LAS Charter, February 19, 2004)*

Olga Arellano-Simms, Marivic Bautista-Dizon, Dr. Sue Baker, Teejay Bersola, Eduardo de León, Ray Dizon, Ann Hubbell, Rey Isaguirre, Carol Lazzarotto, Xana Macias, Doug MacPherson, DeAnne Manansala, Ed Manansala, Kelly Medina, Oscar Medina, Denise Navarro, Sylvia Nuñez, Erik Ostling, Linda Ostling, Pam Phelps, Martha Quadros, Virginia Rios-Nuñez, Lourdes Romero, Dana Romo, Juvencia Romo, Elena Soto-Chapa, Cynthia Suárez, and Cecil Williams I.

## 2004 LAS FOUNDING BOARD

Dr. Sue Baker, Teejay Bersola, Dr. Jose Cintrón, Eduardo de León, Ray Dizon, Martha Lara, Doug MacPherson, and Pam Phelps.

## 2019 LAS GOVERNING BOARD

### Board Member Bio

**Jennifer Bacsafra** is a parent representative on the Language Academy of Sacramento Governing Board. She has been involved with the Language Academy of Sacramento program since 2001. Ms. Bacsafra has a specialized teaching credential in health and previously brought wellness programs to LAS. Since becoming a parent, Ms. Bacsafra has been a member of LAS Parent Association, served on Parent Council, and has helped to create literacy enrichment opportunities for students. Ms. Bacsafra has worked with students and families in public, private and charter schools for the past 21 years. She graduated from UCLA with an undergraduate degree in nursing and a master's degree in public health.

**Araceli Campa de Ramirez** is a Community Board Member Representative and is currently serving her second year on the board. She is the chair of the Finance Committee. She serves on the board due to her passion for biliteracy and is committed to expanding early bilingual education for all children. Professionally, Ms. Campa De Ramirez serves as the Capitol Director for Senator Ben Hueso who represents the 40<sup>th</sup> Senate District and staffs the Senator on education policies across the state.

**Perla Campos** is a teacher representative on the Language Academy of Sacramento Governing Board. She has been a member of the school board since 2016. Since joining the board she has served on the Curriculum Design Team Committee and ELAC. She has been teaching third grade at Language Academy of Sacramento since 2014. Mrs. Campos also has experience teaching in successful language immersion programs in Mexico and in Davis Joint Unified School District. Mrs. Campos received her teaching credential through the UC Davis School of Education and her Bachelors in Primary Education through the California State University of Sacramento School of Education.



**Lourdes Gómez** is a parent representative on the Language Academy of Sacramento Governing Board and member of ELAC. She has been a member of LAS Parent Association since 2007, supporting committees that organize educational, social and artistic activities. In 2010 and for several school periods until 2017, she was a key member of the Parent Council and the ELAC, thus developing her passion for service to the school community. Ms. Gómez has a degree in social work from the University of Guadalajara, México and a diploma in social development. She also has 11 years of experience in social work in a hospital school.

**Adriana Yáñez Gutiérrez** is a staff representative of the Language Academy of Sacramento Governing Board and a former parent. She has been a board member for 2 years and the office manager for 8 years. She has sat on the board of a non-profit folklorico dance group for 10 years. Mrs. Yáñez Gutiérrez has experience on the Facilities Committee and was a key member involved in the modernization project of the school. Currently, she is a member of both Facility Committee and the Policy and Bylaws Committee and continues her work towards the growth and success of the Language Academy.

**Gemma Jáuregui** has been a middle school teacher for 12 years and has a Bachelor's degree in Liberal Studies with an emphasis on Social Science and English from California State University of Sacramento (CSUS). She also received her teaching credential from CSUS through the Bilingual Multicultural Education Department. Mrs. Jáuregui has been a member of the Policy Committee and the Curriculum Design Team. As a middle school instructor, she teaches Spanish Language Arts, Math, and Medieval History. Her background range from teaching Spanish Language Development in first grade, leading interventions in grades sixth through eighth, tutoring in mathematics, and lastly, as a part time literacy coach.

**Kathy Petree** is a parent representative on the Language Academy of Sacramento Governing Board. As a great believer in the profound power of bilingual education, Ms. Petree is dedicated to supporting bilingual student achievement and elevating parent engagement at LAS. Since joining the Parent Association in 2012, she has demonstrated a passion for service to the LAS community through participation in Parent Council, and over the years bringing multiple programs to LAS including PIQE, Read to Succeed, Reading Buddies, Robotics, Young Eagles, Computers for Classrooms, School Cents, and more. Ms. Petree is so grateful that her children

have access to such an exceptional dual-immersion program and get to grow up in such a unique, caring community.

**Nadeen Ruiz, Ph.D.**, obtained her MA and Ph.D. at Stanford University in bilingual education and linguistics after a career as a bilingual teacher. Formerly, Dr. Ruiz was Director of Elementary Education at Stanford University and of Teacher Preparation at CSU Sacramento. She received teaching awards at both institutions in 1997, 2004, and 2005. In addition, Dr. Ruiz is the recipient of the California Association of Bilingual Educators Teacher Preparation Program Award (2010) and the UC Davis School of Education Outstanding Alumna Award (2011). Dr. Ruiz co-founded the Optimal Learning Environment (OLE) Project, a research and professional development program that focuses on effective literacy instruction for English Learners in both general and special education classrooms, and for Migrant children. She is the author of over 40 articles and books on students' bilingualism and biliteracy, and on the preparation of bilingual teachers, regularly presenting on these topics at national and international conferences. Dr. Ruiz is currently on the roster of Fulbright Commission Specialists to work internationally in the areas of bilingual education and English language development. She is Professor Emeritus in Bilingual Multicultural Education at CSU Sacramento, and lecturer at the School of Education, University of California at Davis.

**Erandi Zamora** has served as a community representative of the LAS governing board since 2016 and currently serves as president of the board. Ms. Zamora is an attorney with the California Rural Legal Assistance Foundation (CRLAF), where she specializes on rural immigrant workers' rights and class action litigation. In this capacity, she represents farmworkers on matters including wage theft and sexual harassment. Before joining CRLAF, she worked with the Lawyers' Committee for Civil Rights Under Law in Washington, D.C. where she focused on voting rights. Ms. Zamora is a current appointee to the Sacramento Community Police Review Commission and she serves on the Cruz Reynoso Bar Association Board of Directors. Ms. Zamora graduated cum laude and Phi Beta Kappa from the University of California at Irvine in 2007, and received her law degree from Columbia University School of Law in 2011.

## 2019 LAS SCHOOL LEADERSHIP

**Eduardo de León** began his career in education as a 4<sup>th</sup> and 5<sup>th</sup> grade bilingual teacher at Fruit Ridge Elementary in Sacramento City Unified School District (SCUSD). A member of the LAS Charter Development Team and the 2004 LAS Founding Governing Board, he taught 4<sup>th</sup> through 8<sup>th</sup> grades for the LAS before transitioning to administration from Assistant Principal to Executive Director. Within these roles, he has supported the LAS mission by providing oversight in key areas related to academics, finance and governance. His dedication to bilingual education led him to teach a class at CSU Sacramento focused on preparing bilingual multiple and single subject credential candidates to teach in Spanish language learning environments. Mr. de León graduated from CSU Sacramento with an undergraduate degree in sociology, a multiple subject teaching credential with emphasis on bilingual education, an administrative credential with an emphasis on urban education, and is currently pursuing a masters in educational leadership.

### LAS KEY SUPPORTERS (2002-Present)

Area Congregations Together (ACT); CSU Sacramento: College of Education and formerly known Bilingual and Multicultural Education Department (BMED), Child Development Department, Society for Hispanic Professional Engineers, and the College Assistant Migrant Program; UC Davis: College of Education, Children's Garden Program, and the International English and Professional Programs; UC Davis Medical Center: Community Relations, MIND Institute; Way Up Sacramento & Oak Park Smart; California Association of Bilingual Educators (CABE); La Raza Galleria Posada,; California Musical Theatre (CMT); Mexican Consulate; KVIE; Association of Two Way and Dual Language Education (ATDLE); The Puente Project at Sacramento City College; The Puente Project, Sacramento City College; The Mexican Cultural Center; Sol Collective; Instituto Mazatlán de Bellas Artes Dance School; California Department of Education: Superintendent Tom Torlakson and the Global 2030 Project Team; Charter Schools Development Center (CSDC); California Charter Schools Association (CCSA); El Dorado County Office of Education (EDCOE).

INTERNATIONAL VISITORS: Through the years, LAS has served as a model for bilingual and immersion education for other international programs. Below is a list of representative countries of LAS visitors and their organizational affiliations:

ARGENTINA: American Councils of Education and U.S. Department of Education

BRAZIL: Brazilian Education Delegation (U.S. Department of Commerce)

COLOMBIA: UC Davis International English and Professional Program

GEORGIA: Georgian Education Delegation (Northern California World Trade Center)

INDONESIA: Indonesian Education Delegation (U.S. Department of State International Visitor Program)

JAPAN: Osaka City University: Graduate School of Literature and Human Sciences

JAPAN: UC Davis International English and Professional Programs

MALAYSIA: United States Department of Commerce

MEXICO: Instituto Pedagógico para Problemas de Lenguaje (IPPLIAP), US Library of Congress International Literacy Prize winner

TAIWAN: UC Davis International English and Professional Programs

□ HIGHLIGHTS/ACCOMPLISHMENTS:

LAS Facts

Academics:

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

Basic Infrastructure:

- 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 in Grades K-1 is a 5:1 ratio and Grades 2-8 is a 1:1 ratio.
- As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

Climate and Parent Engagement:

- Based on the 2018 student survey, 95%-97% of students agreed with the statement, “It is important to me to learn to read and write in English and Spanish, respectively,” and 90% responded, “I like my school.”
- Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 95% stating they would recommend the school to others (Based on 2018 Parent Survey Data).

#### Statewide Recognition:

- According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.
- In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.
- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

#### International Recognition:

- Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:
  - *A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).*
  - *The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).*

□ DEFINE AND DESCRIBE PROGRAMS, CURRICULUM, AND INSTRUCTIONAL PRACTICES THAT DEFINE THE CHARTER SCHOOL

At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, 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 decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English.

TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Transitional Kinder	95%	5%
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%
Fourth	60%	40%
Fifth	50%	50%
Middle School	30-40%	60-70%

\*middle school language of instruction varies per subject

Most instruction is in Spanish in the primary grades, and formal English literacy instruction begins in 2nd-3rd grades. English Language Development (ELD) is taught daily from kindergarten through eighth grade for English learners. In practice, LAS teachers have found that in the 90-10 model, English achievement in second and third grades is not adequately reflected on standardized state testing. However, by the sixth and seventh grades, students in dual immersion programs typically begin to outperform their counterparts in English-only programs. In fact, the real benefits of dual immersion instruction become evident in the middle school grades. This is precisely why the LAS school design incorporates kindergarten through eighth grade and is also the rationale for requesting a long-term commitment from every parent who



enrolls his/her child at LAS. Program duration research has shown that students learning a second language need at least five to seven years to fully develop both conversational and academic proficiency comparable to that of a native speaker. For this reason, the Language Academy is a self-contained Transitional Kindergarten through 8th grade school.

❑ SCHOOL LOCATION

The Language Academy of Sacramento is located at 2850 49<sup>th</sup> Street, Sacramento, CA 95817 where it leases the facility from Sacramento City Unified School District (“District”). With its \$11.5 million Prop 1D grant, the charter school has recently completed a facilities expansion project which includes a two-story building for middle school classrooms and a state of the art gymnasium.

❑ NUMBER OF STUDENTS AND GRADES SERVED

It is the intent of the LAS to offer an exemplary two-way immersion bilingual educational program for kindergarten through eighth grade students, particularly English learners and those from historically underserved populations. LAS expects to serve about 612 students in a given school year.

<b>GRADES</b>	<b>NUMBER OF STUDENTS</b>
TK	18
K	66
Gr1	66
Gr2	66
Gr3	67
Gr4	66
Gr5	66
Gr6	64
Gr7	64
Gr8	60
<i>Total (Estimated based on FY18)</i>	603

## STANDARD FOR REVIEW OF THE LAS CHARTER PETITION FOR RENEWAL

In the context of charter petition review, the Language Academy of Sacramento operates under the premise that Sacramento Unified School District:

1. Supports the value and uniqueness of LAS's pedagogical design; and,
2. Understands the reason why some achievement measurements under the California Accountability Model and School Dashboard and standardized testing system are only logical and comparable in the middle school grade levels; and,
3. Recognizes LAS's contributions in fulfilling SCUSD's goal of success for educating the whole child by providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

## MEETING CHARTER RENEWAL ACADEMIC PERFORMANCE CRITERIA

The Language Academy of Sacramento (LAS) charter term is set to expire on June 30, 2019.

LAS complies with the legal requirements for renewal as set forth in Education Code 47607 (b) as it has demonstrated that *“the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil populations that is served at the charter school.”*

LAS's educational program provides SCUSD high schools a pool of middle school students within SCUSD who are ready to thrive and to enroll in an Advanced Placement foreign language course as freshmen in high school. LAS's success is aligned with SCUSD's goal of preparing every student for college and career milestones and for responsible global citizenship in the 21<sup>st</sup> century. It directly advances the SCUSD principle of “ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.”

SCUSD's success as a charter authorizing agency in esprit de corps with LAS, is reflected in the results of family surveys, as families for fourteen years in a row conclude with over 95% confidence that “Yes, they would recommend the LAS to others.”



Evidenced by its achievements in over a decade of charter school existence, LAS has contributed to the legislative goals delineated below, and if given the opportunity, will proceed in advancing the esprit de corps of the Charter School Act of 1992.

*A CALIFORNIA PUBLIC CHARTER SCHOOL*

*It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- a) Improve pupil learning*
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experience for pupils who are identified as academically low-achieving*
- c) Encourage the use of different and innovative teaching methods*
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*
- g) Provide vigorous competition within the public school systems to stimulate continued improvements in all public schools*

*-California Education Code Section 47601(a)-(g)*

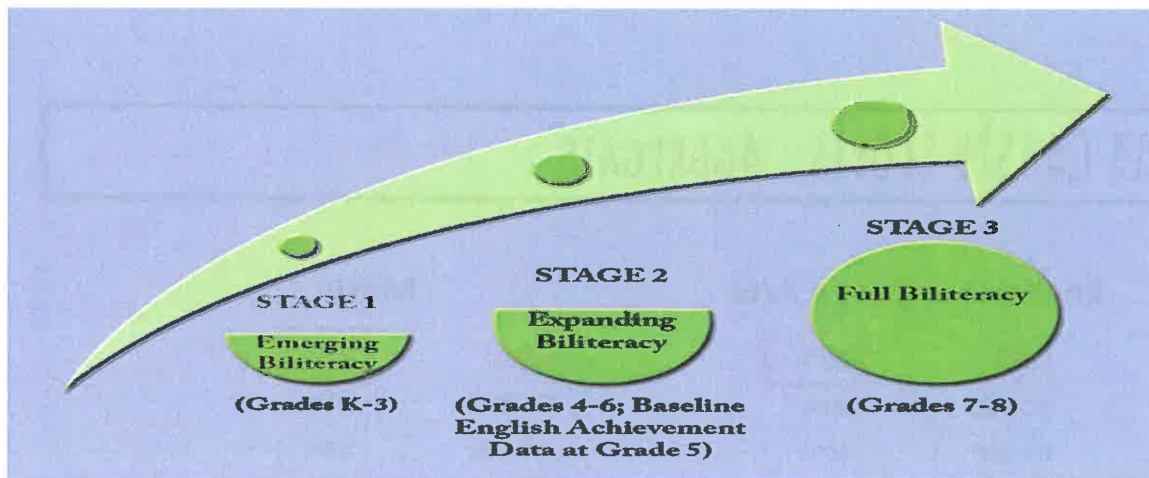
In accordance with the Charter School Act of 1992, LAS hereby respectfully petitions Sacramento City Unified School District (“the District”) to renew the LAS charter for a five-year period, from July 1, 2019 to June 30, 2024.

By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, and provide students in the District with the option to acquire a premier, dual immersion Spanish-English bilingual education.

- ❑ EXECUTIVE SUMMARY
- ❑ OVERVIEW OF THE PETITION
- ❑ KEY POINTS IN THE PETITION

The Language Academy of Sacramento serves a rare and important role in the educational offering for students in the Sacramento region. Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Steele, Salter, Zamorro, Miller, Burkhauser, Bacon, 2015; Thomas & Collier, 2002; Thomas & Collier, 2014; 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. By the seventh, and eighth grades, 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. The figure below illustrates the expected biliteracy progression for LAS students, as well as showing an upward trajectory of Grades 7 & 8 students scoring at Standard Met or Standard Exceeded in state standardized assessments.

**LAS BILITERACY GRADE SPAN PROGRESSION**



Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades. Simultaneously, by end of Grade 8,

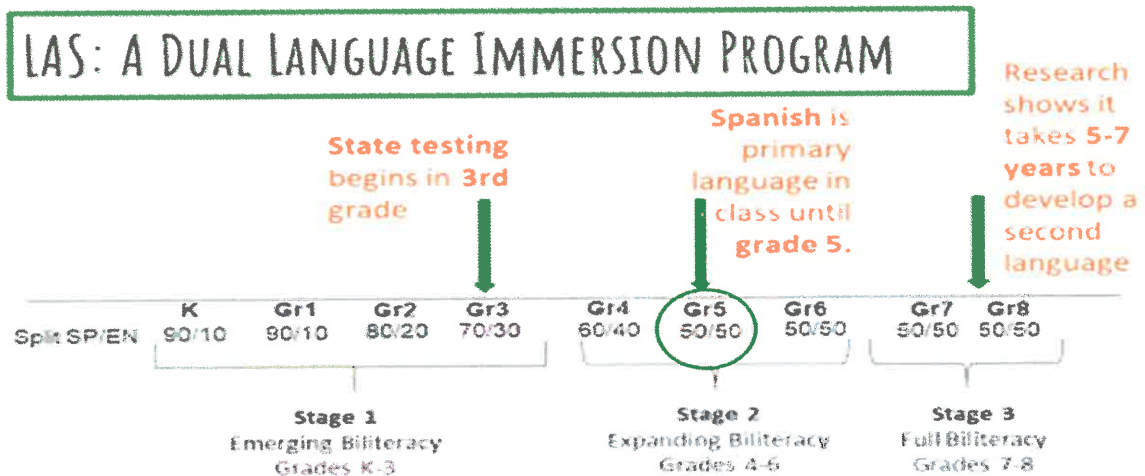
LAS student achievement scores on the diagnostic College Board SAT Subject Test in Spanish are comparable or higher than the national norm.

□ HIGHLIGHTS AND ACCOMPLISHMENTS OF THE CURRENT PETITION

YEARS:

ACHIEVEMENT IN ENGLISH

The Language Academy of Sacramento has demonstrated that by the comparative end of Grade 8, student performance is at least equal to the academic performance of nearby public schools, and it exceeds that of the district in certain subgroups.



**2018 CAASPP SCORES: AGGREGATE**

**English Language Arts**

<b>LAS</b>	<b>35%</b>
SCUSD	40%
STATE	50%

**Math**

<b>LAS</b>	<b>28%</b>
SCUSD	32%
STATE	39%

*Aggregate scores do NOT tell our story...*

**LAS, STATE & SURROUNDING SCHOOLS**

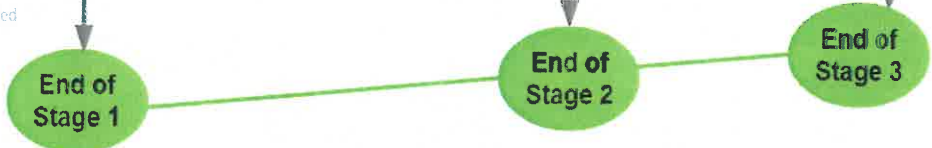
# CAASPP BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

% Percentage of Students At **Standards Met and Exceeded** in ELA

*This is where we outperform!*

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
LAS	23%	25%	29%	35%	52%	59%
CA State	48%	49%	49%	48%	50%	49%
SCUSD	36%	38%	36%	38%	43%	44%
Pacific	17%	14%	18%	18%	na	na
Oak Ridge	17%	15%	12%	17%	na	na
Will C Wood	na	na	na	na	32%	30%

Using CAASPP 2017-2018 scores  
% Students At Standards Met and Exceeded



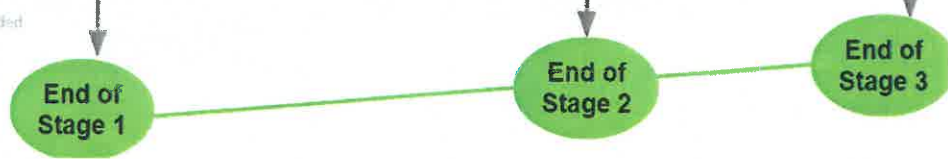
# CAASPP BY GRADE LEVELS: MATH

% Percentage of Students At **Standards Met and Exceeded** in MATH

*This is where we outperform!*

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
LAS	28%	14%	17%	26%	53%	37%
CA State	49%	43%	36%	38%	37%	37%
SCUSD	38%	35%	25%	34%	32%	32%
Pacific	28%	17%	9%	23%	na	na
Oak Ridge	14%	13%	10%	19%	na	na
Will C Wood	na	na	na	na	21%	21%

Using CAASPP 2017-2018 scores  
% Students At Standards Met and Exceeded



**SUBGROUP COMPARISON: SURROUNDING SCHOOLS**

**English Language Arts (Using CAASPP 2017-2018 aggregate scores)**

Percentage of Students At Standards Met and Exceeded in ELA

				Reclassified Fluent English Proficient Learners (RFEPs)	
Highest Performance					
2nd Highest Performance					
3rd Highest Performance					
	All Students	Economically Disadvantaged	English Learner (ELs)		Latino
LAS	35%	29%	5%	52%	34%
SCUSD	40%	31%	8%	58%	31%
Pacific	17%	15%	5%	42%	16%
Oak Ridge	15%	14%	7%	35%	15%
Will C Wood	31%	30%	2%	48%	25%

**Mathematics (Using CAASPP 2017-2018 aggregate scores)**

Percentage of Students At Standards Met and Exceeded in MATH

				Reclassified Fluent English Proficient Learners (RFEPs)	
Highest Performance					
2nd Highest Performance					
3rd Highest Performance					
	All Students	Economically Disadvantaged	English Learner (ELs)		Latino
LAS	28%	22%	6%	40%	26%
SCUSD	32%	24%	9%	42%	23%
Pacific	19%	18%	14%	34%	22%
Oak Ridge	14%	14%	6%	32%	11%
Will C Wood	21%	20%	5%	32%	12%



**SUBGROUP COMPARISON: SCUSD & STATE**

**English Language Arts** (Using *end of 8th grade* CAASPP 17-18 scores)

% Percentage of Students who **Meet or Exceeded standards in ELA**

	All Students (Aggregate)	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	59%	46%	*	56%	60%
CA State	49%	37%	6%	51%	38%
Sac City District	44%	34%	3%	52%	33%

*\*Due to confidentiality, we do not report scores when there are less than 11 students in the group.*

*By the end of 8<sup>th</sup> grade, LAS outperforms the State and the District as an aggregate and in all subgroups in English Language Arts!*

**Mathematics** (Using *end of 8th grade* CAASPP 17-18 scores)

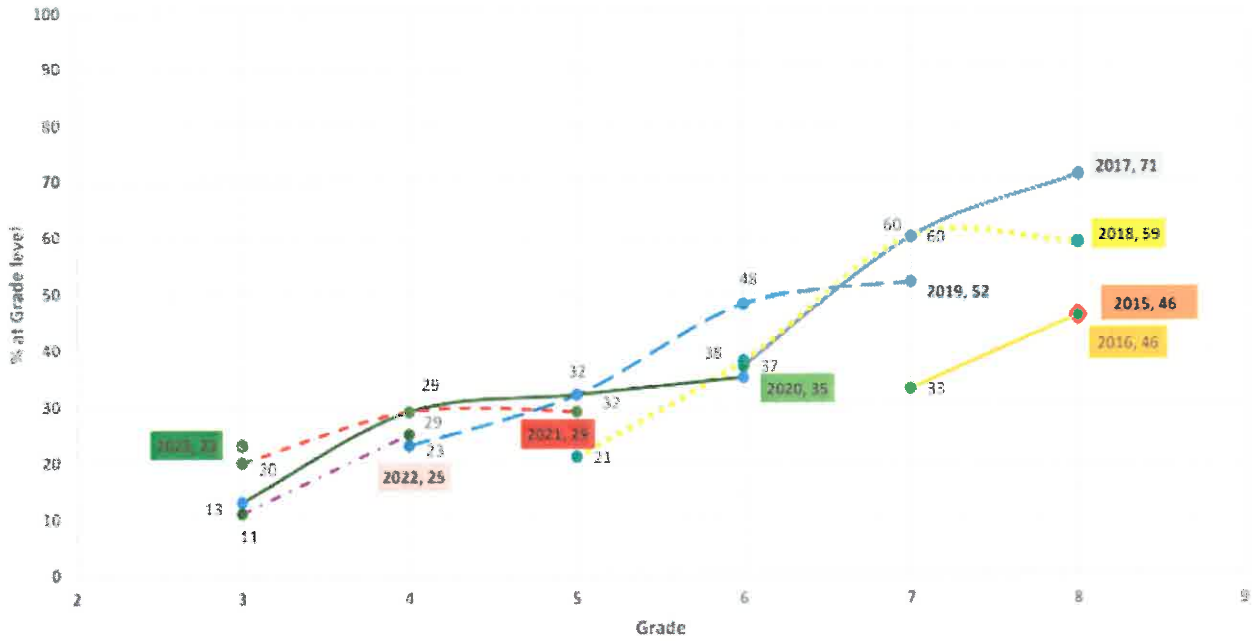
% Percentage of Students who **Meet or Exceeded standards in MATH**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	37%	*	*	30%	38%
CA State	37%	24%	7%	37%	24%
Sac City District	32%	23%	4%	36%	21%

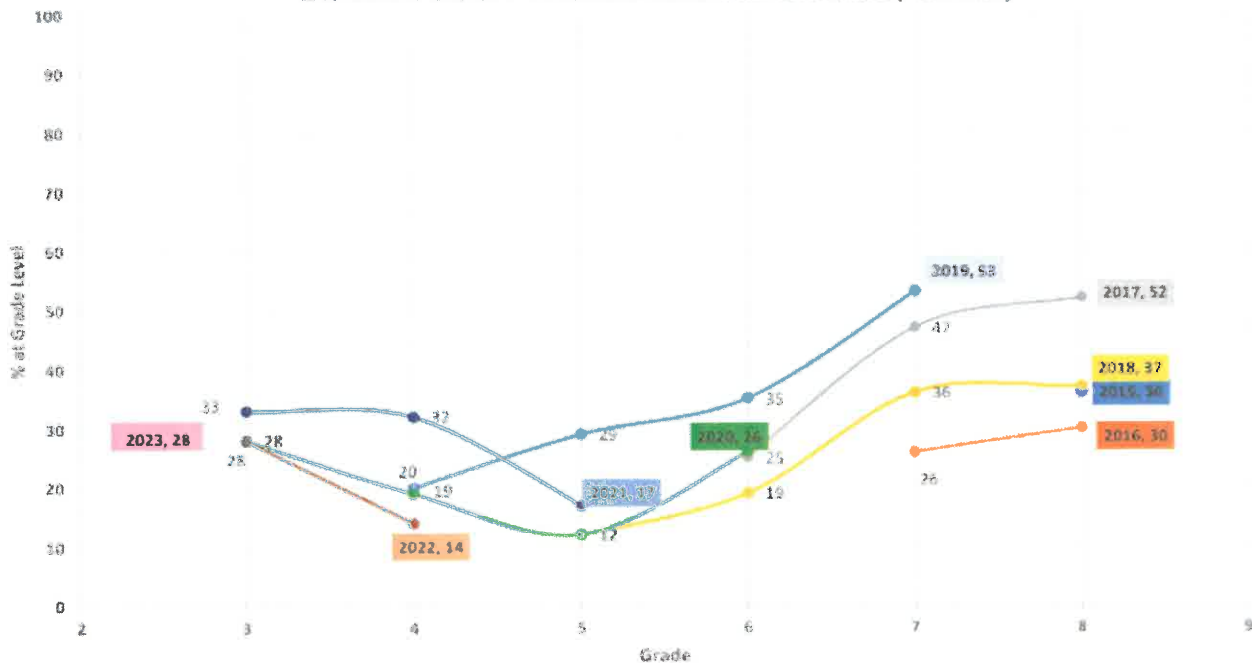
*\*Due to confidentiality, we do not report scores when there are less than 11 students in the group*

## COHORT TRENDS

Cohort Trends by Grade and Graduation Year:  
LAS ELA CAASPP % Standard Met and Exceeded (v10.10.18)



Cohort Trends by Grade and Graduation Year:  
LAS MATH CAASPP % Standard Met and Exceeded (v10.8.18)



#### ❑ ACADEMIC PLANS FOR THE FUTURE

LAS academic plans are detailed in the Local Control and Accountability Plan (LCAP). LAS has clearly delineated internal and external accountability goals for all its subgroups. Plans address student academic achievement in Spanish and English, as developmentally appropriate within the context of a two-way immersion bilingual program. Moreover, LAS will continue its research based program planning trajectory as state assessments such as Smarter Balanced Assessment Consortium (SBAC) and English Language Proficiency Assessments for California (ELPAC) reach full implementation. Their direct implication on the LAS immersion bilingual educational program design will be reviewed. LAS is currently studying the new frontier in dual language bilingual education research, namely the concept of translanguaging as a pedagogical practice with a focus on direct, explicit instruction on bilingual learning. Translanguaging approach considers language practices as a single language repertoire where bilingual learners internally navigate the world, taking control of their own learning, self-regulating when and how to language, depending on the demand of their social context (Sánchez, García, & Solorza, 2018; Cenoz & Gorter, 2015; Creese & Blackledge, 2015; MacSwan, 2017; García, Johnson, & Seltzer, 2017).

#### ❑ FINANCIAL PLANS FOR THE FUTURE

LAS has completed its annual financial analysis and projections show the charter school's capacity to support the operation of a K-8 educational program on a financially sound foundation. LAS has researched multi-year scenarios to ensure financial stability incorporating anticipated changes in STRS/PERS and possible changes that could occur to The Local Control Funding Formula (LCFF).

#### ❑ GOVERNANCE PLANS FOR THE FUTURE

LAS is governed by The Language Academy of Sacramento Governing Board in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The LAS charter school abides by the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board and School Leadership understand the invaluable role of active, participatory governance for the LAS school community and hence, are diligent in their approach to recruiting and selecting new board members. It will



continue its effort to recruit a diverse board, with members who will enrich the expertise of the Board and strengthen its collective ability to address the changing needs and growth of the charter school.

#### □ OVERALL PLANS FOR FUTURE

The Language Academy of Sacramento is focused on fulfilling its vision of “providing an exceptional two-way Spanish-English bilingual education program for all students.” From this focal point arises all stakeholder work rooted in research, nurtured through professional development and curricular design, inevitably advancing the quality of instructional delivery and ultimately, increasing academic achievement. LAS consciously designs its educational program on the premise that prerequisite to academic achievement, there is a balanced experience of learning socio-emotional wellness practices. Together; families, students, and staff, discuss areas for improvement and calibrate school resources in order to reach the homeostasis between cognitive and socio-emotional growth and development of all students.

#### □ CHARTER GOALS

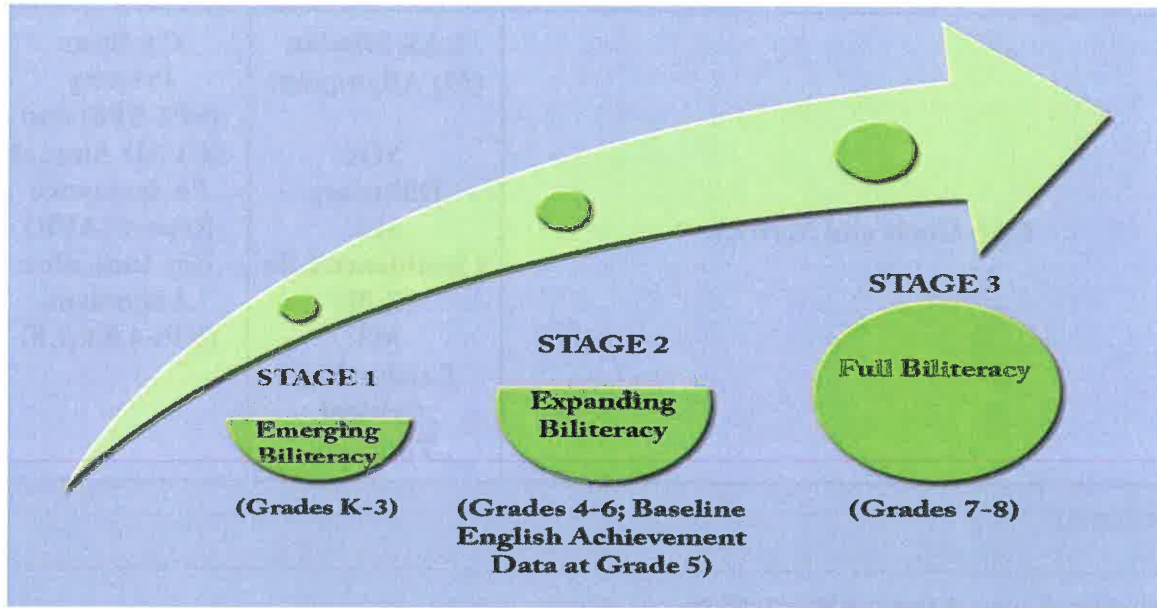
##### UNIQUE EDUCATIONAL PROGRAM CONTEXT IN UNDERSTANDING ACHIEVEMENT

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90- 10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish.

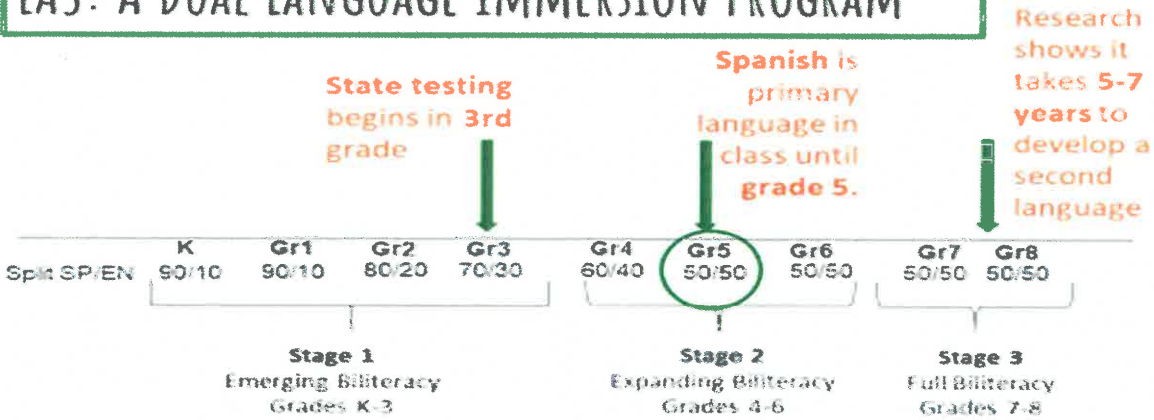
By the end of Stage 2, many students make the linguistic and academic transfer as expected in dual language bilingual education programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis.

By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. Simultaneously, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. After reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

**LAS BILITERACY GRADE SPAN PROGRESSION**



**LAS: A DUAL LANGUAGE IMMERSION PROGRAM**



The Language Academy of Sacramento charter goals highlighted are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report's (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

□ LAS KEY CHARTER GOALS

LAS Goals and Metrics	<b>LAS Mission (M) Alignment:</b>  <b>M1: Biliteracy</b> <b>M2: Confidence/Life Skills</b> <b>M3: Leadership/ Critical Thinking</b>	<b>CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)</b>
<b>LAS Goal #1</b>		
<b>Description: Low Chronic Absenteeism</b>		
G1.0 Attendance rate of 95% or above	M2	SP5, KP4
<b>LAS Goal #2</b>		
<b>Description: Low Suspension Rate</b>		
G2.0 Suspension rate lower than 2%	M2	SP6, KP5
<b>LAS Goal #3</b>		
<b>Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)</b>		
External Accountability: <u>G3.0 SBAC % of students who meet ELA standards-</u>	M1	SP4, KP7

By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC ELA baseline		
G3.1 <u>End of Stage 3 (7-8) SBAC ELA</u> - Maintain performance data to be at comparable/competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G3.2 <u>LAS Benchmark DRA/EDL</u> - By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish		
<b>Goal #4</b>		
<b>Description: High Achievement in Mathematics</b>		
External Accountability: G4.0 <u>SBAC % of students who meet Math standards</u> - By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline	M1	SP4, KP6
G4.1 <u>End of Stage 3 (7-8) SBAC Math</u> - Maintain performance data to be at comparable/ competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G4.2 <u>LAS Benchmark MAP Math</u> - By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year math assessment data		
<b>Goal #5</b>		
<b>Description: Upward trajectory of EL Progress</b>		
External Accountability: G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 (Gr8).	M1	SP2
Internal Accountability: G5.1 <u>LAS Reading Benchmark</u> - By end of Stage 2, 70% or more of Gr6 EL students will show growth		

from the beginning of the year to the end of the reading assessment data		
<b>Goal #6</b>		
<b>Description: High Satisfaction Data from Climate Survey</b>		
<u>G6.0 Student Annual Survey Data:</u> 90% or higher of students will agree with the statement, "I like my school."	M3	SP3, SP5, KP8
<u>G6.1 Family Annual Survey Data:</u> 90% or higher of families will agree with the statement, "I would recommend the school to others."		
<u>G6.2 Staff Annual Survey Data:</u> 90% or higher of staff will agree with the statement, "I would recommend the school to others."		

**PETITION ELEMENTS**

**ELEMENT 1: THE EDUCATIONAL PROGRAM**

*Governing Law: A description of the educational program of the school, designed among other things to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

*-California Education Code Section 47605(b)(5)(A)(i)*

*Governing Law: A description, for the charter schools, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

*-California Education Code Section 47605(b)(5)(A)(ii)*

❖ STUDENTS SERVED

<u>Student Served</u>	<u>2015-2016</u> <u>Total #</u>	<u>2016-2017</u> <u>Total #</u>	<u>2017-2018</u> <u>Total #</u>	<u>2017-2018</u> <u>Total %</u>
- Total Enrollment	541	565	585	100%
- In District	403	426	455	78%
- Out of District	138	139	130	22%
- English Learner	222	266	238	41%
- Students with Disabilities	60	68	73	12%
- Socioeconomically Disadvantaged	402	312	389	67%
- Foster Youth	2	2	2	< 1.0
- Homeless Youth	0	6	4	< 1.0
- African American	13	10	14	2%
- American Indian or Alaska Native	0	0	0	0
- Asian	0	0	1	< 1.0
- Filipino	0	0	3	< 1.0
- Hispanic or Latino	509	528	551	94%
- Pacific Islander	0	0	0	0
- White	14	16	15	3%
- Two or More Races	5	11	1	< 1.0
- No Race Indicated				

VISION STATEMENT

The LAS vision is to provide an exceptional Spanish-English bilingual education for all students.

□ MISSION STATEMENT

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)

□ PROGRAM DESCRIPTION

LAS PROGRAM FRAMEWORK: BASED ON UNDERSTANDING BY DESIGN (UbD)

LAS aspires to create learning experiences with laser focus and depth, a goal aligned with the Common Core State Standards. In a given year, it would require 400 school days to effectively teach the content found in a single year's worth of current state standards (Marzano, 2010). Given the impracticality of this scenario, it is crucial for LAS to identify the skills and content critical for students to acquire annually and then provide in-depth instruction that is designed in order for students to acquire enduring conceptual understanding.

In order to prepare LAS students for the 21<sup>st</sup> century, teaching and learning must change and begin with the core framework of defining what is truly enduring, essential, and transferable.

*Understanding by Design (UbD)* is the work of Grant Wiggins and Jay McTighe (2005). At its core, UbD serves as an exemplary framework for curriculum design approach that begins with the end in mind. In other words, the UbD approach to planning units and lessons begins with defining desired outcomes and standards, followed by deciding on the evidence needed to illustrate understanding and transfer, and finally, planning the learning activities necessary to achieve the desired end in mind. The basic premise in UbD is that merely "telling" cannot lead to understanding; instead, understanding occurs when students apply or transfer knowledge and skills to real-life situations, thus learning by doing. The UbD framework provides the basis for the charter school's curriculum design.

THE LAS GRADUATE: THE EDUCATED PERSON IN THE 21<sup>st</sup> CENTURY

Language Academy of Sacramento students are being prepared to become educated and active participants in the 21<sup>st</sup> century. It is imperative that LAS students understand how to learn independently and that they have enduring, essential, and transferable foundational skills. In other words, the LAS Graduate will be able to construct meaning, learn with depth, and to transfer new knowledge beyond the school. The LAS Graduate will be prepared to apply the above competencies in diverse contexts and negotiate multicultural and multilingual settings.



Moreover, the LAS Graduate will be a contributor of possible ethical solutions to the complex dilemmas of a highly interdependent, technical global society.

At the core of LAS's educational experience is college and career readiness. Understanding that the demographic composition of LAS reflects groups that are traditionally underprepared for college, and that its K-8 program is a crucial pipeline in improving college freshmen readiness for rigorous higher education coursework, LAS professional staff began delving into the Common Core State Standards (CCSS) about two years prior to statewide full implementation. Use of the CCSS has resulted in higher expectations and educational practices that place critical thinking habits and skills at the forefront of all subject areas.

For several years, LAS has defined the picture of the LAS Graduate in relation to a college and career readiness template. Upon finishing grade 8, the LAS Graduate will possess the cornerstone skills of a 21<sup>st</sup> century-educated person who is able to negotiate the world with an internalized, cross-cultural compass and with not one, but two languages.

#### TWO-WAY SPANISH-ENGLISH BILINGUAL PROGRAM STRUCTURE AT LAS

For several years now, LAS has adopted and implemented the Common Core State Standards (CCSS) as the focal point in defining the enduring, essential and transferable habits of mind and skills for the 21<sup>st</sup> century. In addition, LAS school leadership and staff work collaboratively to ensure that the educational program adheres to the Guiding Principles for Dual Language Education, as well as state and federal guidelines (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018).

In alignment with the LAS Learning Principles, the school utilizes state-adopted curricula for core subject matter, and English Language Development (ELD) is provided for English learners who have not yet been reclassified as Fully English Proficient. In addition to mastering essential state content standards, teachers foster a passion for social justice and encourage students to develop cross-cultural competencies.

Complexity is embedded in the design of the LAS two-way Spanish-English bilingual educational program. The infrastructure of the program supports frequent programmatic analysis, instructional planning and articulation. At the classroom level, teachers meet weekly to plan instruction and review assessment data. Teachers also meet in primary, intermediate, and middle



school cohorts to vertically and horizontally articulate curricula and assessments across grade levels. Rooted in the model of the Lesson Study process (Stepanek et al., 2007), teachers have an opportunity to work with colleagues across the grade levels during common planning time. Peer observations have also been incorporated into the LAS structure in order to provide all teachers an opportunity to observe effective instructional practices in and out of the school. This process also allows for teachers to be observed and receive feedback from peers, mentors, literacy coaches, and administration.

A linguistically balanced classroom - for the purpose of language learning and language sharing, is an important component in a two-way bilingual program structure. Research suggests that a two-way immersion program achieves optimal success when the classroom is integrated with one-third native Spanish speakers, one-third native English speakers, and one-third fully bilingual students (Lindholm-Leary, 2011). Students work together in groups as they engage in academically rigorous instruction. They interpret, translate, and learn from one another, expanding and improving both their language proficiency and academic skills.

A variety of models exist within the two-way program structure. LAS follows the 90/10 model, in which a majority of the school curriculum is taught in Spanish in the primary grades. Students in kindergarten and first grade receive ninety percent of their daily instruction in Spanish and ten percent in English. Each year, the percentage of instruction in English increases, while the percentage of instructional time in Spanish begins to decrease. By fifth grade, students receive fifty percent of their daily instruction in Spanish and fifty percent in English.

TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Transitional Kinder	95%	5%
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%

Fourth	60%	40%
Fifth	50%	50%
Middle School	30-40%	60-70%

\*middle school language of instruction varies per subject

Research has shown that students need a minimum of seven years to fully develop both conversational and academic proficiency in a second language (de Jong, 2016, Steele, Salter, Zamarro, Miller, Burkhauser, Bacon, 2015; Hakuta, 2011; Genesee, Lindholm-Leary, Saunders & Christian, 2006). For this reason, the Language Academy educational program includes kindergarten through eighth grade. In accordance with the change of the eligible birthdate for kindergarten enrollment from December 1 to September 1, LAS initiated a transitional kindergarten program. Extending the program from transitional kindergarten through middle school permits the development of a ten year, clearly articulated two-way immersion program that gives students the time they need to become fully proficient in both languages.

Generally speaking, students from high socioeconomic status backgrounds often have opportunities to learn academic content through enriched school experiences. In an immersion program, they are taught in more than one language; hence, providing them a challenge that fully engages them in school. This preparation allows them to be successful in college and postgraduate studies. Students from under- resourced backgrounds deserve no less and will achieve at the same high level if they are offered similar opportunities. It is in the spirit of LAS's mission to address this socio-economic disparity and close the achievement gap.

□ CURRICULUM DESCRIPTION

Using the Common Core State Standards (CCSS) as the omniscient backdrop, teachers at the Language Academy of Sacramento utilize standards-based, state-adopted curricula for core instruction and supplemental materials to ensure students develop academic habits of mind and acquire life skills that are enduring, essential, and transferable. These high quality curricula promote and encourage the development of bilingual, biliterate, and multicultural competencies for all students. In addition, LAS staff has developed a process for the development and enhancement of high quality curricula specifically designed for the two-way Spanish-English bilingual program. This structured process includes both vertical and horizontal teacher

articulation within and across grade levels. During articulation, staff members clearly delineate learning expectations and curricular alignment. Moreover, LAS teachers are skilled at integrating their knowledge of subject matter standards, including English Language Development Standards, with core curricula and document their work in a yearly backwards plan.

Based on the Standards for Mathematical Practice, LAS uses a balanced math approach that exemplifies the Common Core State Standards’ (CCSS) call for rigor in the math classroom, placing equal emphasis on conceptual understanding, procedural fluency, and application to real-life situations (Boaler, 2016). Two years ago, key LAS staff members received training in *Mathematical Mindsets* from Jo Boaler of Stanford University. Since then, middle school teachers have implemented key practices from the YouCubed website, including lessons from “Week of Inspirational Math.”

In correlation with the evolution of math instruction in the CCSS era, LAS has begun professional development training in the implementation of the Next Generation Science Standards (NGSS). Subject core ideas are taught integrated, and in synchronicity, with scientific and engineering practices and cross-cutting concepts. Throughout the grades, social science, history and language arts in Spanish and English are interwoven. Through the Units of Study designed by Lucy Calkins and the Teachers College Reading and Writing Project, students learn through explicit instructions the genre of opinion/argument, information, and narrative writing (Calkins, 2013). The subject of these writings are inspired by both the students’ study of social and scientific core understandings and enduring phenomena. It is an expectation of the LAS graduate to be a change agent and an advocate for social justice.

**CURRICULUM LIST – State Adopted and Supplemental Materials**

<b>Mathematics</b>	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
TK – 5	Eureka Math/Engage New York
6 – 8	College Preparatory Mathematics Educational Program
Supplementary Materials	Study Island, Khan Academy, YouCubed, Zearn Math

<b>English Language Arts</b>	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
3 – 5	Macmillan McGraw Hill Treasures, Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
6 – 8	McDougal Littell, Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
Supplementary Materials	What’s Happening Articles, Treasures, Wonders, Expository Reading and Writing Course (ERWC), Newsela, RAZ Kids <a href="http://www.readinga-z.com">http://www.readinga-z.com</a>

<b>Spanish Language Arts</b>	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
K – 6	Macmillan McGraw Hill Tesoros, Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
7 – 8	McDougal Littell (Language and AP Literature), Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
Supplementary Materials	What’s Happening Articles, Tesoros, Newsela, RAZ Kids <a href="http://www.readinga-z.com">http://www.readinga-z.com</a>

<b>History/Social Science</b>	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
4 – 5	Harcourt Brace

6 – 8	McDougal Littell
Supplementary Materials	Study Island; Macmillan McGraw Hill’s Wonders; Action Civics Initiative (Sacramento County of Education)

<b>Science</b>	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
4 – 5	Harcourt Brace
6 – 8	Holt and Prentice Hall, <i>(Research Pilot FY20)</i>
Supplementary Materials	Study Island

#### CURRICULUM FOR SOCIO-EMOTIONAL LEARNING

The LAS mission states the expectation that students develop confidence, life skills and leadership in order to fully participate as a global citizen and agent of change. In recent years, LAS has galvanized as a learning community and integrated school resources and systems to address socio-emotional learning. The following is the curriculum being implemented school-wide to ensure both a climate of safety and culture of holistic success for all students.

#### SECOND STEP

Second Step is a social-emotional learning program that teaches students skills to help themselves learn, including how to focus their attention, listen carefully, and use self-talk to stay on task. Students learn about empathy, how to identify and understand their own and others’ feelings, how to take another’s perspective, and how to show compassion. Students learn specific skills for emotional management, including calming down during strong feelings, such as anxiety or anger. In addition, students learn a process for solving problems with others in positive ways. The Language Academy of Sacramento began schoolwide (transitional-Kindergarten to eighth grade) implementation of the Second Step curriculum in the 2017-2018 school year, and it is currently in its second year of implementation. The Language Academy

also began to incorporate the Bullying Prevention Unit in 2018-2019. This unit teaches students in grades kindergarten to fifth grade how to recognize, report, and refuse bullying. Emphasis is placed on this topic school-wide in October each year.

The following are some of the concepts and skills explored through the program in grades TK-5, but may vary depending on grade level:

<b>Skills for Learning</b>	<b>Empathy</b>	<b>Managing Emotions</b>	<b>Problem Solving</b>
<ul style="list-style-type: none"> <li>● Learning to listen</li> <li>● Focusing attention</li> <li>● Following directions</li> <li>● Staying on task</li> <li>● Being assertive</li> <li>● Using self-talk</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying feelings</li> <li>● Feeling confident</li> <li>● Respecting different preferences</li> <li>● Showing compassion</li> <li>● Predicting feelings</li> <li>● Making friends</li> </ul>	<ul style="list-style-type: none"> <li>● Managing frustration</li> <li>● Calming down strong feelings</li> <li>● Handling waiting</li> <li>● Managing anger</li> <li>● Managing worry</li> <li>● Managing hurt feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Solving problems</li> <li>● Inviting to play</li> <li>● Fair ways to play</li> <li>● Handling name-calling</li> <li>● Taking responsibility</li> <li>● Responding to playground exclusion</li> <li>● Dealing with negative peer pressure</li> </ul>

The following are some of the concepts and skills explored through the program in grades 6-8, but may vary depending on grade level:

<b>Mindsets and Goals</b>	<b>Values and Friendships</b>	<b>Thoughts, Emotions and Decisions</b>	<b>Serious Peer Conflicts</b>
<ul style="list-style-type: none"> <li>● Starting middle school</li> <li>● Growing your brain</li> </ul>	<ul style="list-style-type: none"> <li>● Values and decisions</li> <li>● Social values</li> <li>● What's a friend?</li> </ul>	<ul style="list-style-type: none"> <li>● What are emotions?</li> <li>● Handling emotions</li> <li>● Responding to anger</li> </ul>	<ul style="list-style-type: none"> <li>● Perspectives</li> <li>● Assumptions</li> <li>● Recognizing and avoiding serious conflicts</li> </ul>

<ul style="list-style-type: none"> <li>● Making mistakes</li> <li>● Learning strategies</li> <li>● Setting goals</li> <li>● If-then plans</li> </ul>	<ul style="list-style-type: none"> <li>● Positive relationships</li> <li>● Making friends</li> </ul>	<ul style="list-style-type: none"> <li>● Unhelpful thoughts</li> <li>● Handling rejection</li> <li>● Calming down</li> </ul>	<ul style="list-style-type: none"> <li>● Making amends</li> <li>● Taking responsibility</li> <li>● Gender and sexual harassment</li> </ul>
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## RESTORATIVE JUSTICE PRACTICES AND CLASSROOM CIRCLES

Building community and establishing strong relationships is of essence at LAS. Through the incorporation of Restorative Justice Practices, such as community circles and/or more private problem solving sessions, students and staff work towards preventing conflict, building strong, positive relationships, repairing the harm and making things right. Restorative Justice Practices transform difficult behaviors or incidents that might otherwise result in punishment to learning opportunities that have a positive outcome for everyone.

## ACTION CIVICS

LAS is a Sacramento County Office of Education (SCOE) Action Civics site and the school has been recognized in the Sacramento region for its program implementation in middle school. The program is aligned with CCSS literacy standards, 21st Century Skills and civics content. Middle school teachers work across curriculum in a coordinated, and integrated way, lead students through the investigative process, and develop students' critical thinking skills using the Socratic method of questioning, with the eventual goal of having students present their own research. The LAS Action Civics program continues to provide middle school students a venue to identify, analyze, and problem solve issues that matter most from their perspective; thus, advancing the student body's sense of wellness and community belonging.

## CYBER CIVICS

Fully aware of the tremendous impact of digital technology exposure and its effect on the mental health of young adolescents today, LAS implements a Cyber Civics program starting in fifth grade and throughout the middle school years. Cyber Civics began in a Waldorf classroom and



was originally designed to address the question, “*How to teach kids to use digital technologies ethically, thoughtfully, and wisely.*” LAS teachers access easy-to-teach lessons via online portal on topics of 1) Digital Citizenship, 2) Information Literacy, and 3) Media Literacy for Positive Participation. Students learn how to responsibly navigate the perils, prospects, and possibilities, of the 21st century digital world.

□ INSTRUCTIONAL APPROACHES

HOW LEARNING BEST OCCURS

LANGUAGE ACADEMY OF SACRAMENTO LEARNING PRINCIPLES

The American Council on the Teaching of Foreign Languages (ACTFL) continues to lead the research in foreign language learning. The table below illustrates how language instruction has transformed in the last twenty years.

ACTFL: LANGUAGE INSTRUCTION: PAST AND PRESENT

IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as “doer” and “creator”
Isolated cultural “factoids”	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning



Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students "turn in" work only for the teacher	Learners create to "share and publish" to audiences more than just the teacher

The LAS immersion bilingual educational program design is grounded in the 2011 American Council on the Teaching of Foreign Languages (ACTFL's) publication on the Standards for World Language Instruction and Wiggins and McTighe's work, *Understanding by Design (UbD)*, in 2005.

Furthermore, the LAS academic program incorporates the World-Readiness Standards for Learning Languages, formerly known as the national standards for Foreign Language Learning in the 21<sup>st</sup> Century. According to the Partnership for 21<sup>st</sup> Century Skills, language learning goals should be designed around five key modes of communicative competence: 1) communication, 2) cultures, 3) connections, 4) comparisons, and 5) communities. These five modes of communicative competence serve as structural benchmarks in monitoring students' linguistic progress in both English and Spanish.

A two-way language immersion program not only contributes to the career and college readiness of LAS students, but also helps develop them as individuals. Language learners take on a new and more invigorating view of the world. LAS students gain multicultural and multilingual perspectives that expand and deepen their awareness of cross-cultural contexts and relationships.

Students learn about their own culture, the values and customs of other cultures, and, inevitably, develop high levels of cross-cultural competency.

## FIVE KEY MODES OF COMMUNICATIVE COMPETENCE

### **Communication:**

The ability to convey and receive messages based on the three modes of communication; *interpersonal*, or two-way interaction with someone else, *interpretive*, the ability to understand and interpret a one-way aural or written text, and *presentational*, the ability to present information in either written or oral format.

### **Cultures:**

As the teachings of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspective of the people of that culture.

### **Connections:**

Students are able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom.

### **Comparisons:**

As students learn a new language and culture, they develop insight into their own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.

### **Communities:**

Language learning becomes even more purposeful for students when they see the application beyond the classroom. With today's communication technologies, language classrooms can bring the world to the students, as teachers provide opportunities for students to use the language beyond the confines of their classroom walls.

Guided by the mindset of defining what are essential, enduring, and transferable intellectual and sociological experiences, LAS professional staff masterfully design and facilitate effective

instruction. The Language Academy of Sacramento believes high academic achievement is accomplished through a focus on academic rigor and through a program that builds competence and confidence across cultures and languages. Students are provided a creative, enriching environment in which to foster a passion for learning. A critical component of the LAS instructional approach is the consistent implementation of research-based instructional methods and strategies which are recognized as best practices for effective dual language immersion education.

LAS students engage in a rigorous curriculum derived from essential California Common Core State Standards (CCSS). Students at the Language Academy receive systematic, explicit, direct instruction driven by the CCSS. Teachers have received training in the area of CCSS implementation and best practices to help students achieve in these areas. Curriculum implementation and teaching strategies are designed to provide universal access for all students, and student engagement is monitored in order to ensure active participation in classroom lessons and activities. Teachers follow a three-stage sequence of instruction to support students in reaching mastery of skills, strategies, and content knowledge: The teacher explicitly models and guides student learning, students and teacher work together, and students work independently. This sequence is referred to as the “I do. We do. You Do.” instructional method (Kinsella, 2011; Pearson & Gallagher, 1983; Duke & Pearson, 2002; Buehl, 2005; Kong & Pearson, 2003).

In order to facilitate comprehension, teachers build background knowledge, scaffold instruction to ensure access to the curriculum for all language learners, and frontload language frames and structures to support communication and academic development in the target language. Teachers model and encourage student use of academic language in Spanish and English. Whenever possible, instruction incorporates students’ experiences and ideas in order to be responsive to their cultural and linguistic backgrounds. Students work in cooperative groups in order to construct and share new knowledge while capitalizing on language learning and practice with their peers.

The Language Academy of Sacramento aims to foster a strong sense of leadership and bilingual communicative skills in students to help each other and contribute to the community. One example of how students assume this responsibility is by participating in the Mentoring and Cross Age Tutoring elective class offered to middle school students. Each semester, middle

school students are assigned to various primary classrooms. Students support instruction by serving as role models, mentor small groups academically, and help students one-on-one. Moreover, middle schools students have the opportunity to experience the integration of writing for particular contexts – e.g. for Speech and Debate, Leadership, Environmental Science, Theatre, or Ethnic Studies electives. These are ways in which LAS students are encouraged to develop leadership and bilingual communicative skills that are useful in the classroom, school, and community.

#### INSTRUCTION IN ENGLISH

The Common Core State Standards (CCSS) for Language Arts and Mathematics, in conjunction with the English Language Development Standards of the State of California, form the foundation for the instructional practices of the LAS educational program. English learners receive instruction in comprehension, vocabulary development, and the grammatical structures of the English language. In all grades, students are placed in appropriate designated groupings for an English Language Development (ELD) period in order to ensure targeted instruction at the individual level. This serves to lower the affective filter while developing the necessary English skills to achieve academic success. Through both designated and integrated ELD, all students expand their knowledge and understanding of both formal and informal language registers as well as forms and functions of the English language. Students study expository and narrative texts and receive academic vocabulary instruction. Transitional strategies that link Spanish and English literacy are taught explicitly. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. Staff members have received professional development in Systematic English Language Development (SELD) and implement curriculum and assessments based on the program, as specific to the needs of Language Academy students.

#### INSTRUCTION IN SPANISH

The foundation for instruction in Spanish Language Arts is the California Common Core State Standards in Spanish Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. This document incorporates Spanish grammar and phonics. In the LAS two-way Spanish immersion program, all students are taught to comprehend, read, and write in Spanish before receiving formal literacy instruction in English. The San Diego County Office of

Education has developed a version of the Common Core State Standards in Spanish that have helped to facilitate articulation across the grade levels in order to ensure college and career readiness in both Spanish and English. In this context, students expand their knowledge and understanding of both formal and informal language registers and functions of the Spanish language. Students study informational and fictional texts and receive academic vocabulary instruction. Students connect established skills in Spanish to developing literacy skills in English. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. In recent years, Spanish language experts have also assisted with professional development as a way to ensure that students are prepared to enter high school and university Advanced Placement classes. At the national level, LAS has collaborated with the Center for Applied linguistics (CAL) and World Class Instructional Design and Assessment (WIDA) organizations in order to assist in the development of a more effective Spanish Language assessment tool.

#### LITERACY INSTRUCTION

In recent years, LAS has invested in literacy support by sending key staff members to literacy instruction training at Columbia University's Teachers College in New York. Upon returning, LAS teachers have implemented the reading and writing workshop model as the basis for reading and writing instruction. These research-based practices allow teachers and students to spend time teaching and learning the skills necessary to become proficient readers and writers. Also embedded within instruction is time for students to practice these skills. With the use of the TCRWP Units of Study curriculum, the teachers at LAS are providing students with research-based instruction that supports the work of the reader and writer. For example, during the mini lesson section of the workshop, teachers model and directly teach the skills and strategies of proficient readers and writers. During the independent part of the day, students learn to develop a love for reading and writing as they explore both fiction and nonfiction texts and have time to write, all while getting support from their teacher through small group instruction and individualized conferences.



- ❑ IDENTIFYING AND RESPONDING TO NEEDS OF ALL PUPILS
- ❑ EL PROGRAM DESCRIPTION

At the core of two-way immersion research is data that supports the efficacy of such educational program in second language acquisition (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Howard, E. R., Christian, D., & Genesee, F, 2004; Lindholm- Leary & Hernandez, 2011; de Jong 2016). LAS longitudinal data illustrate that by middle school grades, LAS students, including English Learners (“EL”) begin to meet and/or exceed the performance of students in traditional programs in state standardized exams in English while simultaneously acquiring college level proficiency in Spanish.

As of 2018, nearly half of Language Academy of Sacramento’s student population are English Language Learners (ELs). Based on the last three years of data, and as contextualized within the LAS Bilingual Trajectory End of Stage 3, the LAS EL Reclassified Fluent English Proficient (RFEP) rate has ranged from 74%, 85% and 92%, with the average of about 84% by the End of Stage 3: Grade 8. It is the expectation that LAS Graduates finish their tenure with a high level of proficiency and biliteracy in Spanish and English; and hence, access to all available college and career pathways.

Primary language instruction is a critical component of the Language Academy's pedagogical instructional design. Instruction in the primary language allows English learners to learn grade-level content in their native language as they acquire academic English language skills. Families of LAS students elect to enroll their children at the charter school, fully aware of the school's unique pedagogical design. By making the choice to be in a dual language bilingual education program, families waive their participation in more traditional options such as Structured English immersion, English language mainstream, etc.

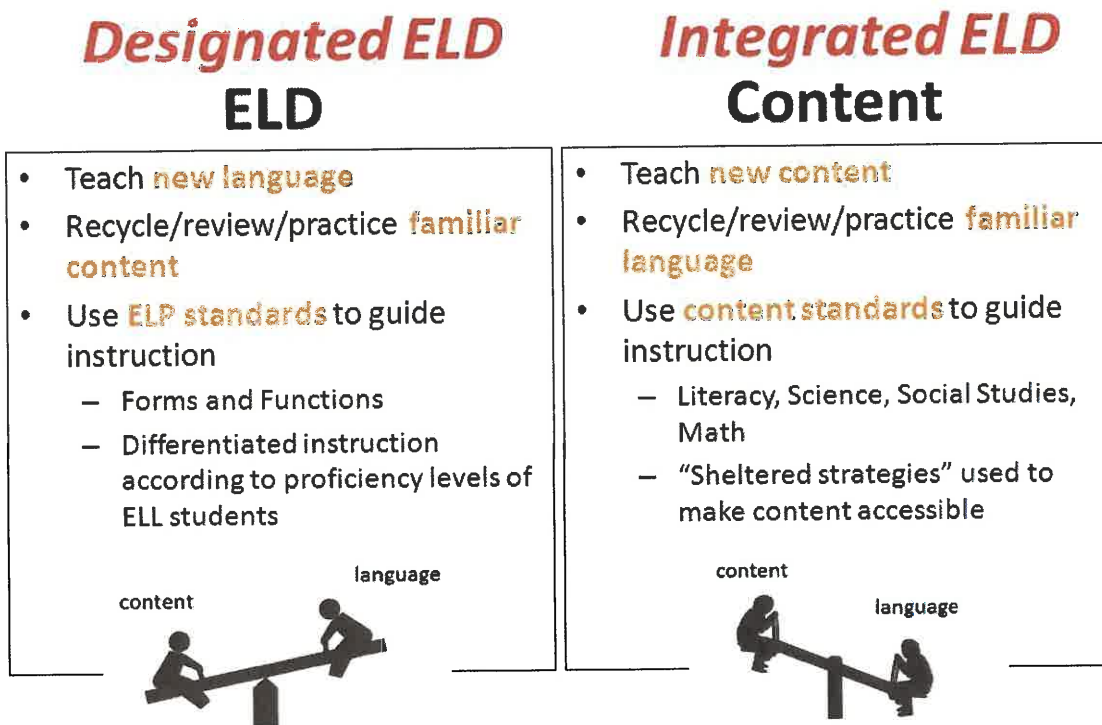
In addition to quality instruction within a two-way Spanish-English bilingual program context, the Language Academy implements a variety of strategies designed to meet the needs of English learners. Many English learners are provided with extended learning opportunities through after school programs, and teachers have received training in strategies designed to effectively teach content and language to English learners.

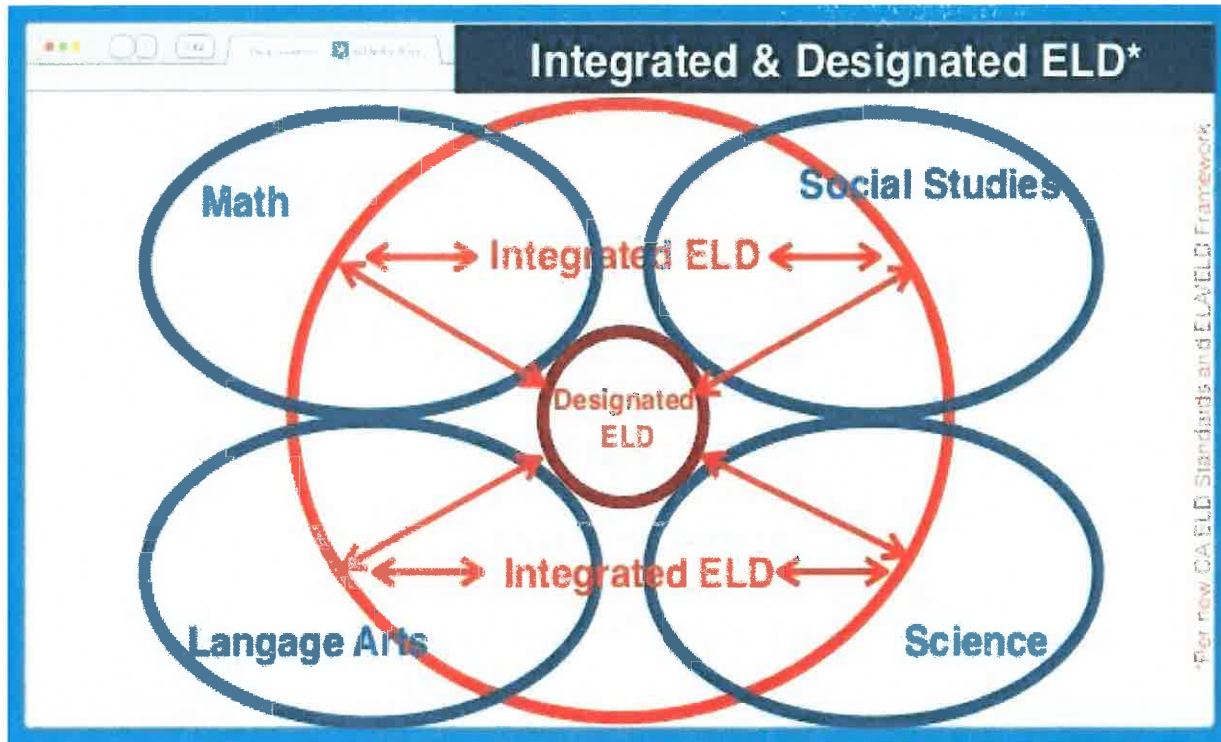
A core of LAS teachers received training in Systematic English Language Development (SELD) in conjunction with the California Reading and Literature Project. SELD training provided

teachers with a scope and sequence for English language development and a comprehensive set of strategies for planning, instruction and assessment. During common planning time and professional development time, grade levels work on peer training and instructional planning, which includes student groupings based on ELD diagnostic assessments.

Below is an illustration of how ELD instruction and language instruction for content learning, designated and integrated model accordingly, is defined today within the Common Core State Standards and new subject matter standards such as the Next Generation Science Standards (NGSS).

## Models for ELD in the Content Classroom





In addition, teachers have received training on Stanford’s University Jeff Zwiers’ Constructive Conversations practices. Through this training, teachers developed tools and strategies to systematically embed academic language forms and functions into Integrated and Designated ELD instruction (Zwiers, 2008; Zwiers & Crawford (2011).

Moreover, key LAS staff members have attended Columbia University Teachers’ College Readers and Writers Project’s Reading and Writing Institutes. At these institutes teachers received in-depth training on the Units of Study curriculum. This curriculum includes aligned supports for English Language Learners, ensuring the lessons are accessible to all students. *Link: [Units of Study: Supports for English Language Learners](#)*

In addition, a core of LAS teachers are trained in Guided Language Acquisition Design (GLAD). GLAD strategies are designed to simultaneously teach grade-level content and academic language for English learners.

The majority of LAS faculty members are graduates of the former Bilingual Multicultural Education Department (BMED) of Teacher Education at CSU Sacramento. BMED was



dedicated to training teachers to be effective instructors of culturally, linguistically, and socio-economically diverse students, especially English learners. All BMED graduates take three units of coursework (forty-five hours of instruction) above and beyond the teacher candidate requirements, focused solely on the instruction of English learners. This course, EDBM/EDMS 272, trains teachers how to use current strategies in English language development, how to scaffold instruction to make content accessible to English learners, and how to advocate for English learning students and their families within the school context. For several years, Dr. Sue Baker from CSUS has conducted her university methods course at the LAS site, thus creating a laboratory field experience for graduate students learning second language development teaching strategies.

LAS will continue to meet all applicable legal requirements for EL students as it pertains to annual notification to parents, student identification via Home Language Survey, placement, teacher qualifications and training, reclassification to fluent English proficient status, monitoring, and standardized testing requirement.

#### Home Language Survey

Upon the student's enrollment into the school, families complete a home language survey (HLS).

Home Language Survey questions:

1. *What language did your child first learn to speak?*
2. *What language does YOUR CHILD use the most at home?*
3. *What language do you use most frequently to speak to your son/daughter?*
4. *What is the language most often spoken by adults in the home?*

LAS staff reviews the results of the HLS to determine a student status either as follows:

- 1) English Only (EO) if the answers to the four questions on the HLS are "English." The student will be categorized as English Only; or,
- 2) To Be Determined (TBD) if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. From this data, the student will be assessed to measure his/her level of English proficiency.

Parents hold the right to amend their response to the HLS at any time. However, if the students has already been administered the Initial ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, LAS will honor the changes made.

For students who transfer from other schools, LAS staff will contact the previous school for student records as well as check the student language status on CALPADS. Upon analysis of the combined data sources, LAS staff will follow the state protocol in notifying parents and setting up students for appropriate state assessments.

### State Assessment

Initial ELPAC: Students with a “TBD” determination after HLS review are assessed on their English language proficiency level with the Initial English Language Proficiency Assessment for California (ELPAC). The initial ELPAC is used for students who have not yet taken any previous state English language tests (CELDT/ELPAC) and who have not yet been classified as an English Learner.

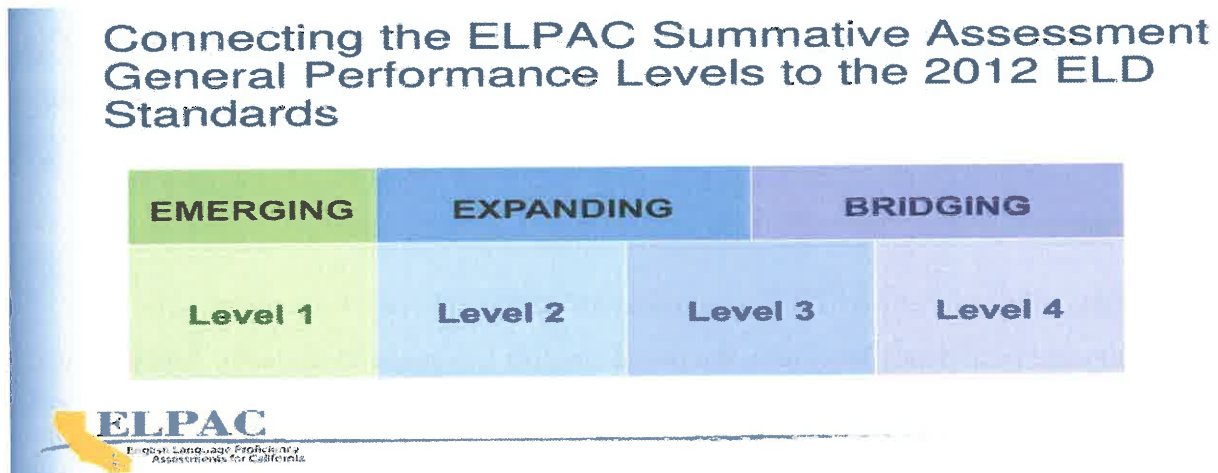
Administration of the initial ELPAC occurs within 30 calendar days at the beginning of the school year, or within two weeks of the student’s enrollment. The initial ELPAC is scored by the school site. Based on the student’s overall initial performance, they may be classified as:

1. An English Learner (EL) - the student must be annually assessed with the summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP); or,
2. An Initially Fluent English Proficient (IFEP)

Proper notification of overall performance results to families is completed within the 30 days of enrollment window.

Summative ELPAC: All students with “EL” designation take the summative ELPAC every spring between February and May until they are reclassified as English proficient. The Summative ELPAC is used to assess EL students’ progress towards mastery of the English language, as well as to fulfill the Every Student Succeeds Act (ESSA) federal requirement.

ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the 2012 California Framework. EL students are leveled in three ways per the following Proficiency Level Descriptors (PLDs): 1) Emerging, 2) Expanding, and 3) Bridging.



As published in the ELD Standards Publication from the California Department of Education (CDE), the Proficiency Level Descriptors (PLDs) below provide an overview of the stages of English language development through which English learners (ELs) are expected to progress as they gain increasing proficiency in English as a new language. The descriptors provide teachers a guide in curriculum planning and instructional delivery for ELs during designated and integrated English language development.

**Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

**Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of

highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The LAS dual language bilingual education program pedagogical design lends itself to ideal correlation with the new 2012 CA ELD Standards, where students are expected to not just learn English in isolation, but rather in a constructivist and meaning centered way. Understanding and critical thinking skills are at the forefront of both, helping EL students to acquire language for both communicative and academic purposes.

**Table 5.1 Comparison of the 1999 CA ELD Standards and the 2012 CA ELD Standards**

1999 CA ELD Standards	2012 CA ELD Standards
<i>Prior focus on:</i>	<i>New emphasis on understanding:</i>
English as a set of rules	→ English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
Grammar as syntax, separate from meaning, with discrete skills at the center	→ An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning
Language acquisition as a linear, individual process	→ Language acquisition as a nonlinear, spiraling, dynamic, and complex social process in which meaningful interaction with others is essential
Language development focused on accuracy and grammatical correctness	→ Language development focused on interaction, collaboration, comprehension, and communication, with strategic scaffolding to guide appropriate linguistic choices
Simplified texts and activities, often separate from content knowledge, as necessary for learning English	→ Complex texts and intellectually challenging activities focused on building content knowledge as essential to learning academic English

## ELD Instruction

The LAS community understands that by the End of Stage 3: Grade 8, the goal is to have the majority of EL students who began the program as kindergarteners become English proficient and qualify for reclassification. Through thoughtfully designed ELD instruction and on-going, varied assessments and progress monitoring, the average LAS RFEP rate in the last three years is 84% by the end of Grade 8 (Umansky & Reardon, 2014).

The following LAS LCAP excerpts are illustrations that show the two ways LAS monitors EL students' progress with the ultimate goal of reclassification by End of Stage 3: Grade 8. The first table show LAS internal benchmarks by the end of the three different stages of biliteracy trajectory, with the emphasis on the end goal of high reclassification rate by the end of Grade 8. The second table show a contrast and reflects how reclassification rate is traditionally accounted statewide as an aggregate of all EL students from all grades in a given school year. Expectably, the second table shows a much lower rate since it is an aggregate calculation- a formula that is not compatible with dual immersion bilingual programs like LAS.

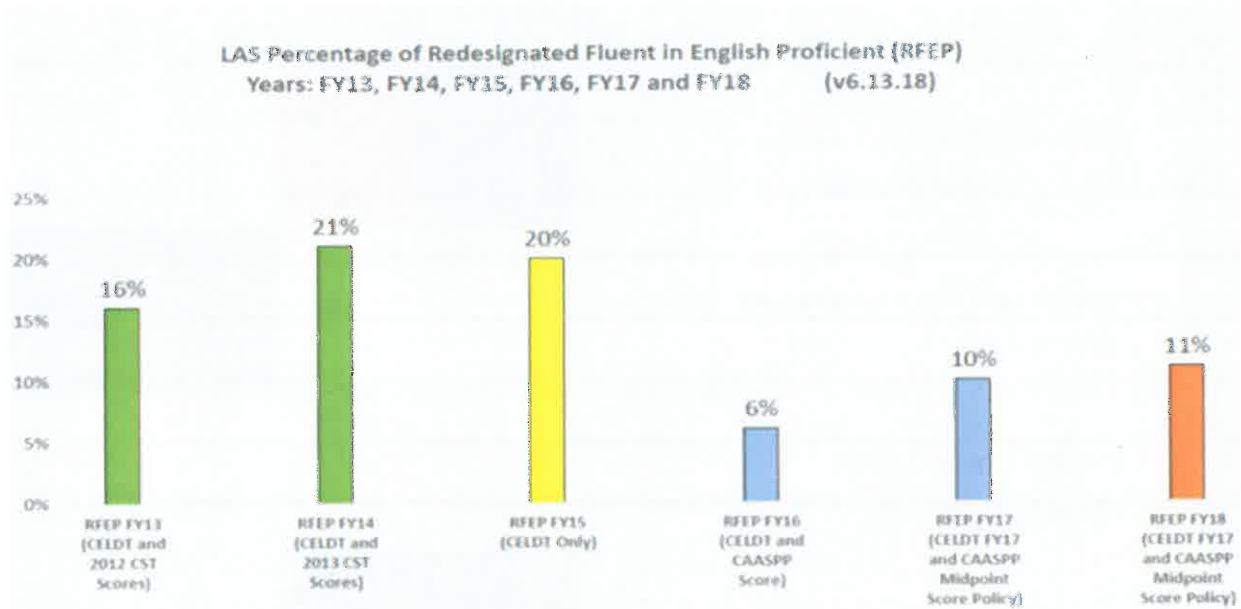
### Table 1: LAS Internal Benchmark of EL Students Progress in the Context of the Three Stages of Biliteracy Trajectory

*Note: CELDT 2017 - Data is the same for EOS 1 Gr3 (FY17 Cohort) and for EOS 2 for Gr6 (FY17 Cohort) since CELDT for FY18 was not administered to Gr1-8 (Only CELDT initials were administered for Gr TK-K). EOS Gr8 (FY18 Cohort) data reflects CELDT 2017 and CAASPP FY17 criteria qualification per LAS redesignation criteria.*

	2017 CELDT Proficiency Level Overall Text	2017 CELDT Proficiency Level Listening (L)	2017 CELDT Proficiency Level Speaking (S)	2017 CELDT Proficiency Level Reading (R )	2017 CELDT Proficiency Level Writing (W)
<b>END OF STAGE 1 Gr3: Goal</b>					
Goal	80% INT or Above (L & S)	93%	71%		
Goal	End of Stage 1 Gr3: Goal 80% EI or Above (R&W)			83%	93%
<b>END OF STAGE 2 Gr6: Expanding Bilingual</b>					
Goal	End of Stage 2 Gr6: Goal 80% EA or Above (L & S)	93%	96%		
Goal	End of Stage 2 Gr6: Goal 80% I or Above (R&W)			96%	96%
<b>END OF STAGE 3 Gr8: Full Bilingual</b>					
Goal	End of Stage 3 Gr8: Goal 90% of EL Redesignated (RFEP)	FY17 74%			
		FY18 85%			



TABLE 2: LAS Redesignated Fluent in English Proficient (RFEP) Historical Data Based on Traditional Aggregate (All Grades) View



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
#EL	203	210	209	221	250	238
RFEP by School Year (Fall + Spring)	32	25	15	0	2	0
RFEP by School Year ( + Spring)	0	19	26	13	22	24
TOTAL	32	44	41	13	24	24
% of RFEP	16%	21%	20%	6%	10%	11%

## ELD INSTRUCTION DESIGN

**Integrated ELD and Designated ELD:** Integrated ELD refers to class time where teachers use the 2012 ELD Standards in synchronicity with the focal subject matter standards- Common Core State Standards for ELA/Literacy and Mathematics, or CA Next Generation Science Standards (NGSS). In contrast, designated ELD is a protected, set time during the school day when teachers use the 2012 ELD Standards as the focus standards for instruction. During designated ELD, EL students develop important English language skills, knowledge, and abilities needed for content learning in English. ELD instruction at LAS is based on systematic English language development (SELD) and Columbia University Teachers College Reading and Writing Project (TCRWP) foundations. Lessons are contextualized within the dual immersion bilingual

education design with the ultimate goal of all LAS students reaching biliteracy and academic proficiency in two languages: Spanish and English.

LAS teachers and key instructional staff receive annual, external achievement data delineating EL students' status and recent performance in state assessments. In addition, internal benchmark results (e.g. DRA/ EDL, and MAP Math) are reviewed. Teachers analyze their EL student needs and plan grouping and instruction accordingly.

#### LAS Redesignation Process and Reclassification Criteria

LAS English Learner (EL) Student Reclassification policies and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code 313b). The following criteria reflects LAS reclassification procedures per CDE's guidance. The procedure utilizes multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

#### RECLASSIFICATION CRITERIA

Students will be Reclassified as Fluent English Proficient (RFEP), when the following four criteria have been met:

- 1) Assessment of English Language Proficiency
- 2) Comparison of Performance of Basic Skills
- 3) Teacher Evaluation
- 4) Parent Opinion and Consultation

All English learners' progress will be analyzed at least once annually. Those recommended for reclassification will be reviewed by a team of Curriculum Design Team (CDT) members or designees.

1) Assessment of English Language Proficiency (*Note: FY 2018-2019 only; In FY 2019-2020, LAS will comply with the recently approved January 2019 State Board of Education requirement of an overall score of performance level "4" for K-12*)

- Grades K-8 students may be considered for reclassification if they have:
  1. An OVERALL ELPAC proficiency level of 3 (moderately developed) or higher and



2. Oral and written subscores of 3 or higher

2) Comparison of Performance of Basic Skills

- Grades K-3 students may be considered for reclassification if they have a score of 3 or higher in their end of the year Language Academy of Sacramento reading benchmark assessment (Evaluación del desarrollo de la lectura (EDL) / Developmental Reading Assessment (DRA))
- Grade 4-8 students may be considered for reclassification if:
  1. They have a score of 3 or higher in their end of the year EDL/DRA assessments and
  2. They have scaled scores that meet the Grade Level Academic Criterion Midpoint Score for CAASPP in English Language Arts (ELA).

Current Grade Level	Grade when CAASPP test was administered	CAASPP ELA Midpoint Scale Score of Standard Nearly Met and Standard Met
4	3	2400+
5	4	2445+
6	5	2472+
7	6	2494+
8	7	2516+

3) Teacher Evaluation

Grade K-8 teachers review student academic performance utilizing:

- Teacher recommends reclassification based on classroom observations, validating the student's range of performance in basic skills, including oral English language proficiency and fluency (i.e., comparable to native English speakers)
- Teacher recommends reclassification based on evidence such as, but not limited to:

- Grades K-2: End of year Report card grade of 3 (Consistently Meets Standards) or higher in the majority of Language Arts Standards
- Grades 3-5: End of year Report card grade of 3 (Consistently Meets Standards) or higher in the majority of English Language Arts Standards
- Grades 6-8: End of year Report card grade of C (Meeting Standard) or higher in English Language Arts

*\* Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.*

#### 4) Parent Opinion and Consultation

- Provide notice to parents and guardians of their right to participate in the reclassification process and encourage them to do so.
- Provide an opportunity for a face-to-face meeting with parent or guardian to discuss recommendation.

#### Reclassification:

- The students who meet the above four criteria will be Reclassified as Fluent English Proficient (RFEP).
- Parents/guardians will be notified of the reclassification status of their student.
- School records will be updated.
- Reclassified students will be monitored for two years by the CDT members or designee(s) and the students' homeroom teacher at least once per year after reclassification to ensure they are making adequate academic progress. Students will be provided interventions as needed.

#### EL STUDENTS WITH DISABILITIES

English learner students with disabilities who take the ELPAC will have access to the universal tools, designated supports, and accommodations, as updated annually by CDE.

Special needs students who are unable to meet the reclassification criteria as a result of their disability may be recommended by the IEP Team for reclassification based on alternative

criteria. English learners with identified disabilities can be reclassified at an IEP meeting that includes a person with a Bilingual/Cross-cultural Language and Academic Development (B/CLAD) credential or Specially Designed Academic Instruction in English (SDAIE) training. If deemed appropriate by the IEP Team, English Learners may be assessed with an alternate assessment to the ELPAC to determine English proficiency levels. When the IEP team determines that an EL student with an IEP under such circumstances would benefit from EL reclassification, the ELPAC assessment can be substituted by an alternative reclassification process. The alternative reclassification process consists of a thorough student file review and considers standardized assessment data. Through this alternative reclassification process, the IEP team completes an *Alternative Reclassification of Special Education of English Learners* form which consists of:

- A. Gathering basic student information
- B. Considering factors such as: Three years of CELDT/ELPAC scores, most recent statewide assessment results, and identified disabilities
- C. Review of student cumulative records and confidential special education file, including most recent standardized testing results (i.e. Woodcock Johnson, CELF etc.)
- D. Parent input/recommendation
- E. IEP team input/recommendation

Through this process, the IEP team determines if the primary reason why the student does not meet reclassification criteria is due to the disability or limited English proficiency. This individualized reclassification protocol may be appropriate for a relatively small number of students.

#### □ SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

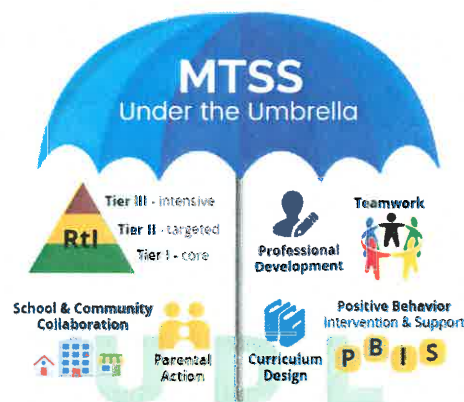
The ultimate goal of the Language Academy is to provide a rigorous and enriching educational program that prepares students to perform at or above grade level on a variety of assessment measures, including standardized achievement tests, curriculum-embedded assessments, and alternative assessments.

Students who are not obtaining desired academic achievement levels or who demonstrate behavior or social-emotional needs will be supported through a Multi-Tiered System of Support,

which incorporates various means to address areas of concern and develop skills needed to meet grade level benchmarks.

### MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, continuous improvement structure where data based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this system of supports and intervention practice, the classroom teacher identifies the academic and/or behavioral concern/s and implements research based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention. The classroom teacher will inform parents of the concern/s, implement interventions, collect data, and monitor student progress. When additional guidance and support is necessary the teacher may 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. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended.



### Student Success Team

The Student Success Team (SST) is a general education function where a school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborate in developing a plan to support students in area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past. An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas

of concern that are interfering with the student's success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs. The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

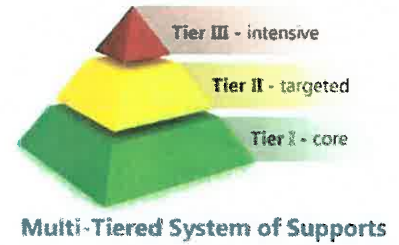
### Interventions

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the Reading Intervention Program, trained reading interventionists support grades K-8 to deliver targeted reading support and help students advance their reading skills. When funding is available, LAS has provided summer school and winter break programs for students performing below grade level on statewide assessments. LAS also offers a yearly, pre-kindergarten program during the summer for all incoming students.

### Multi-Tier System of Supports (MTSS)

Students who do not reach assessment benchmarks require strategically differentiated intervention. Establishing an effective intervention system for students who are not meeting benchmarks is a critical component of the LAS educational program. Interventions are designed around a three-tiered approach. All three components of the intervention program address specific academic needs as identified by assessment data.

### THREE TIERED INTERVENTION APPROACH



Multi-Tiered System of Supports at LAS		
Tier 3 Intensive Interventions 3-5%		
Behavior/Socio-Emotional	Both	Academic
<ul style="list-style-type: none"> <li>● Individual Counseling</li> <li>● Crisis Prevention Intervention (CPI) Training</li> <li>● Behavior Intervention Plans (BIP)</li> <li>● *Restorative Justice</li> <li>● Conflict Resolution Meetings</li> <li>● ACCESS/Mental Health Referrals</li> <li>● Social Skills Counseling Groups</li> <li>● Pull-out/Push-in Supports</li> <li>● Strategic Interventions</li> <li>● Suicide Risk Assessment</li> <li>● Individual Mental Health Counseling</li> <li>● Outreach to outside professional agencies for intervention support</li> </ul>	<ul style="list-style-type: none"> <li>● IEP</li> <li>● SPED Consultants</li> <li>● SPED Team Meetings</li> <li>● Parent Communication</li> <li>● *Home Visits</li> <li>● Family Meetings</li> <li>● *Parent Education</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive P.E</li> <li>● Occupational Therapy</li> <li>● Speech and Language Therapy</li> <li>● Specialized Academic Instruction 1:1, small group</li> <li>● 504 Accommodation Plans</li> <li>● After-school Tutoring</li> <li>● *Student Attendance Review Board (SARB)</li> <li>● Special Education Bimonthly Meetings</li> <li>● Targeted Curriculum designed to accelerate students</li> <li>● Intensive extended-day sessions</li> </ul>



**Tier 2 Targeted Interventions 10-15%**

Behavior/Socio-Emotional	Both	Academic
<ul style="list-style-type: none"> <li>● Behavior Plan/ Reward System</li> <li>● Social Skills Group</li> <li>● Counseling</li> <li>● Office Referral</li> <li>● Club Colibri</li> <li>● Life Skills Program</li> <li>● Manchas Jaguares</li> <li>● Spotlight Student</li> <li>● Consistent expectations for delivery of work on time</li> </ul>	<ul style="list-style-type: none"> <li>● Yellow Folder Referrals</li> <li>● MTSS/IPT Meetings</li> <li>● SST</li> <li>● Parent Communication</li> <li>● Parent Association Monthly Meetings</li> <li>● Home Visits</li> <li>● Parent Education</li> </ul>	<ul style="list-style-type: none"> <li>● Implementing research based strategies</li> <li>● Push-in Support</li> <li>● Peer Tutoring</li> <li>● Study Skills</li> <li>● Reading/Math Leveled group</li> <li>● After-School Tutoring</li> <li>● *Co-teaching</li> <li>● Small Group Instruction</li> <li>● Mentoring/Cross-Age Tutoring (MCAT)</li> <li>● Classroom Interventions</li> <li>● Reading Intervention Team</li> <li>● Attendance Recognition Assemblies</li> <li>● Targeted Instruction</li> <li>● Targeted referrals: Vision/Hearing</li> <li>● *Student Attendance Review Board</li> <li>● Study hall attendance</li> </ul>

**Tier 1 Universal Supports 80-90%**

Behavior/Socio-Emotional	Both	Academic
<ul style="list-style-type: none"> <li>● Setting Limits</li> <li>● Rewards Systems</li> <li>● Positive Behavior Intervention System (PBIS)/School Rules</li> <li>● Program Structures</li> <li>● Community Building</li> <li>● Teacher Buddy System</li> <li>● Classroom Meetings</li> <li>● Drop-in Lunch Consultation (Counselor)</li> <li>● Manchas Jaguares, weekly incentives</li> </ul>	<ul style="list-style-type: none"> <li>● After School Program Collaboration/check in/observations</li> <li>● Parent communication</li> <li>● Conferences/Progress Reports</li> <li>● Brain Breaks</li> <li>● Staff Self-Assessment Goal Setting</li> <li>● Executive Function such as organizational skills</li> <li>● Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>● 90/10 Bilingual Program</li> <li>● Common Core Math</li> <li>● Civic Action</li> <li>● Smarter Balanced Assessment</li> <li>● Common Planning Time (CPT)</li> <li>● Constructive Conversations</li> <li>● Benchmark Assessments</li> <li>● Bilingual Academic Program</li> <li>● *Co-teaching</li> <li>● Peer Observations</li> </ul>

<ul style="list-style-type: none"> <li>● Life Skills; monthly incentives</li> <li>● Clear behavior expectations with consistent follow through</li> </ul>	<ul style="list-style-type: none"> <li>● Horizontal/Vertical Articulation</li> <li>● Parent Teacher Conferences</li> <li>● Health Insurance Outreach</li> <li>● Common Planning Time (CPT)</li> <li>● Family Nights (Reading, Math, Health, Games, Cultural)</li> <li>● Provide psycho-educational resource materials to teachers</li> <li>● Culturally Responsive Teaching &amp; Learning (CRTL Strategies Recall, Organization/Planning, Prioritizing/Goal-setting, Eval/Critical Thinking Skills, Self-Management (ROPES))</li> <li>● Extensive scaffolding of skill development</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Volunteer Hours</li> <li>● *Readers Workshop</li> <li>● Writers Workshop</li> <li>● Expository Reading/Writing Course: MS (ERWC)</li> <li>● Developmental Reading Assessment (DRA)/Evaluación del Desarrollo de Lectura (EDL)</li> <li>● *Leveled Reading Text</li> <li>● Progress Reports</li> <li>● Parent Grade Level Representatives</li> <li>● *Lesson Study/Instructional Rounds</li> <li>● Increased length in instructional day</li> <li>● Vision/Hearing/Dental Screenings (Specific grade levels)</li> <li>● *School-wide literacy campaign (Reading Rewards)</li> <li>● Systematic Instruction of Phonemic Awareness &amp; Phonics (SIPPS) Curriculum</li> <li>● Community Partnerships (CSU Sacramento, UC Davis)</li> <li>● Closer monitoring of homework completion</li> <li>● Differentiated homework</li> <li>● Longer assignments chunked with frequent checks.</li> <li>● Assessments using multiple modalities</li> <li>● SDAIE/Sheltered Instruction Observation Protocol (SIOP) methodology for ELs</li> </ul>
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#### □ SUPPORT FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Embedded in the two-way language immersion program design is the challenge to learn about the world and communicate in two distinct languages. All LAS students experience a high level of biliterate communicative experience and challenge on a daily basis. Moreover, LAS personnel implement state adopted curricula and teacher-generated lessons, based on student interest and need in order to provide differentiated instruction for all students. Aligned with the components of the Gifted and Talented Educational Program Standards, a myriad of instructional strategies are embedded in the classrooms that foster enrichment and accelerated learning for identified students. Student interests and levels of proficiency guide the selection of content and instructional strategies for academic enrichment. Curricula may include creative writing, poetry, project-based exhibits, research-based position papers, academic competitions, and identifying community-based problems and possible solutions.

Overall, through their academic enrichment experiences, LAS students are provided with opportunities to showcase their bilingual, biliterate and academic skills in the school and the community.

#### □ SUPPORT FOR STUDENTS WITH DISABILITIES

The Language Academy of Sacramento (LAS) is committed to offer a high quality education to all students, including those identified with special needs. LAS will provide students with disabilities a Free and Appropriate Public Education (“FAPE”) within the Least Restrictive Environment (“LRE”). In an effort to meet these individualized needs, LAS will comply with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act (“IDEIA”), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”). LAS will not discriminate against any student based on his or her disabilities and will provide a high quality, research based education with a structured curriculum to all students.

#### English Learners with Individualized Education Plans

Research on English learners with learning disabilities clearly points to primary language instruction as a key component of effective special education instruction (Abedi, 2001; Artiles &

Ortiz, 2002; Genesee, Lindholm-Leary, Saunders & Christian, 2006). LAS is committed to working with the El Dorado County Charter SELPA to ensure that each student's special education needs are being met as outlined in their Individualized Education Program/Plan (IEP) and in accordance with applicable laws and SELPA policies and practices regarding students with exceptional needs.

### Child Find

LAS's intent is to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The charter anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Develop relations with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training to ensure an understanding of tools and techniques used to identify students who may have exceptional needs;
- Review of student assessment data, including but not limited to, state-mandated testing, to identify students who fall below expectations in their academic progress and are in need of additional support or services;
- Collection of comprehensive data on enrollment forms;
- Any and all requirements of SELPA and DISTRICT (as applicable) policies and procedures.

LAS will notify each school district about students newly enrolled at LAS and ensure that LAS receives any active IEP's for students who used to attend its schools in a timely manner. LAS will notify the new district when a student with an IEP leaves the charter school. These processes will occur by mailing notices to each district's special education director and via phone calls for follow up as necessary.

### SECTION 504 OF THE REHABILITATION ACT

LAS recognizes its legal responsibility to ensure that no qualified person with disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be

subjected to discrimination under any program of the charter school. Any student who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by LAS.

A 504 team will be assembled by the 504 Coordinator and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individual with Disabilities in Education Improvement Act (IDEIA) but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials are validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
- Test are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will be identified as a person with a disability is made by the 504 team in writing. Notice is given to the parent or guardian in their primary language along with procedural safeguards. During the evaluation, if the 504 team obtains information indicating possible eligibility for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the 504 team determines that the student has a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a Free and Appropriate Public Education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant documentation utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by LAS staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, including parents, guardians, teachers, substitutes, tutors, and any other significant participant in the student's education, must have a copy of the student's 504 Plan. The Executive Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that s/he review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in student's file. All student 504 Plans will be reviewed at least once per year to determine if accommodations remain appropriate, to discuss modifications to the plan, and to document continued eligibility.

□ SPECIAL EDUCATION PROGRAM DESCRIPTION

The special education program at LAS will be led by the Special Education Coordinator who will be directly responsible for ensuring that LAS is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are met. Whenever possible, students will be educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to the student's academic progress, LAS may utilize pull-out services to aid the student's academic success. Education Specialists will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SPED Coordinator, SPED teachers and/or the Executive Director of the school on how to successfully meet those responsibilities, and will implement any accommodations and modifications in the general education classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom), tutoring, counseling, physical, occupational, speech and language therapy services will be

provided either by LAS certified staff or specially contracted expert, professionals for those with special needs.

### Special Education Services

The Charter School will provide a free and appropriate education in the least restrictive environment to each student eligible under IDEIA. This will be done in accordance with the IDEIA, Education Code requirements, and applicable policies, procedures, and forms of the El Dorado County Charter SELPA.

### Staffing

The charter school will be responsible for the hiring, training, and employment of site staff necessary to provide special education services through direct hire or contracted through agencies. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies and legal requirements.

### Identification and Referral

The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have a susceptible disability. Students will be referred to special education only after intervention resources of the general education program have been implemented.

### Assessments

The Charter School's special education team will determine what assessments, if any, are necessary and arrange for the administration of such assessment for referred or eligible students in accordance with the applicable law. The Charter School shall obtain parent/guardian consent to assess students.

### IEP Meetings

The Charter School shall arrange and notify team members of necessary IEP meetings. The IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the student's

parent/guardian, a designated school administrator, the case manager, the general education teacher, the student if appropriate, and other related special education service provider.

#### IEP Development

The Charter School understands that decisions regarding eligibility, goals, objectives, program services, placement, and exit from special education is the decision of the IEP team. Special Education Program services and placement shall be provided to all eligible Charter school students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

#### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. Parents shall be provided with reports on student progresses at the frequency indicated in the student's IEP.

#### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students with individualized educational plans and transferring into the Charter School within the academic school year. The Charter School shall provide a free and appropriate education including with services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

#### Non-Public Placement/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students

#### Non-Discrimination

It is understood and agreed that all children have access to Language Academy of Sacramento and no student shall be denied admission or counseled out of the Charter School regardless of the



nature, extent or severity of the disability or due to the students' request for, or actual need, for special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School maintains policies for responding to parental concerns or complaints related to special education services. The Charter school shall receive concerns raised by parents/guardians regarding related services and rights. The designated representative will investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearing

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parent/guardian file for a due process hearing, or request for mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School shall represent itself at SELPA meetings.

#### Funding

The Charter School is subject to the allocation plan of the El Dorado County Charter SELPA.

#### Accommodation Strategies to Ensure Effective Teaching and Learning of Special Education Students

1. Have students with learning disabilities underline key words or directions on activity sheets
2. Pace instruction carefully to ensure clarity
3. Encourage students to practice using technical words in exchanges among peers
4. Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions
5. Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text
6. Use the Elmo projector with an outline of the lesson

7. Suggest that students use both visual and auditory senses when reading the text
8. Reduce course load for student with learning disabilities
9. Review relevant material, preview the material to be presented, present the new material, then summarize the material just presented
10. Provide clear copies of lesson notes and overhead presentations as needed
11. Read aloud material that is written on the whiteboard and/or on the projector
12. Provide students with chapter outlines or student guides that cue them to key points in their readings
13. Offer to read written material aloud, when needed
14. Provide a course syllabus before class begins
15. Announce readings and assignments well in advance
16. Ask questions in a way that helps the student gain confidence
17. Consider alternate activities that are more accommodating for the student but meet the same objectives
18. Keep oral instructions logical and concise. Reinforce them with a brief cue words
19. Clearly label equipment, tools, and materials. Color code for enhanced visual recognition
20. Repeat or restate complicated directions
21. Eliminate classroom distractions such as excessive noise, flickering lights, etc.
22. Outline class presentations on the whiteboard
23. Outline material to be covered during each class period
24. Establish the clarity of understanding that the student has about class assignments
25. Give assignments both in written and oral form
26. Have practice exercises available for lessons, and pre-teach material
27. Present new and/or technical vocabulary on the whiteboard
28. Provide and teach memory associations (mnemonic strategies)
29. Support one modality of presentation by following it with instruction, then use another modality
30. Talk distinctly and at a rate that the students with a learning disability can follow
31. Technical content should be presented in small, incremental steps
32. Assist the student to borrow classmates' notes as needed
33. Use plenty of examples, oral or otherwise



34. Use straight forward instruction with step by step unambiguous terms
35. Write legibly, use large type; do not clutter the whiteboard
36. Use props to make narrative situations more vivid and clear

### SELPA Membership

The Language Academy of Sacramento has a partnership with the El Dorado County Office of Education Charter SELPA as an independent Local Education Agency (LEA) to ensure that a free and appropriate education is provided to all students with exceptional needs.

LAS shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA. As such, State and Federal funding shall be allocated directly to LAS per allocation plan of the EDCOE Charter SELPA. LAS will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

As required of LEA members within the EDCOE Charter SELPA, The Charter School provides the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students, including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.

- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
  
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.
  
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
  
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
  
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

LAS shall comply with all requirements of the Federal Individuals with Disabilities in Education Improvement Act (IDEIA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by the Charter SELPA and/or CDE. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEIA are met, and each child is well served.

The LAS SPED team will develop a professional development plan based on the needs of the team to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting compliance with state and federal statutes and reporting requirements. Professional development will be provided regarding best practices that support the specialized learning needs of students with disabilities in the least restrictive environment.

□ NUMBER OF SCHOOL DAYS AND INSTRUCTIONAL MINUTES FOR EACH GRADE LEVEL

	<b>FY 2018</b>	<b>FY 2019</b>
First School Day	08/14/2017	08/13/2018
Last School Day	06/01/2018	05/30/2019
Instructional Days	179	179
Instructional Minutes – K (36,000)	45,030	45,030
Instructional Minutes – Gr1- Gr3 (50,400)	55,770	55,770
Instructional Minutes – Gr4- Gr8 (54,000)	57,780	57,780

LEARNING TIME

The LAS school calendar and instructional day have been adjusted to provide extended educational opportunities above and beyond those required by the state of California in order to meet the goals of the charter.

Extended educational opportunities at LAS include both extra academic support in core subjects and enrichment classes. Since 2010, LAS has implemented an After School Education and Safety (ASES) grant. Through this grant LAS has been able to provide a highly engaging after school program that serves approximately 160 students, Monday- Friday until 6PM. The program balances access to arts and music with homework support, math, and language arts instruction. In addition, students have the opportunity to participate in weekly after-school enrichment classes sponsored by the Language Academy and collaborating community partners. Enrichment classes have included Folklorico Dance, Health and Fitness classes (e.g. Zumba, jump rope), Arts and Crafts, Theatre, Classical Ballet, Violin, Robotics, and Guitar. A third after school program, the YMCA, was added due to increasing need. In collaboration with the

YMCA, families have another option for their student(s) to receive quality afterschool learning time. Given the high quality and variety of in-school and after-school opportunities outlined above, it is evident that all aspects of the LAS program structure work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence while meeting grade-level academic expectations.

□ TECHNOLOGY AND MATERIALS AVAILABLE TO STUDENTS INCLUDING STUDENT TO COMPUTER RATIO

LAS has a robust inventory of technology equipment available to students, creating a 5:1 Grade K-1 and a 1:1 Grades 2-8 student to technology ratio.

Even prior to the Common Core State Standards (CCSS) inception, LAS began building its infrastructure for technology. Currently, LAS uses technology as a tool for research, communication (including translation), and production of presentation materials. In preparation for active educated participation in the 21<sup>st</sup> century, it is imperative that LAS students acquire skills to access the virtual world. On demand and accessible 24/7, technology continues to play an integral role in the increasing information database.

LAS has committed its resources to state of the art technology that includes the latest Microsoft Active Directory Domain Servers coupled with a Lightspeed Systems Content Filter housed locally onsite. Having user accounts, data storage and local web filtration systems locally allows LAS to have the granularity needed without sacrificing internet traffic bandwidth, and ensures full access control of the LAS network resources at all times. In the event that internet traffic is down, all local resources such as local AD server, home folders, and any local data storage continue to be available to ensure uninterrupted instruction.

By acquiring Microsoft Active Directory, the LAS campus will have combined the best network management system, learning management system and content management system. LAS uses Illuminate as the school's student information system and as the data system of record for all student achievement data. Together, LAS future technology infrastructure not only meets the demands for the CCSS Smarter Balanced Assessments, but also creates an environment where learning is fully integrated with resources from the global classroom resources.

It is a common scene for LAS visitors to see entire classrooms of students with laptops on their desks engrossed in group research and individual writing. Document readers and projectors are in the classrooms which students comfortably utilize to share their written paper projects in front of an audience. Students start creating multimedia presentations by fourth grade, and develop their presentation skills through grade eight in all subjects.

For several years, LAS students have had access to an English and Spanish online study program, Study Island, where they can practice science, history, and math, both inside and outside of school. Since its implementation, LAS has shown a significant increase in Science, History and Algebra state exam results. Prior to the 2009-10 pilot year of the online program, the percentage of Proficient/Advanced Grade 8 students in History was 21%. Since its implementation, History scores have ranged from 59%-65%. Improvement is also evident in Grade 8 Science, with Proficient/Advanced scores increasing from 39% in the non-pilot base year to a range of 64%- 85% and in Algebra 1, from 47% to 88%-100% of students scoring Proficient/Advanced, in the subsequent implementation years.

Building a solid technology infrastructure that is fully integrated in teaching and learning will continue to be a priority at LAS. After all, it is an essential experience, and a prerequisite to developing independent, life-long learners in the 21<sup>st</sup> century.

#### □ LCAP EXECUTIVE SUMMARY (Excerpt from LAS LCAP)

On February 19, 2004, the SCUSD School Board unanimously voted to approve the 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 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

#### LAS Demographics

During the 2017-18 year, LAS demographic data constituted 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualified for Special Education services. Ethnicity data revealed that 94% of students were Latino, 2% Black/African American, 3%

White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

#### LAS Academics

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, and community partnerships to enrich the curriculum. Currently In its 14<sup>th</sup> year, LAS has become the area’s only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

#### □ 8 STATE PRIORITIES AND LAS LCAP GOALS

<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP1: Basics: Teachers, Instructional Materials, Facilities</b>			
<i>Provide all students access to fully credentialed teachers</i>	FY17 and FY18: 100% of teachers are fully credentialed	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	Maintain 100% of teachers fully credentialed  <i>(Percentage of properly credentialed teachers)</i>
<i>Provide students access to standards-aligned instructional materials</i>	Instructional materials are researched based, implemented with fidelity within the context of a dual language program, and aligned with	All core subjects instruction are based on Common Core State Standards	Record of research and purchase: CCSS aligned curricula  Implementation support by school leadership

	Common Core State Standards		<i>(Percentage of students with access to standards-aligned instructional material)</i>
<i>Provide facilities in good repair</i>	FY17 and FY18: SARC rating “Good”	Facilities Committee continues to address the short and long term vision for the school, including updates to ADA compliant projects.  Ensure hiring of exemplary staff to help with continued maintenance of the facility	Maintain an overall rating of “Good” on SARC  <i>(Facilities in good repair per SARC)</i>
<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP2: Implementation of state standards</b> and addressing how EL students will be enabled to gain academic content knowledge and English language proficiency			
<i>Provide an educational experience where alignment of all curriculum and assessments in core subjects, including ELD standards within the dual immersion context, ensure biliteracy for all students</i>	FY17 and FY18 Professional development learnings reflect a 100% focus on CCSS aligned curriculum, instruction and assessment, learning and teaching best practices, including foundational trainings of ELD standards and the new ELPAC statewide assessment for English language proficiency.	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.	Professional Development Calendar that reflects CCSS and ELD trainings  Implementation support by school leadership  <i>(Full implementation of the academic content and performance standards adopted by the state board)</i>



			<i>(Strategic tandem implementation of CCSS and ELD standards that enable English learners to access academic content knowledge and gain English language proficiency)</i>
<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP3: Parent engagement</b> , including efforts to seek parent input for making decisions and to promote parent participation of unduplicated students and those with exceptional needs			
<i>LAS: Volunteerism</i>	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively	Continue the annual calendar of meetings and events for families to participate, share their voice about student learning and how they can volunteer to help achieve school goals.	Maintain or increase current data of annual total number of volunteer hours  <i>(LCAP reported items: Annual total number of volunteer hours)</i>
<i>LAS: Voter participation</i>	FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Continue to share the importance of voting participation as an independent governing charter school	Maintain or increase current percentage of voter participation in governance elections  <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i>
<i>LAS: Stakeholder Satisfaction</i>		Continue to reflect on annual survey data to implement key	Maintain or increase current percentage of at least 90% of annual



		initiatives that help expand parent engagement	survey participants who would “recommend the school to others.”  <i>(LCAP Reported Items: Annual satisfaction data based on annual stakeholder survey)</i>
<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP4: Student Achievement</b> based on statewide assessments, percentage of ELs making progress in ELPAC, and EL reclassification rate			
<i>Student achievement and biliteracy for all students</i>	Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: <i>Establish new baseline based on ELPAC after 2yrs of implementation</i> Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Maintain End of Stage 3 (7-8) SBAC ELA and Math performance data to be at comparable/ competitive trajectory  Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (7-8) 5% increase reclassification rate annually  <i>(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)</i>

<p><b>State Priority Description</b></p> <p><i>Sub-Priorities</i></p>	<p><b>Measurable Goals to Achieve Sub-Priorities</b></p>	<p><b>Actions to Achieve Measurable Goals</b></p>	<p><b>Measurable Outcome to Define Success</b></p> <p><i>(Methods of Measurement)</i></p>
<p><b>SP5: Student Engagement</b> based on school attendance rates, chronic absenteeism rate, and middle school dropout rate</p>			
<p><i>Student engagement and building confidence and life skills for all students</i></p>	<p>FY17 and FY18 Data: Attendance rate Actual: 97%</p>	<p>Continue to closely monitor student attendance trends</p>	<p>Attendance rate of 95% or above</p> <p><i>(Annual attendance rate)</i></p>
<p><i>Low chronic absenteeism rate</i></p>	<p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p>	<p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p>	<p>Chronic Absenteeism rate of less than 3%</p> <p><i>(Annual chronic absenteeism rate)</i></p>
<p><i>Low middle school dropout rate</i></p>	<p>Dropout for middle school at zero rate</p>	<p>Continue review of annual student survey data for improvement areas</p>	<p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate Annual student survey data)</i></p>

<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP6: School Climate-</b> Suspension rate and expulsion rate Other local measures, including survey of pupils, parents and teachers regarding school climate, school safety and connectedness			
<i>School climate and building confidence, leadership, and critical thinking skills for all students</i> <i>Low suspension rate</i>	FY17 and FY18: Suspension rate = 1.9% and less than 1%, respectively	Continue high level of student engagement academically and socio-emotionally	Suspension rate goal of 2% or less  <i>(Annual suspension rate)</i>
<i>Low expulsion rate</i>	Expulsion rate= 0% for both years		Expulsion rate goal of less than 1%  <i>Annual expulsion rate</i>
<i>High participation rate</i>	FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively Families: 69% and 67%, respectively Staff: 95% and 98%, respectively	Continue administering stakeholder survey data annually and monitor for areas of improvement	Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5% increase for family survey completion  <i>Annual stakeholder survey data:</i> <ol style="list-style-type: none"> <li>1) Families</li> <li>2) Staff</li> <li>3) Students</li> </ol>

<p><b>State Priority Description</b></p> <p><i>Sub-Priorities</i></p>	<p><b>Measurable Goals to Achieve Sub-Priorities</b></p>	<p><b>Actions to Achieve Measurable Goals</b></p>	<p><b>Measurable Outcome to Define Success</b></p> <p><i>(Methods of Measurement)</i></p>
<p><b>SP7: Course Access</b> - Broad course of study that included all the subject areas described in 51210 and 51220(a)(i) as applicable; Programs and services developed and provided to unduplicated pupils and students with exceptional needs</p>			
<p><i>Course access and its role in supporting the fulfillment of LAS mission</i></p> <p><i>1) LAS students are enrolled in broad course of study. As a DLBE program, students receive instruction equivalent to advanced level of foreign language study</i></p>	<p>100% of students have access to broad course of study, including: PE, visual and performing arts technology, and global language</p>	<p>Continue elective courses offerings in middle school</p>	<p>100% of MS students participate in elective courses</p> <p><i>(Course offering archives)</i></p>
<p><i>Set events on schooling pipeline</i></p>	<p><i>Facilitated transition of graduates to local high schools</i></p>	<p>Continue Senderos al Exito (SALE) meetings where LAS Gr8 families learn about high school programs</p> <p>Continue facilitated support of Gr8 students as they apply to local high schools</p>	<p>100% Gr8 students and families are provided the SALE venue and have access to staff support in understanding high school applications and transitions</p> <p><i>(Calendar of Middle School Events and attendance sign up forms)</i></p>

<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP8: Other Student Outcomes-</b> Pupil outcomes (if available) in the subject areas described in 51210 and 51220(a)(i) as applicable			
<i>LAS Mission: BILITERACY- Spanish language proficiency</i>	EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	<i>At least a 5% increase in Spanish grade level EDL percentage by End of Stage 2 (Gr6) annually</i>
	Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	Continue administration of Gr8 diagnostic College Board exams in Spanish	Gr8 College Board Tests in Spanish comparative performance data to College Board average score  <i>(Gr8 College Board Spanish test data)</i>

❑ **ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

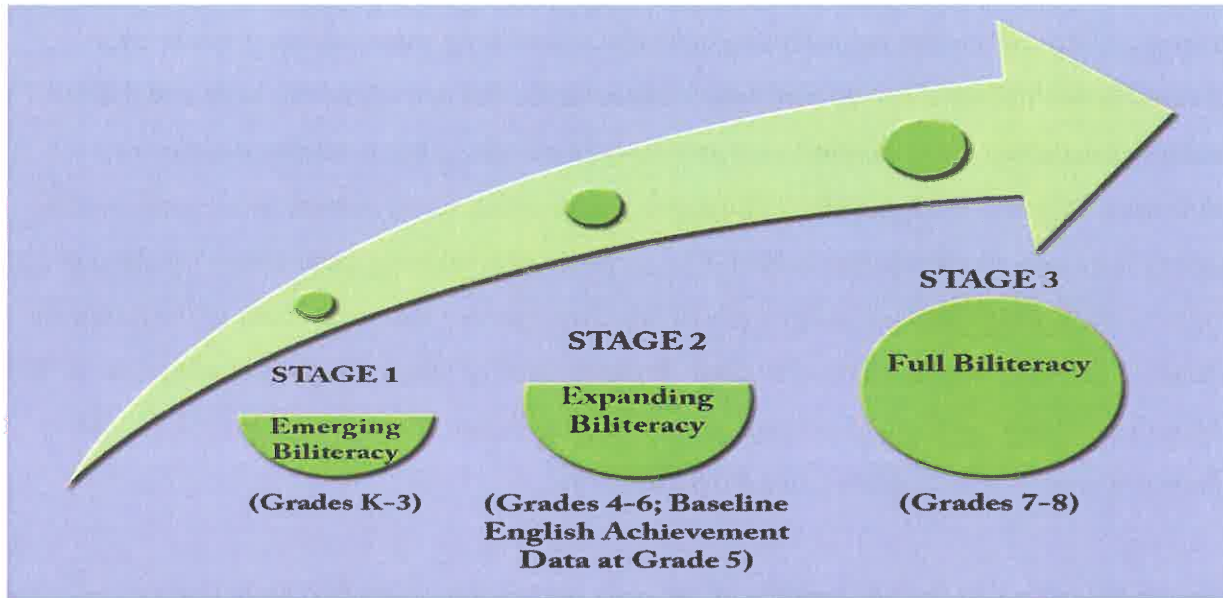
*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school.*

*California Education Code Section 47605(b)(5)(B)*

*Assurance: LAS will pursue the following schoolwide and subgroups outcomes goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the Common Core) as well as applicable state priorities detailed in California Education Code 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria: i. The subgroup consists of at least 50 pupils each of whom has a valid test score. ii. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores. (CA Education Code 47607(a)(3)(B)*

Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Steele, Salter, Zamarro, Miller, Burkhauser, Bacon, 2015; Thomas & Collier, 2002; Thomas & Collier, 2014; 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 early 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. The figure below illustrates the expected biliteracy progression for LAS students, and demonstrates an upward trajectory for Grades 7 & 8 students scoring at Standard Met or Standard Exceeded in state standardized assessments.

## LAS BILITERACY GRADE SPAN PROGRESSION



### E2 - Measurable Student Outcomes

<b><u>SBAC</u></b> <b><u>ELA</u></b>	Number of Students Tested 2017-18	% Standard Met/Exceeded 2017-18 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18	Comp School 1 Pacific 77 of students: % Standard Met/Exceeded 2017-18	Comp School 2 Oak Ridge 246 of students: Standard Met/Exceeded 2017-18	Comp School 3 Will C Wood 323 of students: % Standard Met/Exceeded 2017-18
- Site	368	8	27	35	39	35	40	17	15	31
- African American	8	*	*		45					
- American Indian or Alaska Native	0									
- Asian	0									
- Filipino	0									
- Hispanic or Latino	349	9	25	34	37	34	31	16	15	25
- Pacific Islander	0									
- White	8									



- Two or More Races	3										
- Male	178	12	19	25	30	31	35	11	16	26	
- Female	190	5	34	42	46	39	45	22	15	36	
- English Learner	476	0	5	7	13	5	8	5	7	2	
- Reclassified-Fluent English Proficiency (RFEP)	99	10	42	54	66	52	58	42	35	48	
- Students with Disabilities	51	12	0	16	18	12	15	0	14	6	
- Economically Disadvantaged	275	10	19	28	30	29	31	15	14	30	
- Foster Youth	2										
- Homeless Youth	4										
<b>Grade 3</b>	66	10	13	20	11	23	36	17	17		
<b>Grade 4</b>	66	2	23	27	29	25	38	14	15		
<b>Grade 5</b>	66	8	21	32	32	29	36	18	12		
<b>Grade 6</b>	68	-2	37	38	48	35	38	18	17		
<b>Grade 7</b>	61	19	33	60	60	52	43			32	
<b>Grade 8</b>	41	13	46	46	71	59	44			30	
<b>Grade 11</b>											
<b><u>SBAC Math</u></b>	Number of Students Tested 2017-18	% Standard Met/Exceeded 2017-18	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18	Comp School 1 Pacific 77 of students: % Standard Met/Exceeded 2017-18	Comp School 2 Oak Ridge 246 of students: Standard Met/Exceeded 2017-18	Comp School 3 Will C Wood 323 of students: % Standard Met/Exceeded 2017-18	
- Site	368	4	24	29	31	28	32	19	14	21	
- African American	8		*	*	36						
- American Indian or	0										



Alaska Native										
- Asian	0									
- Filipino	0									
- Hispanic or Latino	349	4	22	28	29	26	23	22	11	12
- Pacific Islander	0									
- White	8									
- Two or More Races	3									
- Male	178	4	24	25	27	28	32	22	18	21
- Female	190	4	24	32	34	28	32	17	10	21
- English Learner	476	-4	10	5	11	6	9	14	6	5
- Reclassified-Fluent English Proficiency (RFEP)	103	3	37	42	49	40	42	34	32	32
- Students with Disabilities	51	10	0	14	18	10	13	0	14	2
- Economically Disadvantaged	275	3	19	22	22	22	24	18	14	20
- Foster Youth	2									
- Homeless Youth	4									
<b>Grade 3</b>	66	0	28	33	27	28	38	28	14	
<b>Grade 4</b>	66	-6	20	19	32	14	35	17	13	
<b>Grade 5</b>	66	5	12	29	12	17	25	9	10	
<b>Grade 6</b>	68	1	25	19	35	26	34	23	19	
<b>Grade 7</b>	61	27	26	47	36	53	32			21
<b>Grade 8</b>	41	1	36	30	52	37	32			21

<u>ELPAC</u>	2017 -18				<u>CELDT</u>	2016-17	2015-16	2014-15
Number Tested	233				Number Tested	249	222	209
Well Developed	-				Reclassified (# of students)	22	15	41
Moderately Developed	-				Advanced (# of students)	16	5	10
Somewhat Developed	-				Early Advanced (# of students)	53	50	36
Minimally Developed	-				Intermediate (# of students)	96	94	84
					Early Intermediate (# of students)	47	48	49
					Beginning (# of students)	37	25	30
<u>Key Performance Indicators (KPI)</u>	2017 -18	2016-17	2015-16	2014-15				
KPI-2: % of 8th Grade On Track to Graduate	-	100.0%	-	-				
KPI-3: Kindergarten Attendance Rate	95%	97.0%	-	-				
KPI-4: Chronic Absence Rate	3.20%	2.9%	-	-				
KPI-5: Suspensions Rate	0.85%	1.9%	-	-				
KPI-6: Math Benchmarks (3,6,8,11)	-	-	-	-				
KPI-7: ELA Benchmarks (3,6,8,11)	-	-	-	-				
KPI-8: Increased Positive	See LCAP pages	See LCAP	-	-				

School Climate Rate	9,10- ,39	pages 11-12							
KPI-9: Participation in Expanded Learning Rate	51%	68%	-	-					
KPI-10: Participation in Advanced Learning Rate	-	-	-	-					
KPI-A: 3rd Grade Reading	9%	9%	-	-					

<b><u>CST/CAST Science</u></b>	Number of Students Tested for 2017-18 (Field Test)	Standard % Standard Met/Exceeded 2015-16 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16
Grade 5	66	10	77	87
Grade 8	41	-8	82	74

□ **SCHOOLWIDE PERFORMANCE GOALS TO BE ACHIEVED OVER A GIVEN PERIOD OF TIME**

The Language Academy of Sacramento key charter goals highlighted below are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

□ LAS KEY CHARTER GOALS

LAS Goals and Metrics	<b>LAS Mission (M) Alignment:</b>  <b>M1: Biliteracy</b> <b>M2: Confidence/Life Skills</b> <b>M3: Leadership/Critical Thinking</b>	<b>CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)</b>
<b>LAS Goal #1</b>		
<b>Description: Low Chronic Absenteeism</b>		
G1.0 Attendance rate of 95% or above	M2	SP5, KP4
<b>LAS Goal #2</b>		
<b>Description: Low Suspension Rate</b>		
G2.0 Suspension rate lower than 2%	M2	SP6, KP5
<b>LAS Goal #3</b>		
<b>Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)</b>		
<b>External Accountability:</b> <b>G3.0 <u>SBAC % of students who meet ELA standards-</u></b> <b>By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC ELA baseline</b>	M1	SP4, KP7
<b>G3.1 <u>End of Stage 3 (7-8) SBAC ELA-</u></b> Maintain performance data to be at comparable/ competitive trajectory with the state, district, and neighboring schools		
<b>Internal Accountability:</b> <b>G3.2 <u>LAS Benchmark DRA/EDL-</u></b> By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth		

from the beginning of the year to the end of year reading assessment data in English and Spanish		
<b>Goal #4</b>		
<b>Description: High Achievement in Mathematics</b>		
External Accountability: G4.0 <u>SBAC % of students who meet Math standards-</u> By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline	M1	SP4, KP6
G4.1 <u>End of Stage 3 (7-8) SBAC Math-</u> Maintain performance data to be at comparable/ competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G4.2 <u>LAS Benchmark MAP Math-</u> By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year math assessment data		
<b>Goal #5</b>		
<b>Description: Upward trajectory of EL Progress</b>		
External Accountability: G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 (Gr8).	M1	SP2
Internal Accountability: G5.1 <u>LAS Reading Benchmark-</u> By end of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the read reading assessment data		
<b>Goal #6</b>		
<b>Description: High Satisfaction Data from Climate Survey</b>		
G6.0 <u>Student Annual Survey Data:</u> 90% or higher of students will agree with the statement, "I like my school."	M3	SP3, SP5, KP8

<p><u>G6.1 Family Annual Survey Data:</u> 90% or higher of families will agree with the statement, “I would recommend the school to others.”</p>		
<p><u>G6.2 Staff Annual Survey Data:</u> 90% or higher of staff will agree with the statement, “I would recommend the school to others.”</p>		

❑ **ELEMENT 3: PUPIL PROGRESS**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*

*California Education Code Section 47605(b)(5)(C)*

*Assurance: LAS shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revision of Education Code that are applicable to charter schools. As established in the previous section, LAS will be utilizing diverse assessments that are aligned with the curriculum and instruction program, compliant with state expectations. They will be administered according to the assessment cycle as described in this section.*

The Language Academy of Sacramento’s dual language immersion educational program is rooted in Common Core State Standards and a strong data-driven learning culture. Embedded in the LAS academic program design are six components: 1) research, 2) professional development, 3) curriculum design, 4) assessment and accountability, 5) instruction, and 6) support structure. As current legislation changes affect statewide standards, curriculum, assessments and accountability, LAS begins at component one, research, and ensures that full implementation of the other five program components are aligned, in compliance, and fulfilled in the charter school mission.

LAS will comply with all requirements pursuant to CA Ed. Code 57605(b)(5)(A)(ii) including development of annual goals for all pupils and for each subgroup of pupils as identified in CA Ed. Code 52052. LAS will also comply with all requirements for each of the applicable eight (8) state priorities in CA Ed. Code 52060(d). LAS will comply with all elements of the Local

Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. LAS reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

In accordance with CA Ed. Code 47605 (b)(5)(A)(ii), LAS shall include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

- DESCRIPTION OF SUBSTANTIVE AND NORMED ASSESSMENTS UTILIZED NOT INCLUDING CAASPP, ELPAC, CST/CAST AND PFT

## READING ASSESSMENT

LAS uses a portfolio of reading assessments, specific to the target language of literacy for the particular grade level. In the K-2 primary grades, reading assessments are conducted in Spanish. By Grade 3, student reading assessments begin in two languages: Spanish and English.

### LAS Instructional Reading Benchmark Assessments (EDL & DRA) Guidelines

The following are guidelines for reporting student reading progress:

- EDL and/or DRA will be used to find students' independent reading levels. This score along with teacher observation will be used to determine instructional reading level. Instructional reading levels are targeted at least one or two levels above the students' independent reading level.
- Teachers are responsible for reporting independent reading levels at least two times per year and for maintaining an ongoing record of instructional reading level progress for instructional purposes. DRA and EDL testing protocols will be followed to maintain testing reliability and efficacy.
- Classroom teachers, with the support of the literacy coach, should administer ALL EDL/DRA assessments. Instructional Aides and Interventionists can administer follow up



running records (EDL/DRA/PM) to inform their instruction, but they should not administer initial and final assessments.

- Education Specialists will collaborate with classroom teachers on possible accommodations/modifications of DRA/EDL administration and scoring for students receiving “specialized academic instruction” in reading per their IEP. Refer to list of modifications and accommodations.
- It is expected that the running record (RR) assessments and anecdotal notes will be used to monitor progress throughout the school year.
- To the extent possible, teachers are to report independent reading levels for Oral Reading Fluency AND Comprehension.

Example of Teacher Reporting Dates per school year:

Reporting Window One - Data Due: September

Reporting Window Two - Data Due: January

Reporting Window Three - Date Due: April

The LAS's goal is for students to reach or exceed a level 60 in both Spanish and English by the end of 6th grade. Grade level curriculum and assessments will be utilized to continue monitoring progress in reading.

## WRITING ASSESSMENT

In the primary grades, LAS writing assessments focus on developing written literacy in Spanish. Beginning in Grade 4, LAS students take Writers Workshop On-Demand at least three times a year, in Spanish and English. Staff use established rubrics with a focus on structure, development, and conventions, based on the state standards and then calibrate in teams to score writing per a given grade level. In the past two years, LAS staff have embarked on learning about changes in writing instruction as inspired by the Common Core State Standards (CCSS). Teachers from Grades 6-8 have received training in the Expository Reading and Writing Course (ERWC) and have begun implementing the instructional design of the program in English and Spanish.

Recently, LAS implemented the reading and writing workshop model as the basis for reading and writing instruction. These research-based practices allow teachers and students to spend

time teaching and learning the skills necessary to become proficient readers and writers, as well as giving students the time needed to practice these skills. Language Academy of Sacramento teachers are employing the Teacher's College Reading and Writing Project's (TCRWP) approach to their reading and writing workshops.

Example of Writers Workshop Post Unit On-Demand Assessment Data Date Submission:

- Window One: November
- Window Two: March
- Window Three: May

## MATHEMATICS ASSESSMENT

LAS students take at least three mathematics benchmark assessments per year. LAS teachers administer Measures of Academic Progress (MAP), a computer adaptive assessment to measure students' learning growth. This test helps teachers identify where each student is currently ready to learn. LAS students take the test at the beginning of the school year, in the winter, and at the end of the school year.

After completing a MAP test, students will get a Rasch UnIT (RIT) score. The RIT score is an estimate of a student's instructional level. The RIT scale also measures students' progress and academic growth from year to year. The expectation is for the RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who achieve a higher RIT score often show less growth.

Kindergarten through Grade 2 classes utilize a curriculum based, math benchmark in Spanish. Grade 2 to Grade 8 use a MAP benchmark assessment. Depending on the language of instruction used for the particular subject, Grades 2-8 students take additional math assessments in Spanish and/or English.

## EXTERNAL REPORTING

LAS maintains sufficient staff and systems, including technology, required to ensure timely reporting of necessary data with the law, and compliance to meet all reasonable inquiries from District and other authorized reporting agencies.

LAS will comply with the Local Control Accountability Plan (LCAP) and relevant deadlines, state priorities, formats and related regulations and compliance requirements. The LCAP shall be developed in accordance with a template adopted by the state board. The plan will be reviewed and updated annually, including a budget to implement the actions described in the plan. The plan will be submitted to, but not approved by, the charter authorizer. Through the LAS's governing venues, various stakeholder groups will engage in the plan's development and review.

External reporting of results to parent stakeholders, i.e. listed measurable outcomes and methods of measurement for achievement, are available for each individual student and his/her parents to view at all times via Illuminate's secure web-based platform. This platform can be accessed from any Internet connection or on specifically designated computers at LAS during regular operating hours.

□ DESCRIPTION OF HOW CHOSEN ASSESSMENTS ARE APPROPRIATE FOR STANDARDS AND SKILLS THEY SEEK TO MEASURE

**QUANTITATIVE AND QUALITATIVE ASSESSMENTS**

The proposed methods used to measure pupil progress towards appropriate grade-level student outcomes include:

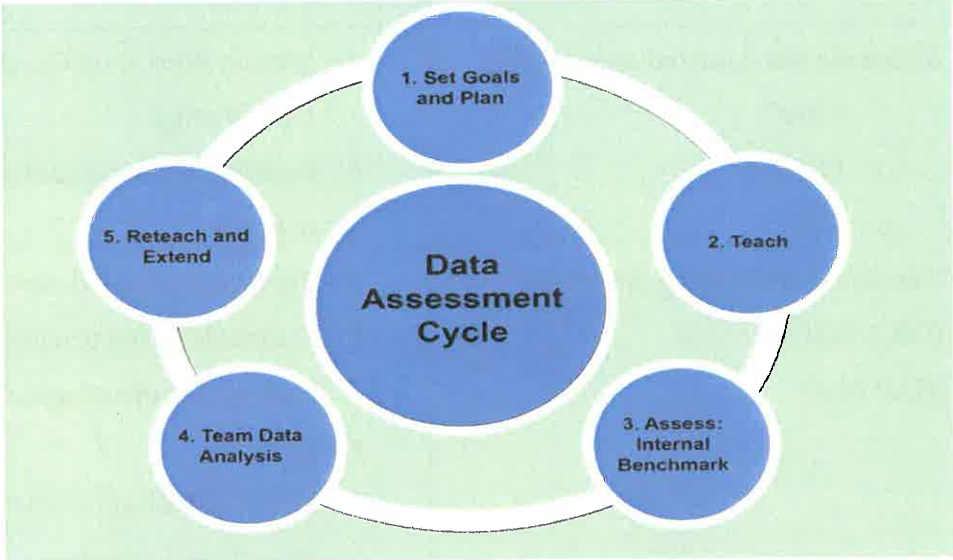
<b>Quantitative Assessments</b>	<b>Qualitative Assessments</b>
<ul style="list-style-type: none"> <li>● Statewide standardized assessments               <ul style="list-style-type: none"> <li>○ SBAC</li> <li>○ ELPAC</li> <li>○ PFT</li> </ul> </li> <li>● Development Reading Assessment (DRA/EDL)</li> <li>● MAP Math</li> </ul>	<ul style="list-style-type: none"> <li>● Writers Workshop On-Demand Post Unit Writing</li> <li>● Portfolios to analyze student progress over time</li> <li>● Performance-based assessments</li> <li>● Standards-based teacher generated protocol for observation</li> <li>● Journals</li> <li>● Formal classroom presentations of projects and reports</li> </ul>

	<ul style="list-style-type: none"> <li>● Self-assessments – reflections on long-term and short-term learning</li> </ul>
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The LAS academic program is standards-based and data-driven. Multiple sources of data, including the California state content and performance standards, form the basis of the school’s teaching. Performance assessments will be evaluated with the use of common benchmarks and rubrics; both will be analyzed on a regular basis to help drive the school’s educational program. Both teachers and students will use the rubric to score the work and make improvements. The rubrics will be used to inform students and parents about the standards for student work. The expectation is that both computer-adaptive quantitative and qualitative rubric-based assessments used throughout the year will show growth over time.

**DATA ASSESSMENT CYCLE**

The data assessment cycle at LAS reflects an organized, intentional, and differentiated process for each teacher and grade-span level. During grade-level team and school leadership meetings, staff engage in professional dialogue about aspects of the data assessment cycle that need improvement.



□ PLAN FOR COLLECTING, ANALYZING, AND REPORTING DATA ON PUPIL ACHIEVEMENT TO SCHOOL STAFF, SITE GOVERNANCE, STUDENTS, AND PARENTS

LAS staff collect and analyze student achievement data on a regular basis, and provide student achievement data to staff, parents, guardians, and the District.

Academic Conferences serve as a forum for staff to monitor the progress of each and every child in the program. This system allows teachers to examine both qualitative and quantitative data to gauge student progress and guide instruction. At each Academic Conference, teachers review individualized student goals for academic achievement, examine current student data, reflect on student progress, determine new goals for student achievement, and plan instruction accordingly.

Assessment data is shared with students' families on a regular basis. During Parent Teacher Conferences, teachers review and discuss student academic progress. Parents are made aware of their child's progress and that of the school as a whole. During Parent Association meetings, families receive training on how to read and interpret results from standardized exams.

Assessment results are also shared with students themselves. Teachers work with students to analyze academic strengths and identify areas for improvement. Based on assessment data, students and teachers work together to set short-term and long-term goals and monitor academic progress toward these goals.

LAS uses the State Board approved standardized tests to assist in identifying academic strengths and weaknesses of students. Additionally, LAS administers a standardized exam in Spanish and the California Physical Fitness test to inform the school program. Every summer, LAS has staff meetings to analyze data comprehensively. A school-wide plan for professional development is based on this data.

LAS uses many internal assessments to inform daily instruction. The internal assessments are based on adopted curriculum. These LAS academic assessments provide important benchmarks to monitor a student's progress towards reaching the state standards.

□ PLAN FOR UTILIZING DATA CONTINUOUSLY TO MONITOR AND IMPROVE THE EDUCATIONAL PROGRAM

After every administration of benchmark exams, student data is analyzed at several levels – classroom, grade level and school-wide. Through weekly common planning time (CPT) and bimonthly horizontal and vertical articulation meetings, teachers review the most recent assessment data and make instructional plans and decisions accordingly. These meetings are coordinated with the literacy coach, educational specialists, and other members of the MTSS team. If any student is not making sufficient progress toward the benchmark targets, teachers, parents or administrators may begin recommendation for MTSS intervention programs and/or a Student Study Team meeting.

EDUCATIONAL TECHNOLOGY FOR DATA, LEARNING, AND ASSESSMENT

LAS intends to be a leader in collecting, analyzing, and acting on data in order to maximize student learning. LAS has contracted with Illuminate as the school’s student information system and as the data system of record for all student achievement data. Illuminate links to Activate Instruction, a free foundation-sponsored curriculum management system which enables teachers, parents, and students to access the very best curated content from high performing schools around the country. With Activate’s highly modular structure, teachers can create custom playlists of assessments, instructional content, and experiences based on individual student learning needs, while integrating other digital content and tools from providers like Khan Academy.

□ METHOD FOR MEASURING PUPIL OUTCOMES FOR STATE PRIORITIES IS CONSISTENT WITH THE WAY INFORMATION IS REPORTED ON SARC

LAS statewide testing will be administered independently from the District. LAS hereby grants authority to the State of California to provide a copy of all test results to the District.

Test results for the prior year will be provided by LAS to the District via the school’s yearly Annual Performance Report (APR) due in the fall of each year.

To the extent that it is meaningful and fair, LAS will show a method for measuring pupil outcomes for state priorities that is consistent with the information reported on SARC.

**ELEMENT 4: GOVERNANCE**

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

*-California Education Code Section 47605(b)(5)(D)*

The Language Academy of Sacramento is a directly funded independent charter school and a non-profit corporation pursuant to California Corporations Code section 501(c)(3).

**INCORPORATION DATE, IF APPLICABLE**

December 19, 2003

**INCORPORATION TYPE, IF APPLICABLE**

Non-Profit 501(c)(3)

**SOLE STATUTORY MEMBER STATUS: YES OR NO**

No

**LEGALLY RELATED ENTITIES:**

The Language Academy of Sacramento does not have any legally related entities.

**LAS GOVERNING BOARD: SIZE AND COMPOSITION OF THE BOARD**

**HOW OFTEN THE BOARD WILL MEET**

**BOARD MEETING ACCESSIBILITY**

The Governing Board is composed of nine members, all of whom are elected by their peers. The nine elected members consist of community members, parent representatives, and teacher/staff representatives. The combination of teacher/staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration.

Based on legal review and in consultation with charter experts, LAS is currently in the process of updating its Conflict of Interest policy pursuant to California Corporations Code (specific to non-profit entities like charter school). LAS includes a clause addressing conflict of interest for staff who serve on the Governing Board. This clause indicates that teacher members are required to



abstain and/or recuse themselves from discussion and/or voting if the agenda item presents a conflict of interest.

The Governing Board meets on a monthly basis in an open, publicized forum.

The LAS Board has continually made fiscally sound decisions designed to ensure the financial longevity of LAS. Governing Board members have developed and continue to monitor school policies. The Board receives training on charter renewal, legal and financial matters, policy development and multiple other subjects.

The LAS Governing Board provides resources, academic leadership, support, fundraising assistance, and management expertise. The Governing Board has the responsibility to:

- Negotiate and approve the Memorandum of Understanding, Special Education Memorandum of Understanding and Facilities Use Agreement with SCUSD
- Hire and evaluate an Executive Director
- Develop, establish, implement, and maintain Governing Board policy and procedures
- Establish and maintain fiscally sound budget practices
- Evaluate the effectiveness of school programs
- Approve the academic calendar and operations schedule
- Oversee annual elections and appointments to the Governing Board to ensure proper transition.

The Governing Board oversees all decisions pertaining to curriculum, finance, and the school's executive personnel. Additional board committees and stakeholder members provide recommendations to the Governing Board.

The LAS Governing Board approves the purchase of selected services from SCUSD that may include, but are not limited to, special education services, maintenance, and food and health services.

❑ LISTING OF BOARD MEETINGS DATES HELD IN 2017-18

<b>Board Meetings 2017-18</b>							
<b>As of: June 30, 2018</b>							
<b>List in Ascending Chronological Order Starting with July</b>							
Month	Day	Year	Meeting Held	Start Time	End Time	Meeting Type	Location
August	18	2017	Yes	5:36	7:02	Regular	LAS
September	15	2017	Yes	5:36	8:00	Regular	LAS
October	20	2017	Yes	5:43	10:00	Regular	LAS
November			No				
December	1	2017	Yes	5:35	9:09	Regular	LAS
January	19	2018	Yes	5:33	7:43	Regular	LAS
February	16	2018	Yes	5:34	7:03	Regular	LAS
March	16	2018	Yes	5:36	7:31	Regular	LAS
April	20	2018	Yes	5:37	7:59	Regular	LAS
May	18	2018	Yes	5:43	8:52	Regular	LAS
June	15	2018	Yes	5:39	8:50	Regular	LAS

❑ COMPLIANCE WITH BROWN ACT AND PUBLIC RECORDS ACT

All board members receive Governance and Brown Act Training upon commencing their membership.

❑ GOVERNANCE TRAINING DATE

10.8.17 and 9.8.18

❑ BROWN ACT TRAINING DATE

10.8.17 and 9.8.18

❑ DESCRIBE: PUBLIC ACCESS TO AGENDAS AND MINUTES

Agendas for regular and special School Board meetings are posted 72 and 24 hours, respectively, in advance of such meetings at the School for public preview. The Board agenda with supporting

information for a regular School Board meeting is delivered to Board members, whenever, practicable, at least 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information is delivered at least 24 hours prior to the meeting. Moreover, the Board's complete public agendas are provided to those persons or parties who have requested to be placed upon the School's mailing list.

□ DESCRIBE: PARENT INVOLVEMENT, OVERVIEW

*Home and School Partnership*

Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. Upon enrollment, all parents are expected to participate in the path to fulfilling the school's mission by volunteering at least 20 hours per school year. *NOTE: Parent volunteering is not a condition of admission and/or continued enrollment at LAS.*

Parent Agreement

<p>Program Continuity</p> <ul style="list-style-type: none"> <li>● Maintain my child in the program for the duration of the program.</li> </ul>	<p>Parent Association</p> <ul style="list-style-type: none"> <li>● Attend monthly Parent Association meetings.</li> </ul>
<p>Learning Environment</p> <ul style="list-style-type: none"> <li>● Create a quiet area with school supplies for my child to complete homework</li> <li>● Review that homework is complete</li> <li>● Limit the amount of television that my child watches</li> <li>● Establish a set bedtime with a regular routine so that my child can rest and be ready to learn the next day</li> <li>● Read to my child, or have my child read: 20 min. daily - K – 2<sup>nd</sup> 30 min. – 40 min. daily - 3<sup>rd</sup> – 8<sup>th</sup></li> </ul>	<p>Parent Participation</p> <ul style="list-style-type: none"> <li>● Volunteer a minimum of twenty hours per school year per family</li> </ul> <p>Suggestions to fulfill volunteer commitment:</p> <ul style="list-style-type: none"> <li>● Volunteer in the classroom or garden</li> <li>● Offer to prepare class materials at home</li> <li>● Attend or serve on the Governing Board</li> <li>● Serve on the Parent Council</li> <li>● Read and provide feedback on LAS Local Control Accountability Plan (LCAP)</li> </ul>

<ul style="list-style-type: none"> <li>● Talk with my child’s teacher about my child’s progress and challenges</li> <li>● Attend parent conferences and school events</li> <li>● Communicate high expectations for my child’s future.</li> <li>● Support the learning in school by routinely asking my child what he/she has learned</li> <li>● Encourage my child by giving them compliments specific to the task or behavior s/he accomplished/performed</li> <li>● Encourage my child to practice Life Skills in all venues</li> </ul>	<ul style="list-style-type: none"> <li>● Assist with field trips</li> </ul> <p>Sign up to help plan and work a school event such as:</p> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● Winter Festival</li> <li>● Family Reading/Book Fair Night</li> <li>● Health Fair</li> <li>● Student Expo</li> <li>● Career Day</li> <li>● Day of the Child</li> <li>● Donate food or materials for an event</li> <li>● Assist a class in the After School Program: Academic or Enrichment</li> </ul>
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Parent Rights

Parent/Guardians of pupils enrolled at LAS have the right to work together in a mutually supportive and respectful partnership to help their student succeed. Parents/Guardians are subject to certain conditions and notifications and have the right to:

- Observe the classroom(s) in which their child is enrolled or will be enrolled. Parents must check into the office prior to visit.
- Meet with their student’s teacher(s), counselor, and/or administrator.
- Volunteer, under the supervision of LAS employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, LAS may require volunteers to be fingerprinted through the Department of Justice.
- Be notified if their child is absent from school without permission.
- Receive the results of their student’s performance on standardized and statewide tests
- Receive information on the performance of the school.

- Have a school environment for their child that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their student’s progress in school and of the appropriate school personnel whom they should contact if problems arise with their student.
- Have access to the school records of their child and to question anything that they feel is inaccurate, misleading or is a violation of the student’s privacy rights and to receive a response from the school.
- Receive information concerning the academic performance standards, proficiencies, and skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about academic testing, psychological testing or counseling services the school does involving their child and to deny permission to give the test.
- Participate as a member of a school-wide committee, governing board, or parent organization in accordance with any rules and regulations governing membership in these groups.

□ LISTING OF COMMITTEES AVAILABLE TO PARENTS

*Participation in Advisory Councils*

A parent or guardian has the right to participate as a member of various Board committees, including: English Language Advisory Committee, Finance Committee, Facilities Committee, Curriculum and Design Team Committee; Parent Council; School Site Council or the LAS Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

*English Learners Advisory Committee*

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

□ ADDRESSING FAMILY CONCERNS AND COMPLAINTS

Communicating Concerns or Suggestions

Effective and open communication is a basic component of establishing an environment where stakeholders trust each other and work together toward achieving the academic and life-learning goals stated in the school’s mission. At the Language Academy of Sacramento, we believe that a clearly delineated process of communication is important, not just in terms of providing a solid procedure that supports the policies of the school, but also in the overall establishment of the school’s culture as evidenced in the nature of its stakeholders’ discourse, or what we will call *Language of Communication*.

Language of Communication at LAS:

*Description*

At LAS, the *Language of Communication* in addressing concerns, questions, and ideas between stakeholders follows the same premise and dialogue format in all cases, whether the issue at hand is being conducted in an informal or formal setting and/or procedure. The basic premise is that individuals in the dialogue come from unique perspectives and have the right to express themselves. The *Language of Communication*, the means with which they express themselves, will follow the usage of “I” Statements and Listening for Understanding discourse methods.

*Protocol*

Steps to Take Before Addressing a Concern:

Steps	Dialogue
1. Reflect and breathe. (Take 3 deep breaths.) Oxygen provides the energy in our brain to help us process things more clearly.	How do I feel right now? What do I need? How would I want to resolve this?
2. Mediator Is this something you can solve on your own, or do you need a mediator?  (Sometimes having a mediator may appear intimidating to the other person; be thoughtful and considerate about the use of mediators.)	Would you be okay if we have (mediator’s name) help us resolve this conflict?

3. Make a request to dialogue.	Would you be willing to talk about what just happened? If the other person is not ready to talk yet, ask for another time.
4. Remember non-verbal communication, “body language,” speaks louder than words.	Use eye contact and be aware of how your arms and body are relative to the person whom you are addressing.
5. Remember the rules of Listening for Understanding.	“I will listen attentively.” “I won’t interrupt.”

*Resolving the Conflict*

Steps	Dialogue
1. Share feelings using “I” statements.	“I felt sad when you...” “I felt very frustrated when...”
2. Listen for understanding (paraphrase).	“I heard you say that you felt sad when...”
3. Acknowledge the other person’s feelings. (Apologize, if appropriate.)	“I am sorry that you felt sad when...” “I understand how that may have hurt your feelings...”
4. Make a request; arrive at an understanding.	“Would you be willing to ...?”
5. Express gratitude.	“Thank you for taking the time to talk about...” “I appreciate you for listening...” Shake hands and make eye contact.

*Ways to Communicate with School Personnel*

1. Call the school, and leave a message for the teacher.
2. Make an appointment to see the teacher.
3. Send a written request for a meeting or phone conversation via note/email.



### *Expressing Concerns*

If there is a concern regarding the performance of a school employee, contact School Administration. If the outcome does not suffice, a Formal Grievance Complaint may be followed.

### *Formal Grievance/Complaint Procedures*

In the event of a dispute involving a family or student, a formal complaint may be submitted by following the procedures outlined below. PARENTS AND ADULTS ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. Direct questions or concerns to teachers and/or school administration when deemed necessary.

### *Grievance Filing Process*

1. Parent or student may submit his/her grievance in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute.
2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint with all parties involved.
3. School Administration (and if necessary, an administrative assistant or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.
4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student.

### CONFLICT OF INTEREST POLICY

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 CA Code of Regs. Sec. 18730) that

contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 CA Code of Regulation Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the Language Academy of Sacramento.

Individuals holding designated positions shall file their statement of economic interests with LAS, which will make the statements available for public inspection and reproduction (Gov. Code Sec. 81008). Upon receipt of the statement for the Members of the Board and the School Leadership staff, LAS shall retain originals, onsite, and make them available at the public's request.

As aforementioned in the section on governance, based on legal review and in consultation with charter experts, LAS is currently in the process of updating its Conflict of Interest policy pursuant to California Corporations Code (specific to non-profit entities like charter schools). LAS includes a clause addressing conflict of interest for staff who serve on the Governing Board. This clause indicates that teacher members are required to abstain and/or recuse themselves from discussion and/or voting if the agenda item presents a conflict of interest. (Gov. Code 1090). LAS will continue to research and be updated with changes in legislation that directly impacts the charter entity and follow with necessary actions accordingly.

- POLICY CHANGE IN 2017-18 (Refer to APR and Appendix for details)

1) Staff Social Media and Network Policy, 2) Admission and Enrollment Policy

- SITE ADVISORY COMMITTEE NAME

School Site Advisory Council is comprised of 10 members: 1 school leadership staff, 3 classroom teachers, 1 non-classroom staff, and 5 parents or community members. The group learns about the school's academic achievement, areas of strengths and needs, and provides advice on how to align funding and resources to ensure student engagement and achievement.

□ PARENT TEACHER ORGANIZATIONS

*Parent Council*

Parent Council (PC) is an elected body representing LAS parents. The organization is responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. Parent Council is comprised of 14 elected parents: 4 Executive Officers – President, Vice President, Secretary and Treasurer and 10 Grade Level Representatives (TK-8). A language balance is sought within the Parent Council but all parents are encouraged to participate. Elections are held annually in April. PC members hold monthly open meetings to discuss PC business and goals, plan for school events/activities, and provide input into school documents when necessary.

*Parent Association*

All parents and guardians of LAS students are members of the Parent Association. The sole primary purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings are held monthly, planned and led by School Leadership and Parent Council. During Parent Association meetings, there is an opportunity to 1) Build community, 2) Review important school information: e.g. charter, compliance topics, academic data, and 3) Receive Parent Council and Board updates.

□ ELEMENT 5: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualification to be met by individuals to be employed by the school  
California Education Code Section 47605(b)(5)(E)*

For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the LAS Governing Board or the Executive Director. Each certificated employee at the charter school will meet the state licensing requirements for the position that they hold.

□ GENERAL QUALIFICATIONS FOR VARIOUS CATEGORIES OF EMPLOYEES  
STAFF

The minimum requirements for all LAS staff are the following:

Experience working within a school setting

Experience working in the subject matter area (example: art, science, academic tutoring)

- CPR/First Aid Certification
- Resume
- Letters of Recommendation
- Tuberculosis Screening and
- Live Scan Screen through the California Department of Justice (DOJ)

All candidates for instructor positions must submit all of the aforementioned documents prior to being interviewed. Clearance from the DOJ and as related to the TB screening must be attained prior to being employed at LAS.

□ CREDENTIALING REQUIREMENTS

TEACHERS

Pursuant to the teacher qualification requirements under the Elementary and Secondary Education Act, all LAS teachers teaching core subjects will be “highly qualified.” Teachers employed at the Language Academy of Sacramento must meet the following qualifications:

- Hold a valid California Teaching Credential
- Possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent.
- Demonstrate proficiency in both written and spoken English and Spanish.

**E5 - Employee  
Qualifications (as of  
December 30, 2018)**

<u>Teachers 2018-19</u>	Number of teachers	Number of credentials current	Number of appropriate assignments
K	4	4	4
1	3	3	3
2	3	3	3
3	3	3	3
4	3	3	3
5	3	3	3
6	3	3	3
7	2	2	2
8	2	2	2
Totals	26	26	26

□ NON-CORE TEACHING POSITIONS AND QUALIFICATIONS

In accordance with Ed. Code 47065(1), flexibility shall be given with regard to non-core, non-college preparatory courses. Below are non-core teaching positions at LAS that contribute to the daily functioning of the school.

*After School Educators - Site Coordinator and Team Leaders*

Under the direct supervision of the Site Coordinator, the Team Leader will provide classroom instruction, assistance, and tutoring to students in the after school program, and will lead engaging, culturally rich, academic, enrichment and recreation activities with groups of up to 25 students. Team Leaders will provide opportunities for students to develop and strengthen academic, physical, and social skills. In addition, team leaders must demonstrate:

- Ability to effectively implement curricula and program activities

- Knowledge of child development concepts and differentiated learning styles; demonstrated enthusiasm for working with young people
- Proficiency in use of technology and internet

Educational level:

- Associate's degree or college credits

Experience level:

- Experience working with children in a school or community based setting
- Experience: 1+ year as a teacher or teacher assistant, preferred

❑ NUMBER OF CURRENTLY EMPLOYED NON-CORE TEACHERS

Currently, LAS has three (3) non-core teachers during the day; all of these are physical education teachers, who hold teaching credentials. In the After-School Education and Safety (ASES) Program, there are nine (9) non-core teachers.

❑ ADMINISTRATOR REQUIREMENTS

*Executive Director*

Overall responsibility for the Executive Director encompasses both academic and fiscal management for the Language Academy of Sacramento. The Executive Director oversees educational program implementation, operations, fiscal management, compliance, and human resource management. The Executive Director supports the core school leadership team in ensuring results and growth while upholding the mission and values of LAS.

Required knowledge, skills, and abilities:

- Experience in the charter sector and leadership of an independent, directly funded, dual language immersion program charter school
- Proven ability to lead an organization through its next phase of growth: fiscally, operationally, and educationally
- Ability to inspire and maintain a strong organizational culture; exceptional ability to bridge and enhance cooperative working relationships

- Success as an instructional and organizational leader and in the professional development of teachers
- Exceptional management skills including: planning, directing, reporting, budgeting and administrative responsibilities
- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds
- Ability to communicate skillfully, both orally and in writing: complex reports, formal presentations and negotiation meetings
- Technology skills (Microsoft Office and internet)
- Excellent human relations skills
- Passion for equity and excellence in dual language immersion education

Required educational level:

- Bachelor's Degree required; Master's degree preferred
- Possess a valid California Administrative Credential
- Hold a valid California Teaching Credential
- Possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent
- Demonstrate proficiency in both written and spoken English and Spanish

Required experience:

- 5+ years teaching
- 5+ years in school administration in a charter school or school district
- Experience in public K-8 educational reform

- RECORD KEEPING OF CREDENTIAL INFORMATION TO INCLUDE ASSURANCE THAT RECORDS ARE READILY AVAILABLE FOR INSPECTION

The Language Academy of Sacramento Business and Operations Office, on an annual basis, leads an audit of employee authorization data and ensures that teachers are authorized for their assignments and that there is no lapse in the employee's authorization for their given assignment(s).



❑ **ELEMENT 6: HEALTH AND SAFETY**

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

*Comprehensive school safety plans; contents; disaster procedures; development*

*California Education Code Section 32282*

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

❑ **IMMUNIZATIONS**

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

❑ **SCREENINGS**

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

❑ **ADMINISTRATION OF MEDICATIONS**

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

❑ **ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO**

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

❑ **BACKGROUND CHECK**

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

❑ MANDATED REPORTING

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

❑ EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

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

➤ BLOODBORNE PATHOGENS

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

❑ STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

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

❑ SAFETY TRAINING

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

❑ FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

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

➤ TUBERCULOSIS

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

□ **ELEMENT 7: RACIAL-ETHNIC BALANCE**

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*-California Education Code Section 47605(G)*

	2017-18	2017-18	2017-18	2017-18	2016-17	2016-17	2016-17
<u>Student Population</u>	<u>District: #</u>	<u>Site: #</u>	<u>Site: %</u>	<u>District: %</u>	<u>Site: %</u>	<u>District: %</u>	<u>District: #</u>
- Total Enrollment	40,854	593	100%	100	100%	100	41,085
- English Learner	7,752	238	41%	19	47%	19.8	8,143
- Students with Disabilities	5,973	73	12%	14.6	12%	13.3	5,455
- Socioeconomically Disadvantaged	29,147	389	67%	71.3	55%	70.3	28,876
- Foster Youth	207	2	< 1.0	0.5	<1.0	< 1.0	261
- Homeless Youth	319	4	< 1.0	0.8	1%	0.8	367
- African American	5,751	14	2%	14.1	2%	14.2	5,818
- American Indian or Alaska Native	216	0	0	0.5	0	0.6	251
- Asian	7,274	1	< 1.0	17.8	0	17.6	7,219
- Filipino	618	3	< 1.0	1.5	0	1.5	604
- Hispanic or Latino	15,964	551	94%	39.1	93%	39.3	16,136
- Pacific Islander	907	0	0	2.2	0	2.2	891
- White	7,332	15	3%	17.9	3%	18.2	7,476

- Two or More Races	2,785	1	< 1.0	6.8	2%	6.5	2,690
- No Race Indicated	7	0	0	< 1.0	0	unavail able	unavai lable

□ MEETING BALANCE: YES OR NO

Yes; LAS program is designed based on linguistic balance of the dual immersion program. In terms of demographic student population ranking, both LAS and SCUSD’s highest number of students are Latino. At both entities, the second ranking number is White, with Asian and African American at interchangeable third and fourth rankings.

□ PLAN FOR ACHIEVING BALANCE

LAS is a dual language immersion program and by design, seeks a linguistic balance of its student enrollment. LAS will continue to strive for a racially and ethnically diverse student population interested in a dual immersion bilingual school setting.

Linguistic Balance

LAS exists to serve the particular academic and linguistic needs of the large number of students in the Fruit Ridge area, and throughout SCUSD, who have a range of proficiency in English and/or Spanish. However, students who are not fluent in either Spanish or English will have an equal opportunity to enroll in the Language Academy. In order to provide for optimal implementation of the 90-10 model, the school strives to create linguistically balanced classrooms for the purpose of language learning and language sharing. The literature suggests that two-way immersion programs function best when classrooms are composed of one-third native Spanish speakers, one-third native English speakers, and one-third fully bilingual students (Lindholm-Leary & Hernandez, 2011; Lindholm-Leary, 2011).

□ PLAN FOR MONITORING AND CORRECTING IMBALANCES

LAS is committed to ensuring that all students and families involved with outreach and process are made to feel welcome and respected. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity,

religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

□ ANNUAL OUTREACH EFFORTS WITH SPECIFIC ORGANIZATIONS AND MEDIA

It is LAS's intention to outreach to the SCUSD's racially and ethnically diverse community by ensuring that recruitment materials are available in English, Spanish, and other languages as needed to communicate the charter school's mission and educational program. As a K-8 school, LAS does the majority of its recruitment for Kindergarten. In order to do this, LAS conducts outreach to various programs serving young children. This includes providing various preschool programs, or organizations that provide services to this age group in the surrounding Oak Park neighborhoods, with multilingual recruitment materials. In an effort to achieve a racial and ethnic balance among students that is reflective of SCUSD's demographics, the Language Academy of Sacramento implements a student recruitment strategy that includes, but is not necessarily limited to, the following strategies:

- An enrollment process that includes a timeline that allows for a broad-based recruiting and application process.
- Promotional and informational materials that appeal to all of the various racial and ethnic groups represented in SCUSD
- Promotional and informational materials in languages other than English to appeal to limited-English-proficient populations.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in SCUSD.
- Focused recruitment of groups in which LAS is underrepresented, using brochures, public meetings, and other venues.
- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

Additional Outreach Actions:

- Each year, LAS announces the Open Enrollment period via our website, social media, through messages that are sent to school families and community partners, as well as through flyer distribution in diverse communities that surround the school.
- Parents distribute flyers in local communities in an effort to attract a diverse student population.
- During the months of February and March of each year, weekly morning and afternoon enrollment information sessions are held for interested parents, alternating between English and Spanish sessions.
- During school community events, flyers are distributed. Examples of these events are Health & Science Fair, Family Math Event and Family Literacy Night.
- School representatives present at local parent meetings in the community aimed at providing families with information about K-12 school options. Recent examples include: Fruit Ridge Elementary Preschool; Fruit Ridge Head Start; Crossroad Gardens SETA Head Start program.
- School representatives attend local educational fairs in the community to share information about the LAS academic program and enrollment options. Recent examples include the Univiación Feria de Educación held at CSU Sacramento; CSU Sacramento's Celebration of Teaching Event; Celebrate Oak Park Annual event at McClatchy Park; City of Sacramento District 8 Community Festival; CSU Sacramento College Making it Happen Event.
- Targeted outreach to families with EL students via flyer distribution and neighborhood survey walks with translators in Spanish, Cantonese, Tagalog, and other languages as feasible.

□ PRACTICES AND POLICIES TO SUPPORT BALANCE

LAS will strive to ensure that the student population of the School will be reflective of the general population residing within the territorial jurisdiction of the District. LAS will monitor the racial and ethnic balance among its students on an annual basis, to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process

- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools
- Advertising enrollment openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- Organizations that LAS will engage in an effort to spread information about enrollment include: Oak Park Community Center; La Familia Counseling Center; Asian Resources (ARI); St. Paul’s Baptist Church and Family Life Community Center; Sacramento Food Bank & Family Services; Sacramento Children's Home; WellSpace Community Health Center; River Oak Center for Children; Greater Sacramento Urban League; 100 Black of Sacramento; Colonial Heights Library; Fruit Ridge Collaborative organizations such as the Black Parallel School Board and the Hmong Women’s Heritage Association.

LAS shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: Disability, gender, nationality, race, ethnicity, religion, sexual orientation, or any association with a person or group with one or more of the above actual or perceived characteristics.

□ **ELEMENT 8: ADMISSION REQUIREMENTS**

*Governing Law: Admission requirements, if applicable.*

*-California Education Code Section 47605(b)(5)(H)*

LAS will be nonsectarian in its programs, admission policies and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

LAS shall admit all pupils who reside in the State of California who wish to attend the Charter School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. LAS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.



- ❑ APPLICATION PROCESS
- ❑ APPLICATION TIMELINE
- ❑ ENROLLMENT PROCESS
- ❑ ENROLLMENT TIMELINE

The LAS application process is comprised of the following:

1. Completion of a Student Interest Form for each child who is interested in attending the school.
2. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.
3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability.
4. In the event that this occurs, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Language Academy of Sacramento: Open Enrollment (OE) Timeline: General Overview

Date(s)	Assignment	Objective/Notes
Nov & Dec	Present information regarding Open Enrollment at Parent Association meeting(s)	
Nov	Send out fliers to all area preschools, advertise in LAS newsletter, Connect-Ed	Involve the parents, community and staff to advertise
By November	Add Wait List/Notification List information to Connect-Ed	
Give out January Return by January	Survey current LAS students (Keep track of students <i>not returning</i> , <i>new kinder siblings</i> and sheets NOT turned in)	To determine how many students will be returning to LAS and how many slots will need to fill

Begin in December Dec, Jan , Feb, March Dates	Notification to students on the waiting list (WL) Connect-ed messages (phone/email) to all wait list students	To find out how many students will remain in the WL
December and Jan	Reminder Connect-Ed Messages to “Notification List” students	Sign them up for an information session- on Open Enrollment
January - March Dates	Open Enrollment Period	Tuesday Enrollment Information Sessions for all interested parents are held during this period 9-10:15AM or 5-6PM
<u>Tuesday</u> April Date	Lottery	
<u>Notify April</u> <u>after Lottery</u> <u>Date</u>	Notification to accepted parents	Notify parents of the registration. Schedule appointments.
Apr.-May	New student registration period Schedule appointment to turn in paperwork.	Obtain all registration paperwork, including vaccinations
By second week of May	Create class placement information list	
TBD	New Kinder student orientation Collect Emergency Cards from Families	
1 <sup>st</sup> by Mid May Date 2 <sup>nd</sup> by Mid June Date	Send out “Failure to comply” letter to parents.	Deadline to turn in info (July Date)
June/July	Students of other grade levels	Begin calling wait list for other grade levels
May/June/July	Input Kinder information into Illuminate & set-up classes	

- ❑ DESCRIPTION OF LOTTERY SYSTEM/LOTTERY PROCESS
- ❑ ADMISSIONS PREFERENCES FOR CONVERSION CHARTER SCHOOLS TO INCLUDE PUPILS WHO RESIDE WITHIN THE FORMER ATTENDANCE AREA OF THAT PUBLIC SCHOOL
- ❑ ADMISSION PREFERENCES TO INCLUDE AT MINIMUM: PUPILS CURRENTLY ATTENDING THE CHARTER SCHOOL AND PUPILS WHO RESIDE IN THE DISTRICT EXCEPT AS PROVIDED FOR IN SECTION 47614.5

During Open Enrollment period (January to March of every year), interested parent signs up for a mandatory information session and tour.

During the session, parent completes an Interest Form Application.

Enrollment Interest Forms are sorted by language groups:

- Native English speaker
- Native Spanish speaker
- Bilingual speaker

Public lottery is held annually in April. Classes and wait lists are created by language groups using a lottery system with enrollment preferences as follows:

1. Siblings of current Language Academy students
2. Children of Language Academy staff
3. Students that reside within the 95820 zip code and can verify their address through a rental agreement or utility bill in their name.
4. Students that reside within the Sacramento City Unified School District (SCUSD) attendance area and can verify their address through a rental agreement or utility bill in their name.
5. Students that reside outside the SCUSD attendance area

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

Upon confirmation that a student has secured a spot at the school, parents must submit a completed Registration packet.

❑ WAITING LIST NUMBER OF STUDENTS ON THE 5<sup>TH</sup> SCHOOL DAY IN 2018-19

There were 713 students on the waiting list on the 5<sup>th</sup> day of school. Interest Forms for students are updated annually.

❑ RECRUITMENT OF ACADEMICALLY LOW ACHIEVING STUDENTS, ECONOMICALLY DISADVANTAGED STUDENTS AND STUDENTS WITH DISABILITIES

The Language Academy of Sacramento consciously designs outreach strategies and practices to support a balanced student body. The following are examples of this effort:

- ✓ Engage in outreach efforts via neighborhood groups, community organizations, other leadership organizations and local preschools.
- ✓ Provide all outreach efforts in English and Spanish.
- ✓ Design an enrollment timeline with a transparent process that allows for a broad-based recruitment and application process.
- ✓ Post flyers and/or TV/radio public announcements targeted towards diverse populations, and when needed, in various languages.
- ✓ Inclusive recruitment of all student populations, including academically low-achieving and economically disadvantaged students.

❑ STATEMENT THAT SCHOOL WILL ADMIT ALL PUPILS WHO WISH TO ATTEND

Admission to the Language Academy of Sacramento is based upon parental commitment, program commitment, the enrollment capacity of the Language Academy, and linguistic balance in the classroom. Subject to these requirements, LAS will admit all pupils who wish to attend.

Students new to two-way immersion programs generally enter during kindergarten. Enrollment in kindergarten is determined via a lottery system. Kindergarten admissions and lottery procedures are detailed in LAS Policy.

LAS works with individual families and students to determine the suitability of the program for students who wish to enroll in higher grade levels. If it is determined that enrollment in the two-way program would be in the best interest of a student in grades one through eight, and space is not available, the student is added to a waiting list.

□ COMMENTARY REGARDING ADMISSION SCREENING OF STUDENTS

LAS shall admit all pupils who reside in the State of California who wish to attend the school subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. LAS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

□ AB1360: INFORM PARENTS AND GUARDIAN OF APPLICANTS THAT PARENTAL INVOLVEMENT IS NOT A REQUIREMENT FOR ACCEPTANCE OR CONTINUED ENROLLMENT

Interested families of prospective students must visit the school and meet with a staff member to learn more about LAS. A designated staff member explains the program model to prospective families, provides a tour of selected classrooms, and delivers an overall orientation of policies and expectations. The tour and orientation are delivered in Spanish and English. Once a student has been enrolled in LAS, a parent and/or guardian is requested to sign a Parent Compact which is a voluntary agreement between the family, school, and student.

The provisions of the Parent Compact are described below:

- Maintain their child in the program for nine years, kindergarten through eighth grade
- Work with staff to provide an optimal learning environment at home and school
- Attend monthly Parent Association meetings
- Contribute a minimum of twenty hours per school year in a volunteer capacity

The intent of the Parent Compact is to create a strong relationship between families, students, and school personnel. Opportunities to meet the commitments of the Parent Compact are flexible in order to provide for varying parent and guardian schedules and needs. Parent volunteer hours may be fulfilled by volunteering in the classroom and/or the school, chaperoning field trips, tutoring, attendance at Parent Association meetings and/or ELAC, participation in the

coordination and implementation of LAS functions and events, and working in the school garden. Although the fulfillment of the Parent Compact is highly recommended, children whose parents are unable to complete the agreements will not be excluded from the program, nor will they be penalized in any way by school personnel.

#### Program Commitment

Given that a key determinant in a child's success in two-way immersion is the continuity of their instruction, parents of prospective LAS students are requested to make a commitment to maintain their child in the two-way Spanish immersion program from kindergarten through eighth grade. LAS understands that situations may arise in which parents need to dis-enroll their children from the program because of unforeseen circumstances. However, it is the policy of LAS to encourage all parents to maintain their children's enrollment in the program whenever possible.

#### □ ELEMENT 9: FINANCIAL

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, shall employ Generally Accepted Accounting Principles (GAAP), and the manner in which audit exceptions and deficiencies shall be resolved to the satisfactions of the chartering authority*

*-California Education Code Section 47605(b)(5)(I)*

Each fiscal year, the LAS Governing Board instructs the Audit Committee to oversee the completion of an annual audit of the school's financial affairs. The audit is conducted in accordance with regulations governing charter school audits, promulgated by the Education Audit Appeals Panel and in accordance with generally accepted accounting principles applicable to the school, such as the Standards and Procedures for Audits K-12 Local Education Audit Guide. The annual audit is completed by December 15 each year, and a copy of the auditor's findings is forwarded to the Director of Budget Services of the Sacramento County of Education, Sacramento City Unified School District, the California Department of Education, and the State Controller. The LAS Governing Board reviews any audit exceptions or deficiencies and makes recommendations on how to resolve them. The Board then reports to the charter-granting agency regarding how the exceptions and deficiencies have been, or will be, resolved. Any disputes

regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process.

□ PERSON/ORGANIZATION RESPONSIBLE FOR CONTRACTING AND OVERSEEING THE INDEPENDENT AUDIT

Language Academy of Sacramento (LAS) internal points of contact with the external, independent auditors are the current LAS Governing Board Audit Committee member(s), and LAS Business and Operations Officer.

□ AUDITOR EXPERIENCE WITH EDUCATION FINANCE

LAS auditors are from Squar Milner; one of the nation's largest accounting firms as well as one of the largest accounting and advisory firms in California.

□ PROCESS OF PROVIDING AUDIT REPORTS TO THE DISTRICT AND SCOE

LAS shall provide reports to the District as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the Local Control and Accountability Plan (LCAP) required pursuant to Education Code Section 47606.5.
3. By September 15, a final unaudited report for the full prior year.
4. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
5. By December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year.
6. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

LAS shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirement of Ed Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. LAS shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits



Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partners, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

❑ TIMELINE FOR AUDIT EXCEPTIONS TO BE ADDRESSED

LAS continues to work diligently to ensure a successful yearly audit; should any audit expectations be identified during the interim audit, LAS will immediately look to address the root cause of the issue and seek to determine an action plan proactively and ensure a successful final audit.

❑ PROCESS AND TIMELINE FOR RESOLVING AUDIT EXCEPTIONS AND DEFICIENCIES

LAS understands the crucial role of the annual audit and will ensure that necessary processes and procedures are put in place to minimize risk of issues of audit exceptions and deficiencies to corrode LAS's financial and fiscal efficiency and sustainability via additional staff trainings.

- ❑ FINANCIAL PLANNING AND ASSUMPTIONS
- ❑ GRANTS, FUNDRAISING AND OTHER PROJECTED REVENUE
- ❑ RESERVES PROJECTIONS, AND REASONABLENESS OF PROJECTIONS AND ASSUMPTIONS

Attached, as Appendixes, MP1, MP2, MP3, please find the following document: a projected multi-year budget

<u>***Independent Charters Only***</u>	2017-18	2016-17	2015-16	2014-15	2013-14
Annual Revenues:	\$6,369,152.00	\$5,994,760	\$5,720,301	8,639,600	3,879,271
Annual Expenses	\$5,985,023.00	\$5,515,992	\$4,929,841	4,087,536	3,602,258
Beginning Cash Balance:	\$5,006,485.00	\$5,446,625	\$5,901,227	-	-

Ending Cash Balance:	\$5,073,794.00	\$5,006,485	\$5,446,625	-	-
Independent Negative Cash flow Months:	\$0.00	0	0	-	-
Outstanding Receivables	\$1,220,489.00	\$814,352	\$830,998	-	-
Outstanding Payables	\$376,635.00	\$86,023	\$321,870	-	-
Beginning Fund Balance	\$7,956,584.00	\$7,447,816	\$6,687,356	-	-
Ending Fund Balance	\$5,073,794.00	\$7,956,584	\$7,477,816	-	-
Board Approved Audit Firm (Independent only):	Squar Milner	Squar Milner	Squar Milner	Patel & Assoc.	Patel & Assoc.
Number of Outstanding Audit Resolutions:	0	0	0	0	0

❑ **ELEMENT 10: SUSPENSIONS- EXPULSIONS**

*Governing Law: The procedures by which pupils can be suspended or expelled*

*-California Education Code Section 47605(b)(5)(J)*

❖ **STUDENT SUSPENSION AND EXPULSION NUMBERS**

<u>Student Population</u>	<u>Suspensions 2017-18</u>	<u>Suspension % 2017-18</u>	<u>Expulsions 2017-18</u>	<u>Expulsion % 2017-18</u>	<u>Suspensions 2016-17</u>	<u>Expulsions 2016-17</u>	<u>Suspensions 2015-16</u>	<u>Expulsions 2015-16</u>
Total Enrollment	5	<1.0%	0	0	6	0	10	0
English Learner	0	0	0	0	2	0	1	0
Students with Disabilities	2	<1.0%	0	0	3	0	4	0
Socioeconomically Disadvantaged	4	<1.0%	0	0	5	0	9	0
Foster Youth	0	0	0	0	0	0	0	0
Homeless Youth	0	0	0	0	0	0	0	0
African American	1	<1.0%	0	0	1	0	3	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0	0
Hispanic or Latino	4	<1.0%	0	0	5	0	7	0
Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	1	0	0	0

<u>Exits</u>	<u>2017-18</u>	<u>2016-17</u>	<u>2015-16</u>	<u>2014-15</u>	<u>2013-14</u>
Total Exits	8	12	17	9	24
District Notified of All Exits	Yes	Yes	Yes	-	-

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The school will notify the District of any expulsions. The school will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In accordance with Education Code 47605(d)(3) upon expulsion of any student, the school shall notify the superintendent of the school district of the pupil's last known address within 30 days,

and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

### Progressive Discipline

The LAS staff is responsible for providing students with reasonable, logical and related consequences to ensure a positive classroom climate. Every teacher will discuss classroom procedures (Student Behavior Management Process/Flowchart) during Back to School Night. Student Reflection Sheets and/or Referrals may be used to communicate and document minor and major incidents and consequences. Reflection Sheets and/or Referrals (verbal or written) will be shared between the student, parent, teacher, and administration for repeated or major offenses. To ensure parent communication, students are required to report Reflection sheets and Referrals to parents. Parents must sign and return the document to school the following day. The following list of behavior consequences is meant to serve as a guideline.

1. Verbal Warning

Students will receive a verbal warning or participate in a community circle conference when they display inappropriate behavior.

2. Time Out in the Classroom/Think Spot

Students will receive time out in a designated area in the classroom when they are demonstrating disruptive or off-task behavior.

3. Time Out in Buddy Classroom and Follow up Agreement

Students will spend time out in another classroom when a verbal warning or classroom time out has not changed the misbehavior. They will complete a Behavior Reflection Sheet and confer with a staff member to problem solve through their challenge and repair harm.

4. Loss of Recess

Time out during recess is another possible consequence for students who require additional practice time to ensure they follow playground and/or classroom rules. This additional practice may take place with the classroom teacher or with support staff in the office. A phone call and/or referral may be issued and sent home for parents to sign when a student has loss of recess more than three times.

5. After School Detention

Students may be asked to stay after school for failure to follow school rules or classroom expectations. Teachers may assign a 15-minute detention after school without parent notification. In the event that the detention time exceeds 15 minutes, parents will be notified by phone.

6. In-House Suspension

Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Parents will be notified of the in-house suspension. When students are assigned In-House Suspension, they may attend a different lunchtime or recess time. Students assigned to In-House Suspension are expected to sit and work quietly in the designated classroom. Parents must sign and return a referral the following day.

□ SEPARATELY IDENTIFY OFFENSES FOR WHICH STUDENTS MUST OR MAY BE SUSPENDED

7. Suspensions/Expulsions

Suspensions are consequences for serious or persistent behaviors. At the time of the suspension, the school administration will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school administration shall meet with the pupil to inform him/her of the reason for the disciplinary action and evidence against him/her, the other means of correction that were attempted before the suspension, and the student shall be given the opportunity to present his/her version and evidence in his/her defense. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914), the parent is then obligated to meet with school staff without delay. A conference by phone or in person will be held to clarify the reason for the disciplinary action and to verify the events or evidence. Parents must keep their child at home for the duration of the suspension. Teachers are not required to supply schoolwork for suspended students.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion. If the student is recommended for expulsion, the matter will be referred to the LAS Board, and the Board will hold a closed hearing to avoid violating the student's right to privacy (Education Code 49073-49079). In the event of a recommendation for an expulsion leading to a suspension of more than ten days, the school

will provide timely, written notice of the charges against the pupil and an explanation of the student's basic rights. The student will be provided a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses, and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. At this hearing, prior to a separate hearing on the expulsion recommendation, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

*Note: Consideration must be given to the severity of the behavior. It may be necessary to assign suspension for a first offense.*

Education Code 48900 Subsections – Grounds for Suspension or Expulsion. During the period of suspension the student is not to be on school campus or attend any day or evening school-related activities or may be subject to arrest (PC 626.2).

The following are offenses with grounds for suspension with the possibility of school transfer or expulsion.

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c. Unlawfully possessed, used, sold or otherwise furnished or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage or an intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another controlled substance, alcoholic beverage or intoxicant. This includes drug paraphernalia, including medical marijuana.
- e. Committed or attempted to commit robbery or extortion.
- f. Stolen or attempted to steal school property or private property.
- g. Possessed or used tobacco, any products containing tobacco or nicotine products.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.

- i. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, including medical marijuana.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators or other school official engaged in the performance of their duties.
- k. Sexual Harassment: Conduct considered sufficiently severe or pervasive to have a negative impact upon an individual's performance or created an intimidating, hostile, or offensive education environment.
- l. Harassment, threats, intimidation: Intentional behavior severe enough to disrupt class work, create substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- m. Hate violence: Willfully interfering with or threatening another person's personal property or property rights because of his or her race, ethnicity, national origin, religion, disability, or sexual orientation. A verbal act (speech) is not sufficient unless the speech threatens violence against person or persons, and perpetrator has apparent ability to carry out the threat.
- n. Knowingly received stolen school property or private property.

□ SEPARATELY IDENTIFY OFFENSES FOR WHICH STUDENTS MUST OR MAY BE EXPELLED

Mandatory Recommendation for Expulsion is required by Education Code Section §48915–

(a) Mandatory Recommendations, Permissive Expulsions: Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances or that an alternative means of correction would address the conduct.

(1)(A) Causing serious physical injury to another person, except in self-defense.

Penal Code 243 - Serious Bodily Injury, Definition – Partial Quotation



(f)(4) “Serious bodily injury” means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss of impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

(1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

- (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(1)(D) Robbery or extortion.

(1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e): Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) Mandatory Expulsions (one year from date of expulsion): Principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person. As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

#### Harassment of Any Type

LAS will not tolerate any harassment and/or bullying of any type. LAS is considered a Zero Tolerance campus. Harassment or bullying is defined as follows:

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smartphone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other

distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students and staff must conduct themselves in a respectful manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

### Sexual Harassment Policy

Sexual harassment of or by any student or staff member at the Language Academy of Sacramento will not be tolerated. The LAS Governing Board considers sexual harassment to be a major offense that may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction. Sexual harassment could include, but is not limited to: sexual flirtations; touching, advances, or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about dress or body; sexually degrading words; and/or the display of sexually suggestive or offensive pictures. All complaints will be investigated promptly, objectively, and as confidentially as possible. Staff will clearly communicate to students that sexual harassment is prohibited and advise students to report any sexual harassment that they experience or observe.

### Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, LAS has developed the Social Media Policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when students/parents: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use School email address to make a post to a social media platform; (5) post in a manner that reveals affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

### Discipline

Students who are in violation of this Social Media Policy may receive disciplinary action, up to and including immediate suspension.

Parents who are in violation of this Social Media Policy may be prohibited from using school equipment or permanently removed from the School's social media network.

#### Retaliation Is Prohibited

The School prohibits retaliation against any student, school employee and/or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any student or parent who retaliates against another student, parent and/or employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including suspension and/or criminal charges.

## Language Academy of Sacramento Student Behavior Management Process/Flowchart



- Creating a Culture: Classroom Environment  
(Adult Strategies)**
- ✔ Build Relationships with Students
  - ✔ Teach Behavioral Expectations
  - ✔ Reinforce Positive Behaviors (5:1 Ratio)
  - ✔ Problem Solve with Student(s)
  - ✔ Elicit Parent/Guardian/Family Support

Show Respect  
Make Good Decisions  
Solve Problems

**Observe and Identify Problem Behavior**  
Determine if the behavior is minor or major.

**Verbal Warning/Social Conference:**  
Staff member identifies behavior to be corrected and teaches behavior expectation.

**Think Spot:** Student takes a break to reflect away from the group within the classroom (set timer for 5 mins). Staff member checks-in with student to discuss what the student will do to not engage in the behavior.

**Buddy Classroom & Follow-Up Agreement**

1. Student completes reflection form outside of the classroom or away from playground (set timer for 10 mins)
2. Student and staff member confer and review student reflection form and discuss how to repair harm.
3. See Responsive Classroom Interventions.

**Contact Parents:**  
Discuss how to work together.

**Refer to School Climate Committee (SCC):** Problem Solving Process

- Minor (Staff Managed)**
- Inappropriate Language/ Body Language
  - Horseplay
  - Non-Compliance
  - Off-Task Behavior
  - Side-Talking/Noises
  - Inappropriate Affection; PDA
  - Lying/False Information
  - Tardy
  - Minor Destruction of Property
  - Copying/cheating
  - Running
  - Tattling
  - Stealing
  - Verbal conflict/arguing
  - Pretend Weapons
  - Rude Behavior
  - Teasing
  - Rumor/Gossip

- Major (Admin. Managed)**
- Bullying: Repeated, Unwanted, Aggressive Behavior that involves a Real or Perceived Power Imbalance.
  - Physical Fighting
  - Major Destruction of Property
  - Stealing (if items not returned)
  - Threats to Harm Self/Others
  - Drug/Alcohol Use/Possession
  - Weapons/Weapon-Like Implement Use/Possession
  - Serious Disruption of Class
  - Harassment
    - Racial
    - Sexual
    - Physical
  - Repeated Minor Infractions (more than three)

Referring Staff Member completes and sends student to the office with a referral form. If the student is a Special Education student, contact the SPED coordinator.

1. Student completes reflection form before meeting with Administrator.
2. Administrator follows-up with the referring staff member.
3. Student and Administrator confer and review student reflection form and discuss how to repair harm.

Administrator determines consequence and follows up as needed (Intervention team, parent, student, and staff).

Data is entered in IlluminateEd

**Did the behavior change?**

**NO:** SCC Referral and Possible Office Intervention

**YES:** Reinforce and Recognize Corrected Behavior

□ SUSPENSION AND EXPULSION PROCEDURES

LAS DISCIPLINE RECORD

The staff works proactively with both students and families to find constructive solutions to disciplinary issues. During its fifteen years of operation as a charter school, LAS has had an exemplary discipline record. There have been no expulsions during the tenure of the LAS charter. Our goal is to continue to work with students and their families to continue these results.

POLICIES AND PROCEDURES: SUSPENSIONS AND EXPULSIONS

The Language Academy of Sacramento maintains a comprehensive set of student discipline policies. A draft of these policies is attached hereto in the Appendix and is reviewed and ratified by the LAS Governing Board.

□ PROCEDURES FOR INFORMING PARENTS AND PUPILS ABOUT REASONS FOR SUSPENSIONS AND OF DUE PROCESS RIGHTS:

These policies will be distributed as part of the school's student handbook and will clearly describe the school's expectation regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent will be required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are serious disruptions to the education process and/or who present a health or safety threat may be suspended for a up to ten school days.

LAS will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, LAS may take action to expel the student. In such cases, LAS will send a written notice of the facts, allegations and students/parent rights to the appropriate caregiver and a committee designated by the LAS Governing Board will hold a hearing regarding the offense. Upon the committee's determination, the student may be expelled or offered reinstatement as appropriate.



□ DUE PROCESS FOR STUDENTS WITH DISABILITIES:

These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an individualized education plan team meeting if a suspension lasts beyond ten days or in the event that expulsion is recommended.

Manifestation Determination for Special Education Students Based on Education Code 48900

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine--

(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of the ED Code section was met.

(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of the Ed Code section was met, the LEA must take immediate steps to remedy those deficiencies.

(f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--

(1) Either--

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from



which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

❑ DISTRICT INVOLVEMENT OR NOTIFICATION OF DISCIPLINARY MATTERS

LAS will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

❑ COMMENTARY REGARDING COUNSELING OUT OF STUDENTS

The Language Academy of Sacramento does not counsel out students. No student will be involuntarily removed by the charter school for any reason unless the parent or guardian has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or student's parent or guardian or, if the student is a foster child or a homeless youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions. The parent, guardian, or educational rights holder may request a written notice of the charges against the student and an explanation of the student's basic rights and request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence and witnesses, and confront and cross-examine witnesses, and at which the student has the right to bring legal counsel or an advocate.

In recent years, LAS has consciously created a community designed ideal school and learning climate which embeds structures and systems that encourage student engagement and limit the number of suspensions. The following are prevention strategies and direct alternatives to suspension.

## Climate for Learning

LAS school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. As a school, LAS encourages attitudes and behaviors that promote mutual respect and harmonious relations. LAS values and encourages student involvement and provides opportunities for students to voice their opinions about school policies and practices. Through Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and Restorative Justice Practices, LAS strives to foster a supportive, academic, behavioral and physical school environment for students and the entire school community.

Each support structure plays a vital role in maintaining a positive school climate and culture. The Multi-Tiered System of Supports (MTSS) provide a structure that integrates varying levels of support that help meet the individualized academic and/or behavioral needs of students. Positive Behavior Intervention Supports (PBIS) provides explicit school wide agreements and expectations for students, staff and school community. Our Social Emotional Learning Practices (SEL) provide students with tools they can use when they find themselves in difficult situations or when school rules/agreements are not followed. Restorative Justice Practices help establish and create an inclusive community to problem solve and restore damaged relationships.

### MTSS (Multi-Tiered Systems of Supports)

The LAS Multi-Tiered System of Supports is a systematic, continuous improvement structure where data-based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this intervention practice, the classroom teacher identifies the academic and/or behavior concern/s and implements research-based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention.

The classroom teacher will inform parents of the concern/s, implement interventions, and through a "yellow folder" process, collect data and monitor student progress. When additional guidance and support is necessary, the teacher may 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, teacher,

school support personnel, and an administrator, to further examine the student's academic, behavioral and socio-emotional needs.

### Positive Behavioral Interventions and Support (PBIS) and Jaguar Ticket Rewards

PBIS is a school-wide approach to support student-success in school. Emphasis is placed on proactive procedures and practices to prevent problem behavior and improve school climate. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, 80-85% of students will meet these expectations. At LAS, all students are expected to follow the Jaguar Norms: BE RESPECTFUL, MAKE RESPONSIBLE DECISIONS and RESOLVE PROBLEMS. These school rules are covered throughout the year. When a student is observed demonstrating one of these three Jaguar Norms or the Second Step Skills for Social and Academic Success, a staff member will complete a "Mancha Jaguar" ticket which identifies the positive behavior that was observed. The student will keep the original copy of the Mancha Jaguar and a second copy will be turned in to the office as an entry for periodic drawings. The 15-20% of the students not responding to these expectations will receive additional support through interventions.

### Social Emotional Learning (SEL)/Second Step

Social-emotional learning is the process through which children and adults acquire knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. LAS teachers implement *Second Step*, a social emotional learning program, as part of weekly instructional goals.

Throughout the school year, students are recognized for demonstrating the Second Step Skills for Social and Academic success. LAS requests families to support student practice of the following skills beyond the school grounds, such as at home and during after-school activities. At times, students will be recognized during school-wide assemblies and/or during classroom gatherings.

### □ ELEMENT 11: STAFF RETIREMENT

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security.*

*-California Education Code Section 47605(b)(5)(K)*

☐ DESCRIBE ALL RETIREMENT PLANS

All LAS employees who qualify for membership in STRS or an alternate retirement system shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or at the designated rate by LAS for non-STRS members for an alternative retirement plan (e.g. an employer-sponsored 403(b) account).

☐ ELIGIBLE STAFF AND QUALIFICATIONS FOR ALL RETIREMENT PLANS

The Business and Operations Officer of LAS will ensure that appropriate arrangements for coverage have been made. LAS will make all employer contributions as required. LAS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

☐ PLAN TO ADEQUATELY ADDRESS EMPLOYEE RETIREMENT FUNDING

The Language Academy of Sacramento is aware of the increasing STRS employer contributions and has built those increases into the schools' multi-year financial projections. Depending on the increases in LCFF funding, LAS is prepared to make tradeoffs if needed, and is incorporating various scenarios in its long-term budget projections.

☐ ELEMENT 12: ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools*

*California Education Code Section 47605(b)(5)(L)*

☐ ATTENDANCE ALTERNATIVE POLICY

Students who opt not to attend LAS may attend other district schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of their district or county of residence.

□ **ELEMENT 13: EMPLOYEE RIGHTS**

*Governing Law: A description of the rights of an employee of the schools district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school*

*California Education Code Section 47605(b)(5)(M)*

Charter school employees will be entitled to receive health, dental, and vision insurance coverage that is comparable to the coverage offered by surrounding schools, so long as these policies are commercially available and financially sound. Nothing in this charter shall be construed as preventing the LAS Governing Board from offering increased salary or better working conditions in lieu of some benefits, so long as the overall package of salary, benefits, and working conditions is competitive with those offered by surrounding districts.

The charter school agrees to provide teachers with a minimum of \$1,000,000 insurance coverage or funds sufficient to purchase professional liability insurance coverage relating to abuse and alleged abuse of students.

□ **RIGHTS OF SCHOOL DISTRICT EMPLOYEES POLICY**

Employees of the District who choose to leave the employment of the District to work at LAS shall have no automatic rights to return to the District after employment at LAS unless specifically granted by the District through a leave of absence or other agreement policy of the District as aligned with the collective bargaining agreements of the District.

**ELEMENT 14: DISPUTE RESOLUTION**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve dispute relating to provisions of the charter.*

*-California Education Code Section 47605(b)(5)(N)*

- **DISPUTE RESOLUTION PROCESS WITH SCUSD**
- **STATEMENT THAT THE DISPUTE RESOLUTION PROCESS WITH SCUSD IS NOT A PREREQUISITE FOR DISTRICT TO INITIATE REVOCATION PROCEEDINGS**

## District Required Language

Any and all disputes between Sacramento City Unified School District (District) and The Language Academy of Sacramento (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

- (a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
- (b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.
- (c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules or evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing board of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

### RESOLUTION PROCESS FOR INTERNAL COMPLAINTS AND DISPUTES

The dispute resolution process is designed to:

- Address internal school disputes pursuant to the school's policies with the goal of minimizing the oversight burden on the charter granting agency



- Ensure a fair and responsive resolution to disputes
- Outline a charter oversight and renewal process and timeline.

### *Public Comments*

The staff, the Governing Board, and the charter granting agency will refrain from public comments until the dispute resolution process has been completed.

### *Disputes Arising from within the School*

Disputes within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organization(s), and LAS Governing Board members, shall be resolved pursuant to policies and processes developed by the school.

Resolution decisions are the ultimate responsibility of the Language Academy of Sacramento's Governing Board. The charter granting agency shall refer any complaints or reports regarding such internal disputes to the Governing Board for resolution pursuant to the school's policies.

### *Language Academy of Sacramento Formal Grievance/Complaint Procedures*

In the event of a dispute involving an employee, family or student, they may submit a complaint following the procedures outlined below. **PARENTS AND ADULTS (NON-LAS EMPLOYEES) ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY.** Direct questions or concerns should be directed to teachers and/or school administration when deemed necessary.

### *Grievance Filing Process*

1. Parent/Public or student may submit his/her grievance in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute. a. Confidentiality: Information obtained from the Complainants will be maintained in the most confidential manner possible, but in some circumstances absolute confidentiality cannot be assured. b. Non-Retaliation: Complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process.



2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint.

3. School Administration (or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.

4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student. The Governing Board's final decision shall be sent to the complainant within 60 days from receipt of the complaint by LAS. The Governing Board's final decision shall contain: 1) the findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) corrective actions, if they are warranted, including with respect to a pupil fee complaint, a remedy that comports with Education Code section 49013(d) and 5 CCR § 4600(u); 6) notice of the complainant's right to appeal the decision to the California Department of Education (CDE); and 7) procedures to be followed for initiating an appeal to the CDE.

5. If dissatisfied with the Governing Board's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the Governing Board's final decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

#### □ UNIFORM COMPLAINT PROCESS

The LAS Governing Board recognizes that LAS is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws

governing education programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by LAS, which is funded directly by or that received or benefits from any state financial assistance.

This section contains rules and instruction about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying, or charging pupil fees for participation in an educational activity, or noncompliance with the requirement of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

LAS shall follow UCP for all allegations of unlawful discrimination, harassment, intimidations or bullying against any protected groups as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

UNIFORM COMPLAINTS: 2015-16 TO 2017-18

2\* currently under investigation process

UNIFORM COMPLAINTS RESOLVED: 2015-16 TO 2017-18

None

NUMBER OF OCR AND OTHER COMPLAINTS: 2015-16 TO 2017-18

None

❑ STATUS OF CURRENT OCR AND OTHER COMPLAINTS

None

❑ PARENT COMPLAINT PROCESS AND INFORMATION ON WEBSITE

LAS Website Link:

<http://www.lasac.info/Policies--Forms/Formal-Complaint-Procedures-Procedimientos-formales-de-queja/index.html>

❑ ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*California Education Code Section 47605(b)(5)(O)*

❑ CLOSURE PROTOCOL

In the event that the Language Academy of Sacramento ceases operation and the LAS Governing Board determines that there is no successor charter school, then the LAS Governing Board shall designate an entity or individual to take charge of the closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall begin closure activities by notifying parents and guardians of pupils, the State Board of Education, the County Office of Education, the SELPA in which LAS participates, the retirement systems in which LAS employees participate, and the California Department of Education.

The Authorized Closer will be qualified to handle student records under federal and state privacy laws concerning student records. (Family Educational Rights and Privacy Act, "FERPA", 20 U.S.C. 1232g; Education Code 49073 et seq.)

❑ DISPOSITION OF ASSETS AND LIABILITIES

❑ PLAN FOR PAYMENT OF OUTSTANDING DEBTS AND EXPENSES

The Language Academy of Sacramento is a California nonprofit public benefit corporation. If in connection with the closure, the LAS Governing Board determines that it will dissolve the school

corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the LAS Governing Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by LAS or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by LAS or the school corporation.

For purposes of the subparagraph above, “Restricted Government Grant” means any grant or donation, in cash or in-kind (i.e. materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

❑ MAINTENANCE AND TRANSFER OF PUPIL RECORDS

LAS will facilitate the timely transfer of student records to each student’s district of eligibility or school to which the student will transfer. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with the Family Education Rights and Privacy Act (“FERPA”) and with all applicable law.

❑ MAINTENANCE AND TRANSFER OF FINANCIAL AND OTHER SCHOOL RELATED RECORDS

The Language Academy of Sacramento shall complete an independent final audit within six months of the school closure. The audit may also serve as the annual audit and at the very least must include the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies.
- An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to LAS.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code Section 47604.33. LAS will also submit year-end financial reports to the CDE and the District in the form and time frame required.

*Documentation of Closure Action*

The decision to close LAS for any reason will be documented by an official action of the LAS Governing Board. The action will identify the reason for LAS's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

□ NOTIFICATIONS TO: DISTRICT, SCOE, STUDENTS, PARENTS, STAFF, SELPA, CDE, COMMUNITY, VENDORS, AND ALL OTHER INTERESTED PARTIES

The notice to the varying entities: LAS constituents, the State Board of Education, the Sacramento County Office of Education, LAS's SELPA: El Dorado County Office of Education, the retirement systems in which LAS employees participate (e.g. State Teachers' Retirement System, 403b companies, and federal social security) and the California Department of Education, shall include the effective date of closure, the party to contact for information related to the closure, the pupils' districts of residence, and the manner in which parents and guardians may obtain copies of pupil records. LAS shall provide the Authorized Closer with a list of pupils in each grade level, together with information on the pupils' districts of residence.

*Notification to Receiving Districts*

In the event that any students reside outside the District, LAS will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

*Notification to the California Department of Education*

Notification will be given to the Charter Schools Unit at the CDE and to the Sacramento County Office of Education. The notification will include the following information:

- a. School name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).



□ IMPACT TO DISTRICT

*The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.*

*-California Education Code Section 47065(g)*

□ CIVIL LIABILITY

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District  
California Education Code Section 47605(g)*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47605(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.



The corporate By-laws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agent, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risk.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for school of similar size, location, and student populations. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening employees, establishing codes of conduct for students, and dispute resolution.

□ ADMINISTRATIVE, SUPPORT, AND OTHER SERVICES FROM THE DISTRICT

*Governing Law: The manner in which administrative services of the school are to be provided California Education Code Section 47605(g)*

As an independent charter school, the Language Academy of Sacramento may explore entering into a contract whereby the SCUSD may provide the following services or any other services as mutually agreed between the parties. These agreements will be detailed in a Memorandum of Understanding and negotiated between the LAS Governing Board and SCUSD.

□ EXCLUSIVE EMPLOYER DECLARATION

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relation Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). California*

*Education Code Section 47605(b)(6)*

The Language Academy of Sacramento shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.

❑ COLLECTIVE BARGAINING UNITS AND AGREEMENTS

This is not applicable to The Language Academy of Sacramento.

❑ FACILITIES TO BE UTILIZED

The Language Academy of Sacramento intends to continue operating at its current location at 2850 49<sup>th</sup> Street, Sacramento, CA. 95817. The Charter School plans to honor its Facilities Use Agreement with SCUSD.

❑ INSURANCE AND INDEMNIFICATIONS TO INCLUDE FIRM, COVERAGE TYPES AND AMOUNTS

The Language Academy of Sacramento shall acquire and finance general liability, workers compensations, and other necessary insurance of the types and in the amount required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. Currently, LAS insurance coverage is provided by CharterSAFE.

❑ CMO RELATIONSHIPS TO INCLUDE COSTS

Not applicable to LAS.

❑ BACK OFFICE AND OTHER SUPPORT UTILIZED BY THE SCHOOL

The Language Academy of Sacramento works with EdTec Inc. for back office support for payroll, accounts payable, and accounting functions, as well as to support financial analysis, reporting and compliance requirements. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between LAS and the District.

❑ TIMELY SUBMISSION OF CALENDAR DUE DATE ITEMS FY2017-2018

10 out of 16; LAS is in compliance

❑ TIMELY SUBMISSION OF REQUEST FOR INFORMATION ITEMS FY2017-2018

0 out of 0; LAS is in compliance

❑ CONCLUSION

❑ REASONS CHARTER PETITION SHOULD BE APPROVED

Comparatively speaking, LAS academic performance is at least equal to or better than the public schools that the charter school students would otherwise be required to attend.

LAS Facts: (Based on CDE's Historical Data 2013-2018 and California Dashboard)

GRADES 7 AND 8 COMPARATIVE TO NEIGHBORHOOD MIDDLE SCHOOLS, SCUSD DISTRICT, AND STATE

1. Seventh and eighth grade students at LAS are achieving at higher levels in English Language Arts than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
2. Seventh grade students and eighth grade students at LAS are achieving at comparable and/or higher levels in Mathematics than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
3. Eighth grade students at LAS are achieving at higher levels in Science than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and are comparable to the State. Note: LAS utilizes Spanish language instruction and textbooks for subject content (CST Data).
4. Eighth grade students at LAS are achieving at higher levels in History than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District and the State (CST Data).
5. LAS overall performance in the past 13 years illustrates the efficacy of a dual-language educational program in learning academic English.
6. Comparatively speaking, LAS students are outperforming their neighborhood peers in the standardized assessment in English and math while simultaneously acquiring literacy in another global language, Spanish.

MEETING CHARTER RENEWAL ACADEMIC PERFORMANCE CRITERIA

*EC 52052(f): For any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on*

*January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.*

As evident in the charter petition, LAS meets the relevant and applicable criteria of the academic performance items as set forth in Education Code 47607 as it has:

*Performed at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of schools in the school district in which the charter school is located, taking into account the composition of the pupil populations that are served at the charter school.*

#### STANDARD FOR REVIEW OF THE LAS CHARTER PETITION FOR RENEWAL

In the context of charter petition review, the Language Academy of Sacramento operates under the premise that the Sacramento City Unified School District:

1. Supports the value and uniqueness of LAS's pedagogical design;
2. Understands the reason why some achievement measurements under the California Accountability Model, School Dashboard and standardized testing system are only logical and comparable in the middle school grade levels; and,
3. Recognizes LAS's contributions in fulfilling SCUSD's goal of success for educating the whole child by "providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system."

LAS's educational program provides SCUSD high schools the rare pool of middle school students within SCUSD who are ready to thrive and to enroll in Advanced Placement foreign language course as freshmen in high school. LAS's success is aligned with SCUSD's goal of preparing every student for college and career milestones and for responsible global citizenship in the 21<sup>st</sup> century. It directly advances the SCUSD principle of "ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." Lastly, LAS will continue to serve as a lighthouse for the state-wide

Global California Initiative 2030, illuminating the possibilities for students who are culturally and linguistically prepared for global citizenry through education.

The joint achievement of LAS as a learning community and SCUSD's success as a charter authorizing agency is reflected in the results of family surveys; for fourteen consecutive years, LAS families conclude with over 95% confidence that "Yes, they would recommend the LAS to others."

□ FINAL COMMENTARY

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) *Improve pupil learning*
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experience for pupils who are identified as academically low-achieving*
- c) *Encourage the use of different and innovative teaching methods*
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*
- e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*
- f) *Hold the schools established under this part accountable for meeting measurable pupil*
- g) *outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*
- h) *Provide vigorous competition within the public school systems to stimulate continued improvements in all public schools*

*The Charter Schools Act (or Act), California Education Code Section 47601(a)-(g)*

Evident of the its achievements in over a decade of charter school existence, LAS has contributed to the legislative goals delineated above, and if given the opportunity, will proceed in advancing the esprit de corps of the Charter School Act of 1992.

□ CHARTER TERM REQUEST (5 YEARS FOR RENEWALS)

In accordance with the Charter School Act of 1992, LAS hereby respectfully petitions Sacramento City Unified School District (“the District”) to renew the LAS charter for a five-year period, from July 1, 2019 to June 30, 2024.

By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, by providing the students in the District with the option to acquire a premier dual immersion Spanish-English bilingual education.

□ **SIGNATURE PAGE**

January 22, 2019

Superintendent Jorge Aguilar

Members of the Sacramento City Unified School District Board of Education

5735 47th Avenue,

Sacramento, CA 95824

Dear Superintendent Aguilar and Members of the Sacramento City Unified School District Board of Education:

On behalf of our learning community, I would like to submit Language Academy of Sacramento (LAS)'s renewal charter petition. If the renewal petition is approved, our school would continue to serve our students and their families for the term of 2019-2024.

Thank you for your continued support for our dual immersion Spanish and English bilingual educational program and your belief in preparing students for global citizenry.

Respectfully,

Eduardo de León

Executive Director



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<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

<https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

On September 6, 2013, SBE adopted the Next Generation Science Standards for California (CA NGSS). The Science curriculum Framework was adopted by the State Board of Education on November 3, 2016.

<https://www.cde.ca.gov/ci/sc/cf/>

<https://www.nextgenscience.org/california>

CDE and the San Diego County of Education (SDCOE) in collaboration created the Common Core Translation Project.

<https://commoncore-espanol.sdcoe.net/>

State Board of Education approved English language development (ELD) standards in November 2012.

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

<https://www.cde.ca.gov/re/cc/eldresources.asp>

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#### □ PLANES ACADÉMICOS PARA EL FUTURO

Los planes académicos de LAS se detallan en el Plan de Control Local y Rendición de Cuentas (LCAP, por sus siglas en inglés). LAS ha delineado claramente objetivos de rendición de cuentas internos y externos para todos sus subgrupos. Los planes abordan los logros académicos de los estudiantes en español e inglés, según sea apropiado para el desarrollo en el contexto de un programa bilingüe de inmersión de dos vías. Además, LAS continuará su trayectoria de planificación de programas basada en la investigación a medida que las evaluaciones estatales como Consorcio de Evaluaciones Smarter Balanced (SBAC, por sus siglas en inglés) y las Pruebas de Suficiencia en el Idioma Inglés de California (ELP AC, por sus siglas en inglés) alcancen la implementación completa. Se revisará su implicación directa en el diseño del programa educativo bilingüe de inmersión LAS. Actualmente, LAS está estudiando la nueva frontera en la investigación en educación bilingüe en dos idiomas, a saber, el concepto del translenguaje como práctica pedagógica con un enfoque en la instrucción directa y explícita sobre el aprendizaje bilingüe. El enfoque del translenguaje considera las prácticas de lenguaje como un repertorio de un solo idioma donde los estudiantes bilingües navegan internamente por el mundo, tomando el control de su propio aprendizaje, auto-regulando cuándo y cómo el lenguaje, dependiendo de la demanda de su contexto social (Sánchez, García y Soler, 2018; Cenoz & Gorter, 2015; Creese & Blackledge, 2015; MacSwan, 2017; García, Johnson, & Seltzer, 2017).

#### □ PLANES FINANCIEROS PARA EL FUTURO

LAS ha completado su análisis de financiación anual y las proyecciones muestran la capacidad de la escuela autónoma para apoyar la operación de un programa educativo K-8 sobre una base financiera sólida. LAS ha investigado escenarios multianuales para garantizar un financiamiento estable que incorpora cambios anticipados en STRS/PERS y posibles cambios que podrían ocurrir en la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés).

#### □ PLANES DE GOBERNACIÓN PARA EL FUTURO

LAS es gobernado por la Mesa Directiva de la Academia de Idiomas de Sacramento, en conformidad con la Ley de Escuelas Autónomas de California y la Ley de la Corporación de Beneficios Públicos sin fines de lucro. La escuela autónoma de LAS cumple con los estatutos adoptados por los incorporadores, según se enmendó posteriormente en conformidad con el proceso de enmienda especificado en los estatutos. La Mesa y el Liderazgo escolar entienden el papel invaluable del gobierno activo y participativo para la comunidad escolar de LAS y, por lo tanto, son diligentes en su enfoque para reclutar y seleccionar nuevos miembros de la Mesa. Va a



continuar su esfuerzo para reclutar una Mesa diversa, con miembros que enriquecerán la experiencia de la Mesa y fortalecerán su capacidad colectiva para abordar las necesidades cambiantes y el crecimiento de la escuela autónoma.

#### □ PLANI FICACIÓN GENERAL DE FUTURO

La Academia de Idiomas de Sacramento se enf oca en cumplir su visión de “brindar un programa de educación bilingüe español-inglés excepcional para todos los estudiantes“. De este punto f ocal surge todo el trabajo de las partes interesadas arraigado en la investigación, alimentado a través del desarrollo profesional y el diseño curricular, que inevitablemente mejora la calidad de la enseñanza y, en última instancia, aumenta el rendimiento académico. LAS diseña conscientemente su programa educativo con la premisa de que, como requisito previo para el logro académico, existe una experiencia equilibrada de aprendizaje de prácticas de bienestar socioemocional. Juntos; las f amilias, los estudiantes y el personal, discuten áreas de mejora y calibran los recursos escolares para alcanzar la homeostasis entre el crecimiento cognitivo y socioemocional y el desarrollo de todos los estudiantes.

#### □ METAS DE LA CARTA ESTATUTARIA

##### CONTEXTO UNICO DEL PROGRAMA EDUCATIVO PARA ENTENDER EL LOGRO

Sobre la base de la investigación de inmersión dual y adquisición de un segundo idioma, se tarda aproximadamente de cinco a siete años en desarrollar el dominio del lenguaje académico cognitivo (CALP, por sus siglas en inglés) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman y Christian, 2018). Con alf abetización bilingüe en aproximadamente siete años como meta f inal, LAS monitorea estratégicamente el rendimiento de los estudiantes en niveles de grado crítico. La progresión de grado de lectoescritura bilingüe de LAS se divide en tres etapas: Etapa 1: bilingüe emergente, Etapa 2: bilingüismo en expansión, y Etapa 3: bilingüe completo. Debido a su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa temprana 2 reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas en estos niveles se realizan predominantemente en español.

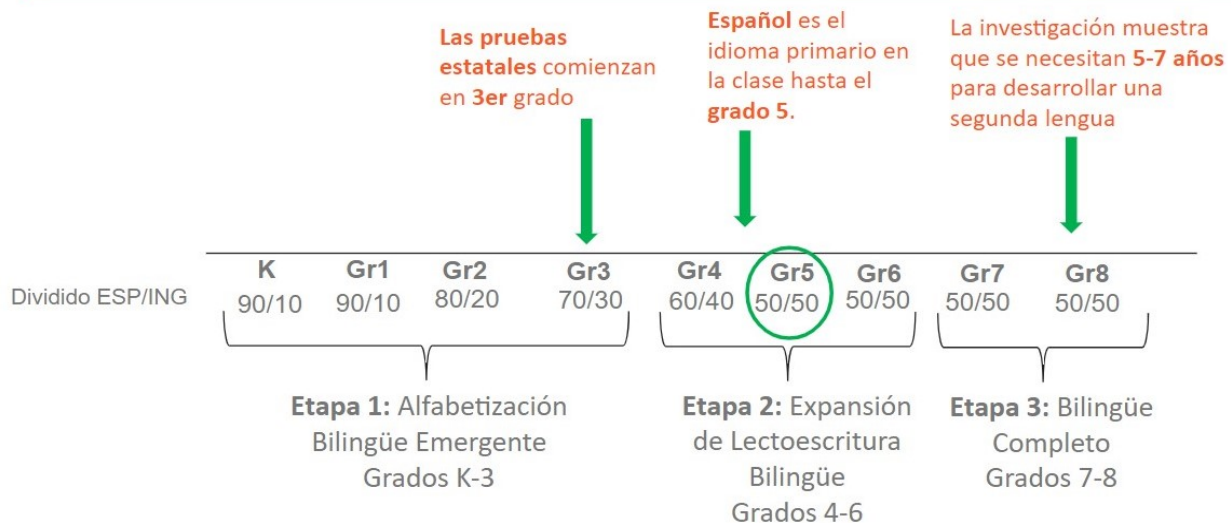
Al f inal de la Etapa 2, muchos estudiantes realizan la transf erencia académica y lingüística como se espera en los programas de educación bilingüe en dos idiomas. Por lo tanto, es más apropiado que LAS utilice el f inal de los datos de evaluación estandarizados de inglés del grado 5 como la línea de base para el análisis del crecimiento individual del estudiante.

Para los grados 7 y 8 en la Etapa 3, el dominio del inglés de los estudiantes de LAS en diversas materias es al menos comparable, si no más alto, que los estudiantes en escuelas de inmersión no lingüística dual. Simultáneamente, estos mismos estudiantes de secundaria de LAS habrán adquirido un dominio del idioma español comparable al de un estudiante universitario matriculado en una clase de idiomas de nivel avanzado. Después de alcanzar el nivel de alfabetización bilingüe, el graduado de LAS ingresa al canal de preparatoria mejor preparado para recorrer el puente hacia la universidad y las metas profesionales.

PROGRESIÓN DE GRADO DE LECTOESCRITURA BILINGÜE



LAS: UN PROGRAMA DE INMERSIÓN EN DOS IDIOMAS



Los objetivos en la Academia de Idiomas de Sacramento que se destacan están alineados con las prioridades educativas estatales que se presentan en el Tablero de CA y el Plan de Control Local y Rendición de Cuentas (LCAP), así como en el Informe Anual de Desempeño del Distrito Escolar Unificado de Sacramento (SCUSD) (APR) en la sección de Indicadores Clave de Rendimiento (KPI).

Tenga en cuenta que los objetivos de rendimiento académico de LAS resaltados a continuación representan las expectativas de fin de la Etapa 3 Gr8 según la Progresión de Grado de Lectoescritura Bilingüe en LAS.

□ OBJETIVOS CLAVE DE LA CARTA ESTATUTARIA DE LAS

Objetivos y métricas de LAS	Alineación con Misión (M) de LAS: M1: Alfabetización Bilingüe M2: Confianza/ Destrezas de la vida M3: Liderazgo/ Pensamiento crítico	Prioridad Estatal de CA (SP1-SP8) y la alineación del indicador del informe anual de desempeño (APR) de SCUSD (KP: 4,5,6, 7,8)
<b>Objetivo #1 de LAS</b>		
<b>Descripción: Absentismo crónico bajo.</b>		
G1.0 Tasa de asistencia del 95% o superior.	M2	SP5, KP4
<b>Objetivo #2 de LAS</b>		
<b>Descripción: Baja tasa de suspensión</b>		
G2.0 Tasa de suspensión inferior al 2%	M2	SP6, KP5
<b>Objetivo #3 de LAS</b>		
<b>Descripción: Alto rendimiento en artes del lenguaje: inglés (ELA) y español (SLA)</b>		
Responsabilidad externa: G3.0 SBAC % de estudiantes que cumplen con los estándares ELA-	M1	SP4, KP7

Al final de la Etapa 3 Gr8, el cohorte mostrará una trayectoria hacia arriba desde la línea de base de Gr5 SBAC ELA		
G3.1 Fin de la Etapa 3 (7-8) SBAC ELA: Mantener los datos de rendimiento en una trayectoria comparable/competitiva con las escuelas estatales, distritales y vecinas		
Responsabilidad interna: G3.2 Punto de Referencia de LAS DRA / EDL- Al final de la Etapa 2 Gr6, el 70% o más de los estudiantes de Gr6 mostrarán un crecimiento desde el comienzo del año hasta el final del año leyendo los datos de evaluación en inglés y español		
<b>Objetivo #4</b>		
<b>Descripción: Alto Logro en Matemáticas</b>		
Responsabilidad externa: G4.0 SBAC% de estudiantes que cumplen con los estándares de Matemáticas - Al final de la Etapa 3 Gr8, el cohorte mostrará una trayectoria hacia arriba desde la línea de base de Matemáticas de SBAC Gr5	M1	SP4, KP6
G4.1 Fin de la Etapa 3 (7-8) SBAC Matemáticas: Mantener los datos de rendimiento para que se encuentren en una trayectoria comparable/competitiva con las escuelas estatales, distritales y vecinas		
Responsabilidad interna: G4.2 Punto de Referencia de LAS MAP Matemáticas: al final de la Etapa 2 Gr6, el 70% o más de los estudiantes de Gr6 mostrarán un crecimiento desde el comienzo del año hasta el final del año en datos de evaluación de matemáticas		
<b>Objetivo #5</b>		
<b>Descripción: Trayectoria hacia arriba del progreso EL</b>		
Responsabilidad externa: G5.0 Tasa de reclasificación de cohorte del 70% o más al final de la Etapa 3 (Gr8).	M1	SP2
Responsabilidad interna: Punto de Referencia de lectura de LAS- Al final de la Etapa 2, el 70% o más de los estudiantes EL de Gr6 mostrarán un crecimiento		

desde el comienzo hasta el final del año en datos de evaluación de lectura		
<b>Objetivo #6</b>		
<b>Descripción: Datos de alta satisfacción de la encuesta de clima</b>		
G6.0 Datos de la encuesta anual de estudiantes: 90% o más de los estudiantes estarán de acuerdo con la declaración, "Me gusta mi escuela".	M3	SP3, SP5, KP8
G6.1 Datos de la encuesta anual familiar: 90% o más de las familias estarán de acuerdo con la declaración: "Recomendaría la escuela a otros".		
G6.2 Datos de la encuesta anual del personal: 90% o más del personal estará de acuerdo con la declaración: "Recomendaría la escuela a otros".		

**ELEMENTOS DE PETICION**

**ELEMENTO 1: EL PROGRAMA EDUCATIVO**

*Ley vigente: Una descripción del programa educativo de la escuela, diseñada entre otras cosas para identificar a aquellos a quienes la escuela está tratando de educar, lo que significa ser una "persona educada" en el siglo 21, y cómo se produce el mejor aprendizaje. Los objetivos identificados en ese programa deben incluir el objetivo de permitir que los alumnos se conviertan en aprendices motivados y competentes de por vida.*

*-Sección del Código de Educación de California 47605(b)(5)(A)(i)*

*Ley vigente: Una descripción, para las escuelas autónomas, de las metas anuales, para todos los alumnos y para cada subgrupo de alumnos identificados de acuerdo con la Sección 52052, que se logrará en las prioridades estatales, como se describe en la subdivisión (d) de la Sección 52060, que solicite los niveles de grado atendidos, o la naturaleza del programa operado por la escuela autónoma y las acciones anuales específicas para lograr esos objetivos. Una petición de constitución puede identificar las prioridades escolares adicionales, las metas para las prioridades escolares y las acciones anuales específicas para alcanzar esas metas.*

*- Sección del Código de Educación de California 47605(b)(5)(A)(ii)*



White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

LAS Academics

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, and community partnerships to enrich the curriculum. Currently In its 14<sup>th</sup> year, LAS has become the area’s only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

❑ PRIORIDADES ESTATALES Y METAS DE LAS LCAP

<b>Descripción de la prioridad del estado</b>  <i>Sub-prioridades</i>	<b>Metas medibles para lograr sub-prioridades</b>	<b>Acciones para lograr objetivos medibles</b>	<b>Resultado medible para definir el éxito</b>  <i>(Métodos de medición)</i>
<b>SP1: Básicos: Maestros, materiales de instrucción, instalaciones</b>			
<i>Proporcionar a los estudiantes acceso a maestros acreditados</i>	Año Fiscal 2017 y 2018: El 100% de los maestros están totalmente acreditados.	Mantener actualizado el estado de las credenciales de los maestros para garantizar que todo el personal docente esté altamente calificado y con las credenciales adecuadas.	Mantener el 100% de los profesores con credenciales completas. <i>(Porcentaje de maestros debidamente acreditados)</i>
<i>Proporcionar a los estudiantes acceso a materiales de instrucción alineados con los estándares</i>	Los materiales de instrucción se basan en la investigación, se implementan con fidelidad en el contexto de un programa de lenguaje dual y se alinean con	Todas las instrucciones de los temas centrales se basan en los Estándares Estatales Básicos Comunes	Registro de investigación y compra: currículos alineados de CCSS. Apoyo a la implementación por parte del liderazgo escolar.

	Estándares Estatales Básicos Comunes		(Porcentaje de estudiantes con acceso a material de instrucción alineado con los estándares)
<i>Proporcionar instalaciones en buen estado.</i>	Año Fiscal 2017 y 2018: Clasificación SARC “Bueno”	Comité de instalaciones continúa abordando la visión a corto y largo plazo para la escuela, incluidas las actualizaciones de los proyectos que cumplen con ADA  Asegurar la contratación de personal ejemplar para ayudar con el mantenimiento continuo de las instalaciones.	Mantener una calificación general de “Bueno” en SARC  (Instalaciones en buen estado por SARC)
<b>Descripción de la prioridad del estado</b>  <i>Sub-prioridades</i>	<b>Metas medibles para lograr sub-prioridades</b>	<b>Acciones para lograr objetivos medibles</b>	<b>Resultado medible para definir el éxito</b>  (Métodos de medición)
<b>SP2: Implementación de los estándares estatales y cómo los alumnos EL podrán obtener conocimientos de contenido académico y dominio del idioma inglés</b>			
<i>Proporcionar una experiencia educativa donde la alineación de todo el currículo y las evaluaciones en las materias básicas, incluidas las normas ELD dentro del contexto de doble inmersión, garantice la alfabetización bilingüe para todos los estudiantes</i>	Año Fiscal 2017 y 2018 El aprendizaje de desarrollo profesional refleja un enfoque del 100% en el currículo, la instrucción y la evaluación, el aprendizaje y la enseñanza de CCSS, las mejores prácticas, incluidas las capacitaciones fundamentales de los estándares ELD y la nueva evaluación estatal de ELPAC para el dominio del idioma inglés.	El liderazgo escolar y el equipo de diseño curricular continuarán las capacitaciones de desarrollo profesional que profundizarán la comprensión del personal de los estándares estatales y su eficacia para abordar el progreso de los Aprendices de inglés	Calendario de desarrollo profesional que refleja las capacitaciones de CCSS y ELD.  Apoyo a la implementación por el liderazgo escolar.  (Implementación completa del contenido académico y estándares de desempeño adoptados por la mesa estatal)



*(Implementación estratégica en tándem de los estándares CCSS y ELD que permiten a los estudiantes de inglés acceder al conocimiento del contenido académico y obtener dominio del idioma inglés)*

<b>Descripción de la prioridad del estado</b>	<b>Metas medibles para lograr sub-prioridades</b>	<b>Acciones para lograr objetivos medibles</b>	<b>Resultado medible para definir el éxito</b>
<i>Sub-prioridades</i>			<i>(Métodos de medición)</i>

**SP3: Participación de los padres**, incluidos los esfuerzos para buscar la opinión de los padres para tomar decisiones y promover la participación de los padres de alumnos no duplicados y aquellos con necesidades excepcionales

<i>LAS: Voluntariado</i>	<p>Año Fiscal 2017 y 2018: El total de horas de trabajo voluntario es 3947 y 4930.5, respectivamente. Año Fiscal 2017 y 2018: 56% y 62% de las familias con algunos de/reunieron 20 horas de voluntariado, respectivamente</p>	<p>Continúe con el calendario anual de reuniones y eventos para que las familias participen, compartan su voz sobre el aprendizaje de los estudiantes y cómo pueden ser voluntarios para ayudar a alcanzar las metas escolares.</p>	<p>Mantener o aumentar los datos actuales del número total anual de horas de voluntariado. <i>(Artículos reportados por el LCAP: Cantidad total anual de horas de voluntariado)</i></p>
<i>LAS: Participación de los votantes</i>	<p>Año Fiscal 2017 y 2018: 62% y 57%, tasa de participación electoral de la Mesa Directiva, respectivamente</p>	<p>Continuar compartiendo la importancia de la participación en el voto como una escuela autónoma gobernante independiente</p>	<p>Mantener o aumentar el porcentaje actual de participación de los votantes en las elecciones gubernamentales. <i>(Artículos Reportados en LCAP: Porcentaje anual de participación de los votantes en las elecciones de gobernancia)</i></p>
<i>LAS: Satisfacción de las partes interesadas</i>		<p>Continuar reflexionando sobre los datos de la encuesta anual para implementar iniciativas</p>	<p>Mantener o aumentar el porcentaje actual de al menos el 90% de participantes</p>

		claves que ayudan ensanchar la participación de padres.	<p>anuales de la encuesta que "recomendarían la escuela a otros"</p> <p><i>(Elementos reportados del LCAP: datos de satisfacción anuales basados en la encuesta anual de partes interesadas)</i></p>
<p><b>Descripción de la prioridad del estado</b></p> <p><i>Sub-prioridades</i></p>	<p><b>Metas medibles para lograr sub-prioridades</b></p>	<p><b>Acciones para lograr objetivos medibles</b></p>	<p><b>Resultado medible para definir el éxito</b></p> <p><i>(Métodos de medición)</i></p>
<p><b>SP4: Logro estudiantil</b> basado en evaluaciones estatales, porcentaje de estudiantes EL que progresan en ELPAC y tasa de reclasificación de EL</p>			
<p><i>Logro estudiantil y alfabetización bilingüe para todos los estudiantes.</i></p>	<p>Basado en los resultados medibles de la progresión del rango de grado de alfabetización LAS - Responsabilidad externa: establecer una nueva línea de base basada en ELPAC después de 2 años de implementación</p> <p>Etapas:  Etapa 1: Alfabetización Bilingüe Emergente (K-3)  Etapa 2: Expansión de Alfabetización Bilingüe (4-6)  Etapa 3: Bilingüe Completo (7-8)</p>	<p>Continuar supervisando la progresión de los estudiantes hacia la alfabetización bilingüe, incluido el desarrollo de la competencia académica del inglés de los Aprendices de inglés utilizando los indicadores SBAC y ELPAC</p>	<p>Mantener el final de la Etapa 3 (7-8) SBAC ELA y los datos de rendimiento matemático para estar en una trayectoria comparable/competitiva</p> <p>Mantener la trayectoria de crecimiento académico al final de las Etapas (1, 2 y 3) en el programa de doble lenguaje para aprendices de inglés, incluido el Final de la Etapa 3 (7-8) incremento anual del 5%.</p> <p><i>(Evaluación estatal meta de tasa de participación del 100%; tasa de RFEP y porcentajes de progreso de crecimiento anual EL)</i></p>

<b>Descripción de la prioridad del estado</b>  <i>Sub-prioridades</i>	<b>Metas medibles para lograr sub-prioridades</b>	<b>Acciones para lograr objetivos medibles</b>	<b>Resultado medible para definir el éxito</b>  <i>(Métodos de medición)</i>
<b>SP5: Participación estudiantil</b> basado en las tasas de asistencia escolar, tasa de ausentismo crónico y tasa de deserción escolar en la secundaria			
<i>Participación de los estudiantes y desarrollo de habilidades de confunción y life para todos los estudiantes.</i>	Año Fiscal 2017 y 2018: Tasa de asistencia real: 97%	Continuar monitoreando de cerca las tendencias de asistencia de los estudiantes.	Tasa de asistencia del 95% o superior. <i>(Tasa de asistencia anual)</i>
<i>Tasa baja de absentismo crónico</i>	Absentismo (crónica) al 2.9% y 3.2%, respectivamente.	Se continua el esfuerzo coordinado con el Concilio de Padres, la Asociación de Padres, los grupos del Concilio Estudiantil para un énfasis colectivo en el alto índice de asistencia	Tasa de absentismo crónico inferior al 3%.  <i>(Tasa anual de absentismo crónico)</i>
<i>Baja tasa de deserción escolar</i>	Abandono de la secundaria a tasa cero	Continuar la revisión de los datos de la encuesta anual de los estudiantes para las áreas de mejora	Tasa de deserción escolar en la secundaria a menos del 1% <i>(Índice anual de deserción escolar de secundaria)</i>

<b>Descripción de la prioridad del estado</b>  <i>Sub-prioridades</i>	<b>Metas medibles para lograr sub-prioridades</b>	<b>Acciones para lograr objetivos medibles</b>	<b>Resultado medible para definir el éxito</b>  <i>(Métodos de medición)</i>
<b>SP6: Clima escolar - Tasa de suspensión y tasa de expulsión</b> Otras medidas locales, incluida la encuesta a alumnos, padres y maestros sobre el clima escolar, la seguridad escolar y la conectividad			
<i>Ambiente escolar y fomento de la confianza, el liderazgo y las destrezas de pensamiento crítico para todos los estudiantes</i> <i>Baja tasa de suspensión</i>	Año Fiscal 2017 y 2018: tasa de suspensión = 1.9% y menos de 1%, respectivamente	Continuar alto nivel de compromiso estudiantil académico y socioemocional.	Objetivo de la tasa de suspensión de 2% o menos  <i>(Tasa de suspensión anual)</i>
<i>Baja tasa de expulsión</i>	Tasa de expulsión = 0% para ambos años		Objetivo de la tasa de expulsión de menos del 1% <i>Tasa de expulsión anual</i>
<i>Alta tasa de participación</i>	Año Fiscal de 2017 y 2018: Participación en la encuesta a las partes interesadas: Estudiante: 95% y 93%, respectivamente. Familias: 69% y 67%, respectivamente. Personal: 95% y 98%, respectivamente.	Continuar administrando los datos de la encuesta de las partes interesadas anualmente y monitorear las áreas de mejora	Objetivo de participación en la encuesta a las partes interesadas: mantenimiento del 90% y por encima de la tasa actual y 5% en incremento para que la familia complete la encuesta  <i>Datos de la encuesta anual de las partes interesadas:</i> 1) Familias 2) Personal 3) Estudiantes

<p><b>Descripción de la prioridad del estado</b></p> <p><i>Sub-prioridades</i></p>	<p><b>Metas medibles para lograr sub-prioridades</b></p>	<p><b>Acciones para lograr objetivos medibles</b></p>	<p><b>Resultado medible para definir el éxito</b></p> <p><i>(Método de medición)</i></p>
<p><b>SP7: Acceso al curso:</b> Curso amplio de estudio que incluyó todas las áreas temáticas descritas en 51210 y 51220 (a) (i) según corresponda; Programas y servicios desarrollados y proporcionados a alumnos y estudiantes no duplicados con necesidades excepcionales.</p>			
<p><i>Acceso al curso y su papel en el apoyo al cumplimiento de la misión LAS</i></p> <p><i>1) Los estudiantes de LAS están matriculados en un amplio curso de estudio. Como programa DLBE, los estudiantes reciben instrucción equivalente a nivel avanzado del estudio de lengua extranjera</i></p>	<p>El 100% de los estudiantes tiene acceso a un amplio curso de estudio, que incluye: educación física, tecnología de artes visuales y escénicas y lenguaje global</p>	<p>Continuar con las ofertas de cursos electivos en la escuela secundaria</p>	<p>100% de los estudiantes de secundaria participan en cursos electivos</p> <p><i>(Curso que ofrece archivos)</i></p>
<p><i>Establecer eventos en el camino escolar</i></p>	<p><i>Se facilitó la transición de los graduados a las preparatorias locales</i></p>	<p>Continuar las reuniones de Senderos al Exito (SALE) donde las familias de LAS Gr8 aprenden sobre los programas de las preparatorias</p> <p>Continuar con el apoyo facilitado de los estudiantes de Gr8 cuando se aplican a las preparatorias locales</p>	<p>El 100% de los estudiantes y familias de Gr8 reciben el lugar de SALE y tienen acceso al personal de apoyo para comprender las aplicaciones y transiciones de la escuela secundaria</p> <p><i>(Calendario de eventos de secundaria y formularios de asistencia)</i></p>

<p><b>Descripción de la prioridad del estado</b></p> <p><i>Sub-prioridades</i></p>	<p><b>Metas medibles para lograr sub-prioridades</b></p>	<p><b>Acciones para lograr objetivos medibles</b></p>	<p><b>Resultado medible para definir el éxito</b></p> <p><i>(Método de medición)</i></p>
<p><b>SP7: Acceso al curso:</b> Curso amplio de estudio que incluyó todas las áreas temáticas descritas en 51210 y 51220 (a) (i) según corresponda; Programas y servicios desarrollados y proporcionados a alumnos y estudiantes no duplicados con necesidades excepcionales.</p>			
<p><i>Acceso al curso y su papel en el apoyo al cumplimiento de la misión LAS</i></p> <p><i>1) Los estudiantes de LAS están matriculados en un amplio curso de estudio. Como programa DLBE, los estudiantes reciben instrucción equivalente a nivel avanzado del estudio de lengua extranjera</i></p>	<p>El 100% de los estudiantes tiene acceso a un amplio curso de estudio, que incluye: educación física, tecnología de artes visuales y escénicas y lenguaje global</p>	<p>Continuar con las ofertas de cursos electivos en la escuela secundaria</p>	<p>100% de los estudiantes de secundaria participan en cursos electivos</p> <p><i>(Curso que ofrece archivos)</i></p>
<p><i>Establecer eventos en el camino escolar</i></p>	<p><i>Se facilitó la transición de los graduados a las preparatorias locales</i></p>	<p>Continuar las reuniones de Senderos al Exito (SALE) donde las familias de LAS Gr8 aprenden sobre los programas de las preparatorias</p> <p>Continuar con el apoyo facilitado de los estudiantes de Gr8 cuando se aplican a las preparatorias locales</p>	<p>El 100% de los estudiantes y familias de Gr8 reciben el lugar de SALE y tienen acceso al personal de apoyo para comprender las aplicaciones y transiciones de la escuela secundaria</p> <p><i>(Calendario de eventos de secundaria y formularios de asistencia)</i></p>



A California Public School

Agenda Item# IVB

**Board Meeting Date:** January 25, 2019

**Subject:** Dispute Resolution

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

**Committee:** Erandi Zamora, Kathy Petree

The Dispute Resolution Committee will share an update of the committee’s review of the Dispute Resolution policies.

- The committee met on January 16, 2019 to discuss areas for clarification in the existing policy and will start working on an initial outline for revisions.
- The committee welcomes input from the LAS community on possible revisions.

<p><b>Estimated Time of Presentation:</b> 5 min  <b>Submitted By:</b> Zamora  <b>Date:</b> 01.25.19</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____  <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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A California Public School

Agenda Articulo# IVB

**Fecha de la Reunión:** 25 de enero del 2019

**Tema:** Resolución de Conflicto

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

**Comité:** Erandi Zamora, Kathy Petree

El Comité de Resolución de Conflictos compartirá una actualización de la revisión del comité de las pólizas de Resolución de Conflictos.

- El comité se reunió el 16 de enero de 2019 para discutir las áreas de aclaración de la póliza existente y comenzará a trabajar en un esquema inicial para las revisiones.
- El comité agradece los comentarios de la comunidad de LAS sobre posibles revisiones.

<p><b>Tiempo estimado para la presentación:</b> 5 min.  <b>Entregado por:</b> Zamora  <b>Fecha:</b> 01.25.19</p>
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<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pgs _____ <input type="checkbox"/> Bylaws, pgs _____  <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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A California Public School

Agenda Item# IVC

**Board Meeting Date:** January 25, 2019

**Subject:** Policy Regarding Health Education and HIV Prevention

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: Feb. 22, 2019)
- Conference (for discussion only)
- Conference/Action
- Action

**Committee:** The Bylaws and Policy Committee is composed of Erandi Zamora, Adriana Yañez-Gutiérrez, Aracely Campa, Rebecca Heredia, Adriana Gutiérrez, Eduardo de León, Teejay Bersola, Judy Morales

The Bylaws Committee met on January 17, 2019 and addressed the following agenda items:

- Health Education and HIV Prevention.
  - Proposed policy and review of new legislation
- Upcoming action items due to new legislation
  - Reclassification Policy
  - Bylaws
  - Health and Safety Policies
- Set calendar
  - Thursday, February 14, 2019 @ 4:15pm
  - Thursday, March 15, 2019 @ 5:15pm
  - Thursday, April 11, 2019 @ 4:15pm
  - Thursday, May 16, 2019 @ 5:15pm
  - Thursday, June 6, 2019 @ 4:15pm

**Recommendation/Action:**

Health Education and HIV Prevention is presented to the Board as a first read. Expected vote at the February Meeting.

**Estimated Time of Presentation:** 20 min.  
**Submitted By:** Zamora  
**Date:** 01.25.19

**Pertinent Pages in**  
 ( ) Charter, pgs \_\_\_\_ ( ) Bylaws, pgs \_\_\_\_  
 ( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_



A California Public School

Agenda Articulo# IVC

**Fecha de la Reunión:** 25 de enero del 2019

**Tema:** Póliza sobre educación para la salud y prevención del VIH

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: 22 de febrero de 2019)
- Conferencia/Acción
- Acción

**Comité:** El Comité de Estatutos y Pólizas está compuesto por Erandi Zamora, Adriana Yañez-Gutiérrez, Aracely Campa, Rebecca Heredia, Adriana Gutiérrez, Eduardo de León, Teejay Bersola, Judy Morales.

El Comité de Estatutos se reunió el 17 de enero de 2019 y abordó los siguientes puntos de la agenda:

- Educación de salud y Prevención de VIH.
  - Póliza propuesta y revisión de nueva legislación.
- Próximos puntos de acción por nueva legislación.
  - Póliza de reclasificación
  - Estatutos
  - Pólizas de seguridad y salud.
- Marcar calendario
  - jueves, 14 de febrero de 2019 @ 4:15pm
  - jueves, 15 de marzo de 2019 @ 5:15pm
  - jueves, 11 de abril de 2019 @ 4:15pm
  - jueves, 16 de mayo de 2019 @ 5:15pm
  - jueves, 6 de junio de 2019 @ 4:15pm

**Recomendación/Acción:**

La educación de salud y la prevención del VIH se presentan a la Mesa como una primera lectura. Votación prevista en la reunión de febrero.

<p><b>Tiempo estimado para la presentación:</b> 20 min.  <b>Entregado por:</b> Zamora  <b>Fecha:</b> 01.25.19</p>	<p><b>Pertinent Pages in</b>  <input type="checkbox"/> Charter, pgs ____ <input type="checkbox"/> Bylaws, pgs ____  <input type="checkbox"/> MOU, pgs _____ <input type="checkbox"/> Policy _____</p>
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## LANGUAGE ACADEMY OF SACRAMENTO

### POLICY REGARDING HEALTH EDUCATION AND HIV PREVENTION

Language Academy of Sacramento (“LAS”) provides a variety of classes for its student in an effort to graduate well rounded, knowledgeable students. As part of its responsibility under the California Education Code (“EC”), it provides comprehensive health education and HIV prevention education to its students. The purpose of providing this curriculum is to (1) provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy; (2) provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; (3) promote understanding of sexuality as a normal part of human development; (4) ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and (5) provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

**In accordance with the EC, all health education and HIV prevention instruction and materials provided by LAS for all grade levels must meet the following criteria:**

- (a) Instruction and materials shall be age appropriate.
- (b) All factual information presented must be medically accurate and objective.
- (c) All instruction and materials shall align with and support the purposes of the curriculum as listed above in items (1) to (5) of this policy and may not be in conflict with them.
- (d)
  - (1) Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.
  - (2) Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in the EC.
  - (3) Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
  - (4) Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220 of the EC.
  - (5) Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
  - (6) Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
- (e) Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- (f) Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage.
- (g) Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.

- (h) Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
- (i) Instruction and materials may not teach or promote religious doctrine.

**Instruction provided in grades 7-8 must also include the following content:**

- (a) Information on the nature and transmission of HIV and other sexually transmitted infections (STIs);
- (b) Information about all FDA-approved methods of reducing the risk of transmission of HIV and other STIs, including antiretroviral treatment, and information about treatment of HIV and STIs;
- (c) Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
- (d) Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested;
- (e) Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources;
- (f) Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- (g) Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; information about value of delaying sexual activity must be included and must be accompanied by information about other methods for preventing pregnancy and STIs;
- (h) Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law;
- (i) Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking.

**Notification and Opt-out:**

Language Academy of Sacramento ("LAS"), as a mutually supportive and respectful partner in education with parents/guardians of its pupils, encourages parental participation in the education of their children. As such, LAS will provide parents/guardians with a notice at the beginning of each school year, or at the time of enrollment for newly enrolled students after the beginning of the school year, which will notify parents/guardians about instruction in comprehensive health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year.

The annual notice will do the following: (1) Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection; (2) Advise the parent or guardian whether the comprehensive sexual health education or HIV prevention education will be taught by LAS personnel or by outside consultants. If taught by outside consultants, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent or guardian to request a copy of applicable EC code sections. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered; (3) Include information explaining the parent's or guardian's

right to request a copy of the EC sections making up the California Healthy Youth Act: (4) Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to LAS.

**Opt-out Not Applicable:**

Consistent with the EC, this opt-out provision does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships or family and do not discuss human reproductive organs and their functions.

DRAFT

## **ACADEMIA DE IDIOMAS DE SACRAMENTO**

### **PÓLIZA SOBRE LA EDUCACIÓN DE LA SALUD Y LA PREVENCIÓN DEL VIH**

La Academia de Idiomas de Sacramento ("LAS", por sus siglas en inglés) ofrece una variedad de clases para sus estudiantes en un esfuerzo por graduar estudiantes bien informados y centrados. Como parte de su responsabilidad bajo el Código de Educación de California ("EC", por sus siglas en inglés), proporciona educación integral para la salud y educación para la prevención del VIH a sus estudiantes. El propósito de proporcionar este plan de estudios es (1) proporcionar a los alumnos los conocimientos y habilidades necesarios para proteger su salud sexual y reproductiva contra el VIH y otras infecciones de transmisión sexual y contra el embarazo no deseado; (2) proporcionar a los alumnos el conocimiento y las habilidades que necesitan para desarrollar actitudes saludables con respecto al crecimiento y desarrollo de los adolescentes, la imagen corporal, el género, la orientación sexual, las relaciones, el matrimonio y la familia; (3) promover el entendimiento de la sexualidad como una parte normal del desarrollo humano; (4) garantizar que los alumnos reciban instrucciones integradas, amplias, precisas e imparciales sobre salud sexual y prevención del VIH y brinden a los educadores herramientas y orientación claras para lograr ese fin; y (5) proporcionar a los alumnos el conocimiento y las habilidades necesarias para tener relaciones y comportamientos saludables, positivos y seguros.

**De acuerdo con la EC, toda la educación de salud y la instrucción de prevención del VIH y los materiales proporcionados por LAS para todos los niveles de grado deben cumplir con los siguientes criterios:**

- (a) La instrucción y los materiales serán apropiados según la edad.
- (b) Toda la información presentada basada en hechos debe ser médicamente precisa y objetiva.
- (c) Todas las instrucciones y los materiales se alinearán con los propósitos del plan de estudios como se enumeran anteriormente en los puntos (1) a (5) de esta póliza y no estarán en conflicto con ellos.
- (d)
  - (1) La instrucción y los materiales deben ser apropiados para el uso con alumnos de todas las razas, géneros, orientaciones sexuales y antecedentes étnicos y culturales, alumnos con discapacidades y Aprendices de inglés.
  - (2) La instrucción y los materiales deben estar disponibles de manera equitativa para un alumno que es Aprendiz de inglés, de acuerdo con el plan de estudios existente y las opciones alternativas para un alumno que es Aprendiz de inglés, según lo dispuesto en la EC.
  - (3) La instrucción y los materiales deben ser accesibles para los alumnos con discapacidades, que incluyen, entre otros, la provisión de un currículo modificado, materiales e instrucción en formatos alternativos y ayudas auxiliares.
  - (4) La instrucción y los materiales no deben reflejar ni promover parcialidad en contra de ninguna persona en base a ninguna categoría protegida por la Sección 220 de la EC.
  - (5) La instrucción y los materiales deben reconocer de manera afirmativa que las personas tienen diferentes orientaciones sexuales y, al discutir o proporcionar



ejemplos de relaciones y parejas, deben incluir las relaciones entre personas del mismo sexo.

(6) La instrucción y los materiales deben enseñar a los alumnos sobre el género, la expresión de género, la identidad de género y explorar el daño de los estereotipos negativos de género.

(e) La instrucción y los materiales deben animar a un alumno a comunicarse con sus padres, tutores y otros adultos de confianza sobre la sexualidad humana y proporcionar el conocimiento y las habilidades necesarias para hacerlo.

(f) La instrucción y los materiales deben enseñar el valor de y preparar a los alumnos para que tengan y mantengan relaciones comprometidas, como el matrimonio.

(g) La instrucción y los materiales proporcionarán a los alumnos los conocimientos y las habilidades que necesitan para formar relaciones sanas que se basen en el respeto y el afecto mutuo y que estén libres de violencia, obligación e intimidación.

(h) La instrucción y los materiales proporcionarán a los alumnos conocimientos y habilidades para tomar e implementar decisiones saludables sobre la sexualidad, incluidas las habilidades de negociación y rechazo para ayudar a los alumnos a superar la presión de los compañeros y utilizar habilidades efectivas de toma de decisiones para evitar actividades de alto riesgo.

(i) La instrucción y los materiales no pueden enseñar o promover la doctrina religiosa.

**La instrucción proporcionada en los grados 7-8 también debe incluir el siguiente contenido:**

(a) Información sobre la naturaleza y transmisión del VIH y otras infecciones de transmisión sexual (ITS);

(b) Información sobre todos los métodos aprobados por la FDA para reducir el riesgo de transmisión del VIH y otras ITS, incluido el tratamiento antirretroviral, e información sobre el tratamiento del VIH y las ITS.

(c) Información sobre la reducción del riesgo de transmisión del VIH como resultado del uso de drogas inyectables al disminuir el uso de agujas y compartirlas;

(d) Discusión sobre las opiniones sociales sobre el VIH y el SIDA, enfatizando que todas las personas corren algún riesgo de contraer el VIH y que la única forma de saber cuál es su estado de VIH es mediante una prueba;

(e) Información sobre el acceso a los recursos para la atención de la salud sexual y reproductiva y la asistencia para la agresión sexual y la violencia de la pareja, así como los derechos legales de los estudiantes para acceder a estos recursos.

(f) Información sobre la efectividad y seguridad de todos los métodos anticonceptivos aprobados por la FDA para prevenir el embarazo (incluida la anticoncepción de emergencia);

(g) La información de que la abstinencia es la única forma segura de prevenir el embarazo involuntario y el VIH y otras ITS; la información sobre el valor de retrasar la actividad

sexual debe incluirse e ir acompañada de información sobre otros métodos para prevenir el embarazo y las ITS;

(h) Información sobre el embarazo, incluyendo 1) la importancia del cuidado prenatal; 2) todos los resultados del embarazo disponibles legalmente, incluida la crianza de los hijos, la adopción y el aborto; y 3) la ley de rendición segura a los recién nacidos de California;

(i) Información sobre el acoso sexual, la agresión sexual, el abuso de las relaciones con los adolescentes, la violencia de pareja y el tráfico sexual.

### **Notificación y Optar por no participar:**

La Academia de Idiomas de Sacramento ("LAS"), como socio que se apoya y respeta mutuamente en la educación con los padres/tutores de sus alumnos, fomenta la participación de los padres en la educación de sus hijos. Como tal, LAS les proporcionará a los padres/tutores una notificación al comienzo de cada año escolar, o al momento de la inscripción para los estudiantes inscritos después del comienzo del año escolar, que notificará a los padres/tutores sobre la instrucción completa en educación de salud y educación para la prevención del VIH e investigación sobre los comportamientos de salud de los alumnos y los riesgos planificados para el próximo año.

El aviso anual hará lo siguiente: (1) Avisar a los padres o tutores que los materiales educativos escritos y audiovisuales utilizados en la educación completa sobre salud sexual y la educación para la prevención del VIH están disponibles para inspección; (2) Avisar a los padres o tutores si la educación completa sobre salud sexual o la educación para la prevención del VIH será enseñada por personal de LAS o por consultores externos. Si es enseñado por consultores externos, el aviso incluirá la fecha de la instrucción, el nombre de la organización o afiliación de cada orador invitado, y la información que indique el derecho del padre o tutor a solicitar una copia de las secciones del código EC aplicables. Si los arreglos para esta instrucción se realizan después del comienzo del año escolar, la notificación se hará por correo u otro método de notificación comúnmente utilizado, no menos de 14 días antes de que se entregue la instrucción; (3) Incluya información que explique el derecho de los padres o tutores legales a solicitar una copia de las secciones de EC que conforman la Ley de la Juventud Sana de California; (4) Avisar al padre o tutor que el padre o tutor tiene el derecho de excusar a su hijo(a) de la educación integral en salud sexual y la educación para la prevención del VIH y que para justificar a su hijo(a) deben presentar su solicitud por escrito a LAS.

### **Optar por no participar no aplicable:**

De acuerdo con la EC, esta provisión de optar por no participar no aplica a la instrucción, los materiales, las presentaciones o la programación que analizan el género, la identidad de género, la expresión de género, la orientación sexual, la discriminación, el acoso, el acoso escolar, la intimidación, las relaciones o la familia y no discuten los órganos reproductivos humanos y sus funciones.



A California Public School

Agenda Item# IVD

**Board Meeting Date:** January 25, 2019

**Subject:** Fiscal Audit

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

**Committee:** School Leadership

**Information:**

LAS is required to submit a Fiscal Audit by December 15th to the State Treasures office, California Department of Education, Sacramento County Office of Education and Sacramento City Unified School District. The audit includes examining whether financial statements are free of misstatement; review of supporting documents; assessing accounting principles, testing of internal control, accuracy of state compliance reports and payroll.

Squar Milner completed their financial audit of the Language Academy of Sacramento in December. Per the final audit report **no findings** were noted for 2017-2018 fiscal year.

**Documents available for review:**

1. Fiscal Audit Report

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 1.25.2018

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Artículo # IVD

**Fecha de la Reunión:** 25 de enero de 2019

**Tema: Auditoria Fiscal**

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

**Comité:** Liderazgo escolar

**Información:**

Se requiere que LAS presente una auditoría fiscal antes del 15 de diciembre a la oficina de Tesorería Estatal, el Departamento de Educación de California, la Oficina de Educación del Condado de Sacramento y el Distrito Escolar Unificado de la Ciudad de Sacramento. La auditoría incluye examinar si los estados financieros están libres de errores; revisión de los documentos justificativos; evaluación de los principios de contabilidad, pruebas de control interno, precisión de los informes de cumplimiento del estado y nómina.

Squar Milner completó su auditoría financiera de la Academia de Idiomas de Sacramento en diciembre. Según el informe final de auditoría, **no se observaron hallazgos** para el año fiscal 2017-2018.

**Documentos disponibles para revisión:**

1. Informe de Auditoría Fiscal

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 1.25.2018

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_\_  
( ) MOU, pages \_\_\_\_\_



Certified Public Accountants  
and Financial Advisors

**The Language Academy of Sacramento –**  
Charter School #0640  
Financial Statements  
June 30, 2018

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## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

### Report on the Financial Statements

We have audited the accompanying financial statements of The Language Academy of Sacramento (a nonprofit organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, and cash flows for the fiscal year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

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

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.





## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Language Academy of Sacramento as of June 30, 2018, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information as listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2018, on our consideration of The Language Academy of Sacramento's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Language Academy of Sacramento's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Language Academy of Sacramento's internal control over financial reporting and compliance.

**SQUAR MILNER LLP**

San Diego, California  
December 14, 2018

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF FINANCIAL POSITION**  
**June 30, 2018**

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**ASSETS**

Current assets:

Cash	\$ 5,073,793
Accounts receivable	1,220,489
Prepaid expenses	65,518
Total current assets	<u>6,359,800</u>

Fixed assets, net	<u>8,746,860</u>
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<b>TOTAL ASSETS</b>	<b><u>\$ 15,106,660</u></b>
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**LIABILITIES AND NET ASSETS**

Current liabilities:

Accounts payable	\$ 147,907
Accrued expenses	269,909
Deferred revenue	966,766
Current portion of loan payable	159,609
Total current liabilities	<u>1,544,191</u>

Loan payable, net of current portion	<u>5,221,758</u>
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Total liabilities	<u>6,765,949</u>
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Net assets:

Temporarily restricted	55,214
Unrestricted	8,285,497
Total net assets	<u>8,340,711</u>

<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$ 15,106,660</u></b>
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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF ACTIVITIES**  
For the Fiscal Year Ended June 30, 2018

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
<b>REVENUES</b>			
Revenue limit sources:			
State aid	\$ 3,300,212	\$ -	\$ 3,300,212
Education protection account	756,332	-	756,332
In-lieu of property taxes	1,112,064	-	1,112,064
Federal revenues	247,808	-	247,808
State revenues	750,389	-	750,389
Local revenues:			
Donations	14,800	-	14,800
Fundraising	78,714	-	78,714
Miscellaneous	108,832	-	108,832
Total revenues	<u>6,369,151</u>	<u>-</u>	<u>6,369,151</u>
<b>EXPENSES</b>			
Program services:			
Education	4,399,710	-	4,399,710
Support services:			
Management and general	<u>1,585,314</u>	<u>-</u>	<u>1,585,314</u>
Total expenses	<u>5,985,024</u>	<u>-</u>	<u>5,985,024</u>
<b>CHANGE IN NET ASSETS</b>	384,127	-	384,127
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>7,901,370</u>	<u>55,214</u>	<u>7,956,584</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 8,285,497</u>	<u>\$ 55,214</u>	<u>\$ 8,340,711</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF CASH FLOWS**  
**For the Fiscal Year Ended June 30, 2018**

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**CASH FLOWS FROM OPERATING ACTIVITIES:**

Change in net assets	\$ 384,127
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	597,756
(Increase) decrease in operating assets:	
Accounts receivable	(406,137)
Prepaid expenses	(23,271)
Increase (decrease) in operating liabilities:	
Accounts payable	61,884
Accrued expenses	(192,217)
Net cash flows provided by operating activities	<u>422,142</u>

**CASH FLOWS FROM INVESTING ACTIVITIES:**

Purchase of fixed assets	<u>(198,370)</u>
Net cash flows used in investing activities	<u>(198,370)</u>

**CASH FLOWS FROM FINANCING ACTIVITIES:**

Payments on loan payable	<u>(156,464)</u>
Net cash flows used in financing activities	<u>(156,464)</u>

**NET INCREASE IN CASH** 67,308

**CASH, BEGINNING OF YEAR** 5,006,485

**CASH, END OF YEAR** \$ 5,073,793

**SUPPLEMENTAL DISCLOSURES:**

Cash paid for interest	<u><u>\$ 109,978</u></u>
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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

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**1. ORGANIZATION AND MISSION**

The Language Academy of Sacramento (Organization) is a non-profit public benefit corporation. The Organization was petitioned and approved through the Sacramento City Unified School District for a five-year period ending on June 30, 2019. The Organization is pursuing renewal and anticipate a positive renewal decision in Spring 2019. The Organization was incorporated in the State of California on December 17, 2003.

The Organization commenced operations during the 2004-2005 fiscal year and currently serves approximately 585 students in Kindergarten through Grade 8. The Organization is a two-way Spanish immersion charter school offering educational programs which develop high academic achievement, bilingualism and bi-literacy, multi-cultural competence, social responsibility, background knowledge, experiential learning, and home and school partnership.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

***Financial Statement Presentation***

The financial statements are presented in conformity with the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958-205, *Not-For-Profit Entities – Presentation of Financial Statements*. Under ASC 958-205, the Organization reports information regarding its financial position and activities according to three classes of net assets:

*Unrestricted Net Assets:* Unrestricted net assets are available to support all activities of the Organization, and are not subject to donor-imposed stipulations. These generally result from revenues generated by providing services, receiving unrestricted contributions, and receiving interest from investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

*Temporarily Restricted Net Assets:* Net assets that are subject to donor-imposed stipulations that will be met either by actions of the Organization and/or the passage of time. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and are reported in the statement of activities as net assets released from restrictions. Temporarily restricted net assets were \$55,214 as of June 30, 2018.

*Permanently Restricted Net Assets:* Net assets that are subject to donor-imposed stipulations that the restrictions be maintained permanently by the Organization. Generally, the donors of these assets permit the Organization to use all or part of the income earned on the related investments for general or specific purposes. There were no permanently restricted net assets as of June 30, 2018.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

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**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

***Accounting Method – Basis of Accounting***

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

***Use of Estimates***

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

***Income Taxes***

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

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

***Cash and Cash Equivalents***

Cash and cash equivalents are from time to time variously composed of cash on hand and liquid investments with original maturities of three months or less. At June 30, 2018, the Organization had no cash equivalents.

***Fixed Assets***

Fixed assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives of 3 years. Repair and maintenance costs, which do not extend the useful lives of the asset, are charged to expense. The cost of assets, sold or retired, and related amounts of accumulated depreciation are eliminated from the accounts in the year of disposal, and any resulting gain or loss is included in the earnings. Management has elected to capitalize and depreciate all assets costing \$5,000 or more; all other assets are charged to expense in the year incurred.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

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**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

***Revenue Sources and Recognition***

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

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

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

Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

***Functional Allocation of Expenses***

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

***Reclassifications***

Certain reclassifications have been made to the prior year financial statements to conform to the current year presentation. These reclassifications had no effect on previously reported net assets or changes in net assets.

***New Accounting Pronouncements***

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (See Note 8).



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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

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**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (continued)

In August 2016, The FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted and permanently restricted).

**3. CASH**

Cash at June 30, 2018, consisted of the following:

Cash in banks	\$ 5,073,793
Total cash	<u>\$ 5,073,793</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2018, the Organization had \$5,059,956 in excess of FDIC insured limits.

**4. ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2018, consisted of the following:

Revenue limit sources:	
State aid	\$ 692,628
In-lieu of property taxes	287,530
Federal revenues	81,423
State revenues	118,624
Local revenues:	
Miscellaneous	40,284
Total accounts receivable	<u>\$ 1,220,489</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

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**5. FIXED ASSETS, NET**

Fixed assets, net at June 30, 2018, consisted of the following:

Site improvements	\$ 8,973,097
Land improvements	1,253,141
Equipment	449,963
Less: accumulated depreciation	<u>(1,929,341)</u>
Total fixed assets, net	<u>\$ 8,746,860</u>

During the fiscal year ended June 30, 2018, a total of \$597,756 was charged to depreciation expense.

**6. ACCRUED EXPENSES**

At June 30, 2018, accrued expenses consisted of the following:

Payroll and payroll taxes	\$ 185,003
District oversight	36,646
Pension expense and other	<u>48,260</u>
Total accrued expenses	<u>\$ 269,909</u>

**7. LOAN PAYABLE**

***Prop 1D Loan***

In 2011, the Organization applied to the Prop 1D Bond Program through the State Allocation Board and California School Finance Authority for both rehabilitation work and new construction at its current site of operations. The application was subsequently approved and between 2012 and 2015, the Organization was apportioned and received a total of \$11,533,532 in funding. The structure of the Prop 1D Program is to provide 50% of the final approved project costs in the form of a grant and 50% in the form of a lease or long-term loan. Estimating that its final project is to be certified at \$9,600,000, the Organization recognized \$4,800,000 of the \$11,533,532 as earned revenues, \$966,766 as deferred revenues, and \$5,766,766 recognized as a long-term loan liability. Once the project is officially certified, the Organization anticipates that the deferred unearned revenues will be due immediately back to the State, along with any excess funds loaned to the school.

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

**7. LOAN PAYABLE** (continued)

**Prop 1D Loan** (continued)

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

Future principal payments on the loan are as follows:

<b>Year Ending June 30,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2019	\$ 159,609	\$ 106,833	\$ 266,442
2020	162,817	103,625	266,442
2021	166,090	100,352	266,442
2022	169,429	97,014	266,443
2023	172,834	93,609	266,443
Thereafter	4,550,588	1,044,707	5,595,295
	<u>\$ 5,381,367</u>	<u>\$ 1,546,140</u>	<u>\$ 6,927,507</u>

Changes in loan payable obligations for the fiscal year ended June 30, 2018, are as follows:

	<b>Balance June 30, 2017</b>	<b>Payments</b>	<b>Balance June 30, 2018</b>	<b>Due in one year</b>
Prop 1D Loan	\$ 5,537,831	\$ 156,464	\$ 5,381,367	\$ 159,609
Total	<u>\$ 5,537,831</u>	<u>\$ 156,464</u>	<u>\$ 5,381,367</u>	<u>\$ 159,609</u>

**8. OPERATING LEASES**

The Organization has two leases for copiers under operating lease agreements. Both lease agreements will expire in September 2020. The future minimum lease payment is as follows:

<b>Year Ending June 30,</b>	<b>Lease Payments</b>
2019	\$ 7,032
2020	1,758
Total future lease payments	<u>\$ 8,790</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2018**

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**8. OPERATING LEASES** (continued)

The Organization has entered a facility use agreement with Sacramento City Unified School District to utilize the Fruit Ridge Elementary School site through Resolution 2589 since June 23, 2011.

The Organization receives no sublease rental revenues nor pays any contingent rentals associated with this lease. For the fiscal year ended June 30, 2018, operating lease expense was \$60,283.

**9. EMPLOYEE RETIREMENT SYSTEMS**

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

***Plan Description and Funding Policy***

**STRS**

*Plan Description*

The Organization contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available actuarial valuation report as of June 30, 2017, total plan net assets are \$197.7 billion, the total actuarial present value of accumulated plan benefits is \$362.4 billion, contributions from all employers totaled \$4.0 billion and the plan is 62.6% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Oakland, CA 95826 and [www.calstrs.com](http://www.calstrs.com).

*Funding Policy*

Active plan members are required to contribute 10.20% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2017-2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal year ending June 30, 2018, were \$302,921 and equal 100% of the required contributions for the year.

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**THE LANGUAGE ACADEMY OF SACRAMENTO**

**NOTES TO FINANCIAL STATEMENTS**

**June 30, 2018**

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**10. JOINT POWERS AGREEMENT**

The Organization entered into a Joint Powers Agreement (JPA) known as the “California Charter Schools Association Joint Powers Authority (CCSA-JPA),” a self-insurance plan for workers’ compensation, property/casualty, and school board liability insurance. The CCSA-JPA is governed by a board consisting of a representative from each member organization. The board controls the operation of the CCSA-JPA including selection of management and approval of operating budgets, independent of any influence by the member organizations beyond their representation on the board. Each member organization pays a premium commensurate with the level of coverage requested and share surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a separate entity which is audited by an independent accounting firm. The Organization paid the CCSA-JPA \$47,304 in insurance premiums during the year ended June 30, 2018.

**11. TEMPORARILY RESTRICTED NET ASSETS**

Temporarily restricted net assets consist of entitlements received but not expended as of June 30, 2018. At June 30, 2018, the Organization’s temporarily restricted net assets consisted of:

Proposition 39 - California Clean Energy Jobs Act	\$ 55,214
Total temporarily restricted net assets	<u>\$ 55,214</u>

**12. COMMITMENTS AND CONTINGENCIES**

***State Allowances, Awards, and Grants***

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

**13. SUBSEQUENT EVENTS**

The Organization’s management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through December 14, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

## **SUPPLEMENTARY INFORMATION**

**THE LANGUAGE ACADEMY OF SACRAMENTO  
ORGANIZATION  
June 30, 2018**

The Language Academy of Sacramento [#0640] is a Kindergarten through Grade 8 Charter School and was granted its charter renewal by the Sacramento City Unified School District on March 2014, pursuant to the terms of the Charter Schools Act of 1992, as amended.

The Board of Directors for the fiscal year ended June 30, 2018, was comprised of the following members:

Erandi Zamora	Vice-President	2 years	June 30, 2019
Aracely Campa	Treasurer	3 years	June 30, 2020
Jennifer Bacsafra	Secretary	3 years	June 30, 2019
Kathy Petree	Member	3 years	June 30, 2020
Irene Rodriguez	Member	1 year	June 30, 2018
Perla Campos	Member	3 years	June 30, 2019
Adriana Gutierrez-Yañez	Member	3 years	June 30, 2020
Ravindar Singh	Member	1 year	June 30, 2018
Fernando Aceves	Member	1 year	June 30, 2018

**Administration**

Name	Position
Eduardo de León	Academic Director
Judy Morales	Business and Operations Officer
Teadora-Jean Bersola	Academic Accountability Specialist

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**For the Fiscal Year Ended June 30, 2018**

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	<u>Second Period Report</u>	<u>Annual Report</u>
Transitional Kindergarten/ Kindergarten - Grade 3	272.64	272.87
Grades 4 - 6	194.01	193.95
Grades 7 - 8	98.36	98.50
Total	<u>565.01</u>	<u>565.32</u>

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



**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF INSTRUCTIONAL TIME**  
**For the Fiscal Year Ended June 30, 2018**

<b>Grade Level</b>	<b>2017-2018 Minutes Requirements</b>	<b>2017-2018 Actual Minutes</b>	<b>Number of Days Traditional Calendar</b>	<b>Status</b>
Transitional Kindergarten	36,000	38,485	179	In compliance
Kindergarten	36,000	47,715	179	In compliance
Grade 1	50,400	55,770	179	In compliance
Grade 2	50,400	55,770	179	In compliance
Grade 3	50,400	55,770	179	In compliance
Grade 4	54,000	55,770	179	In compliance
Grade 5	54,000	55,770	179	In compliance
Grade 6	54,000	57,780	179	In compliance
Grade 7	54,000	57,780	179	In compliance
Grade 8	54,000	57,780	179	In compliance

**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**For the Fiscal Year Ended June 30, 2018**

	<u>Program Services</u>	<u>Support Services</u>	<u>Total</u>
	<u>Education</u>	<u>Management and General</u>	
Certificated salaries	\$ 2,166,952	\$ 21,298	\$ 2,188,250
Classified salaries	392,474	263,810	656,284
Employee benefits	811,852	78,555	890,407
Books and supplies	214,327	20,953	235,280
Travel and conferences	28,748	-	28,748
Dues and memberships	6,853	-	6,853
Operation and housekeeping services	69,573	167,105	236,678
Rental, leases, repairs, and non-capitalized improvements	71,263	34,761	106,024
Professional/consulting services and operating expenditures	611,192	341,179	952,371
Communications	26,476	6,619	33,095
Depreciation	-	597,756	597,756
Direct support/indirect cost charges	-	53,278	53,278
Total expenses	<u>\$ 4,399,710</u>	<u>\$ 1,585,314</u>	<u>\$ 5,985,024</u>

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**THE LANGUAGE ACADEMY OF SACRAMENTO  
RECONCILIATION OF CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT - - ALTERNATIVE FORM WITH  
AUDITED FINANCIAL STATEMENTS  
For the Fiscal Year Ended June 30, 2018**

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There were no differences between the net assets reported on the June 30, 2018, Charter School Unaudited Actuals Financial Report - -Alternative Form and the audited financial statements.

**OTHER INDEPENDENT AUDITOR'S REPORTS**

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Language Academy of Sacramento (a nonprofit organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 14, 2018.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered The Language Academy of Sacramento's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of The Language Academy of Sacramento's internal control. Accordingly, we do not express an opinion on the effectiveness of The Language Academy of Sacramento's internal control.

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

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



## **Compliance and Other Matters**

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

## **Purpose of this Report**

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

**SQUAR MILNER LLP**

San Diego, California  
December 14, 2018

## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors  
The Language Academy of Sacramento  
Sacramento, California

### Report on Compliance for Each State Program

We have audited The Language Academy of Sacramento's compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of The Language Academy of Sacramento's state programs for the fiscal year ended June 30, 2018. The Language Academy of Sacramento's state programs are identified below.

### Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of The Language Academy of Sacramento's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State's Audit Guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about The Language Academy of Sacramento's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of The Language Academy of Sacramento's compliance. In connection with the audit referred to above, we selected transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:



<b>Description</b>	<b>Procedures Performed</b>
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based Attendance	Not Applicable
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study for Charter Schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

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

#### **Opinion on State Programs**

In our opinion, The Language Academy of Sacramento complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its state programs for the fiscal year ended June 30, 2018.

The purpose of this report on state compliance is solely to describe the scope of our testing of state compliance and the results of that testing based on the requirements of *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

**SQUAR MILNER LLP**

San Diego, California  
December 14, 2018



## **FINDINGS AND RECOMMENDATIONS**

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2018**

---

**A. Summary of Auditor's Results**

1 Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified?      Yes   X   No

One or more significant deficiencies identified that are not considered to be material weaknesses?      Yes   X   None Reported

Noncompliance material to financial statements noted?      Yes   X   No

2 Federal Awards

Internal control over major programs:

One or more material weaknesses identified?      Yes   N/A   No

One or more significant deficiencies identified that are not considered to be material weaknesses?      Yes   N/A   None Reported

Type of auditor's report issued on compliance for major programs:     N/A    

Any audit findings disclosed that are required to be reported under section 200.516 Audit Findings paragraph (a) of OMB Uniform Guidance?      Yes   N/A   No

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**THE LANGUAGE ACADEMY OF SACRAMENTO**  
**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**  
**For the Fiscal Year Ended June 30, 2018**

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**A. Summary of Auditor's Results** (continued)

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
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*The Organization did not have over \$750,000 in Federal Expenditures.*

Dollar threshold used to distinguish between  
Type A and Type B programs:

          N/A          

Auditee qualified as low-risk auditee?

           Yes      N/A   No

**3 State Awards**

Internal control over state programs:

One or more material weaknesses identified?               Yes      X   No

One or more significant deficiencies identified that  
are not considered to be material weaknesses?               Yes      X   None Reported

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

          Unmodified          

**B. Financial Statement Findings**

None

**C. Federal Award Findings and Questioned Costs**

None

**D. State Award Findings and Questioned Costs**

None

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**THE LANGUAGE ACADEMY OF SACRAMENTO  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
For the Fiscal Year Ended June 30, 2018**

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<u>Findings/Recommendations</u>	<u>Current Status</u>	<u>Explanation If Not Implemented</u>
None	N/A	N/A

# LAS Financial Updates

JANUARY 25, 2018

KELLY ELLIS  
BRIAN HOLMES

edtec



# Actualizaciones Financieras de LAS

25 DE ENERO DE 2019

KELLY ELLIS  
BRIAN HOLMES

edtec



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  - B. Forecast Updates
  - C. Cash Flow
- 3. 19-20 Budget Updates**
  - A. 19-20 Budget Update
  - B. Budgeting Timeline

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- 2. Estado financiero hasta la fecha**
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- 3. Actualizaciones de presupuesto 19-20**
  - A. Actualización de presupuesto 19-20
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# Audit Summary

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# Resumen de Auditoría

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## Audit Summary

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### Audit submitted in December covering July 2017 – June 2018

<b>Revenue</b>	<ul style="list-style-type: none"><li>• \$6.37M total audited revenue</li><li>• Same as Unaudited Actuals</li></ul>
<b>Expenses</b>	<ul style="list-style-type: none"><li>• \$5.99M total audited expenses</li><li>• Same as Unaudited Actuals</li></ul>
<b>Net Income</b>	<ul style="list-style-type: none"><li>• \$384k total audited net income</li><li>• Same as Unaudited Actuals</li></ul>
<b>Fund Balance</b>	<ul style="list-style-type: none"><li>• \$7.96M or 124.9% of annual budget</li><li>• Same as Unaudited Actuals</li></ul>
<b>Conclusion</b>	<ul style="list-style-type: none"><li>• No findings, weaknesses identified in internal controls, compliance or other matters</li><li>• Completely clean audit!</li></ul>

## Resumen de Auditoría

8

### Auditoría presentada en diciembre cubriendo julio 2017 - junio 2018

<b>Ingresos</b>	<ul style="list-style-type: none"><li>• \$6.37M de ingresos totales auditados</li><li>• Igual que los datos reales no auditados</li></ul>
<b>Gastos</b>	<ul style="list-style-type: none"><li>• \$5.99M gastos totales auditados</li><li>• Igual que los datos reales no auditados</li></ul>
<b>Ingresos Netos</b>	<ul style="list-style-type: none"><li>• \$384k de ingresos netos totales auditados</li><li>• Igual que los datos reales no auditados</li></ul>
<b>Saldo de fondos</b>	<ul style="list-style-type: none"><li>• \$7.96M o 124.9% del presupuesto anual</li><li>• Igual que los datos reales no auditados</li></ul>
<b>Conclusión</b>	<ul style="list-style-type: none"><li>• No hay hallazgos, debilidades identificadas en controles internos, cumplimiento u otros asuntos.</li><li>• ¡Auditoría completamente limpia!</li></ul>



## FY19 YTD Financial Update

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## Actualización financiera del año fiscal 2019 hasta la fecha

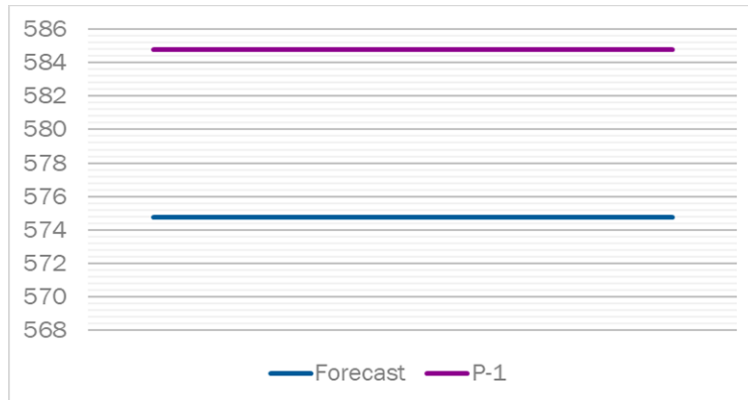
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## P-1 Attendance Update

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**P-1 ADA is avg attendance through first few months of school**

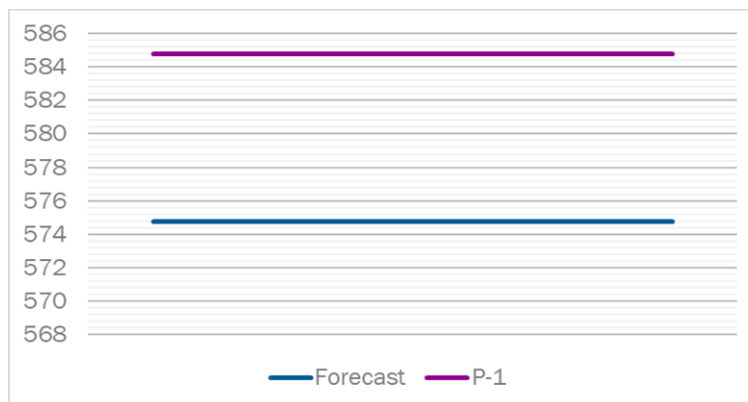


P-1 ADA of 584.78 is 10.03 higher than current forecast of 574.75. Assuming trend continues, will lead to additional revenues for LAS.

## Actualización de asistencia de P-1

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**Promedio de Asistencia Diaria de P-1 durante los primeros meses de clases**



Promedio de Asistencia Diaria de P-1 de 584.78 es 10.03 más alto que el pronóstico actual de 574.75. Suponiendo que la tendencia continúe, dará lugar a ingresos adicionales para LAS.

## 2018-19 December Forecast

13

		2018-19	2018-19	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,662,055	5,662,055	-
	Federal Revenue	244,555	284,250	39,695
	Other State Revenues	899,683	925,214	25,531
	Local Revenues	373,926	380,300	6,374
	Fundraising and Grants	55,000	70,000	15,000
	<b>Total Revenue</b>	<b>7,235,219</b>	<b>7,321,819</b>	<b>86,600</b>
Expenses	Compensation and Benefits	4,222,372	4,230,184	(7,812)
	Books and Supplies	320,435	323,855	(3,420)
	Services and Other Operating	1,327,322	1,361,182	(33,860)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>6,425,129</b>	<b>6,470,221</b>	<b>(45,092)</b>
	<b>Operating Income</b>	<b>810,090</b>	<b>851,598</b>	<b>41,508</b>
	Beginning Balance (Unaudited)	8,340,720	8,340,720	-
	Operating Income	810,090	851,598	41,508
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>9,150,810</b>	<b>9,192,318</b>	<b>41,508</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>142.4%</b>	<b>142.1%</b>	<b>-0.4%</b>

## Pronostico de diciembre de 2018-19

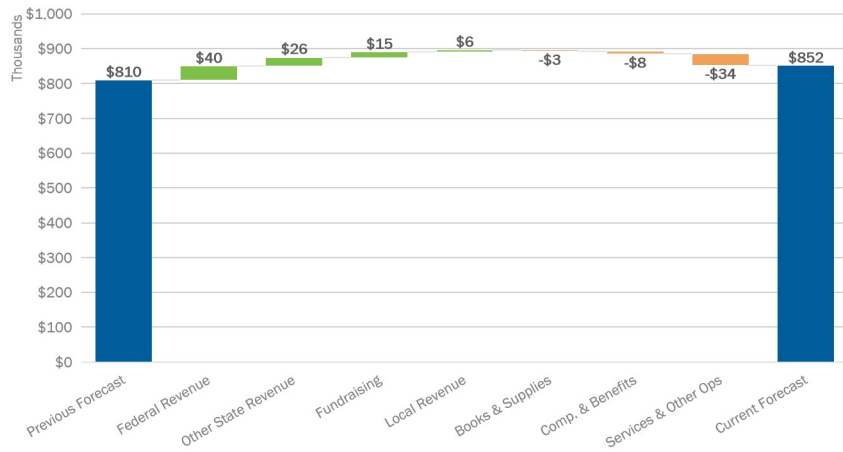
14

		2018-19	2018-19	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,662,055	5,662,055	-
	Federal Revenue	244,555	284,250	39,695
	Other State Revenues	899,683	925,214	25,531
	Local Revenues	373,926	380,300	6,374
	Fundraising and Grants	55,000	70,000	15,000
	<b>Total Revenue</b>	<b>7,235,219</b>	<b>7,321,819</b>	<b>86,600</b>
Expenses	Compensation and Benefits	4,222,372	4,230,184	(7,812)
	Books and Supplies	320,435	323,855	(3,420)
	Services and Other Operating	1,327,322	1,361,182	(33,860)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>6,425,129</b>	<b>6,470,221</b>	<b>(45,092)</b>
	<b>Operating Income</b>	<b>810,090</b>	<b>851,598</b>	<b>41,508</b>
	Beginning Balance (Unaudited)	8,340,720	8,340,720	-
	Operating Income	810,090	851,598	41,508
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>9,150,810</b>	<b>9,192,318</b>	<b>41,508</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>142.4%</b>	<b>142.1%</b>	<b>-0.4%</b>

## 2018-19 December Forecast Update

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### FY19 operating income increases to \$852K



## Actualización del pronóstico de diciembre 2018-19

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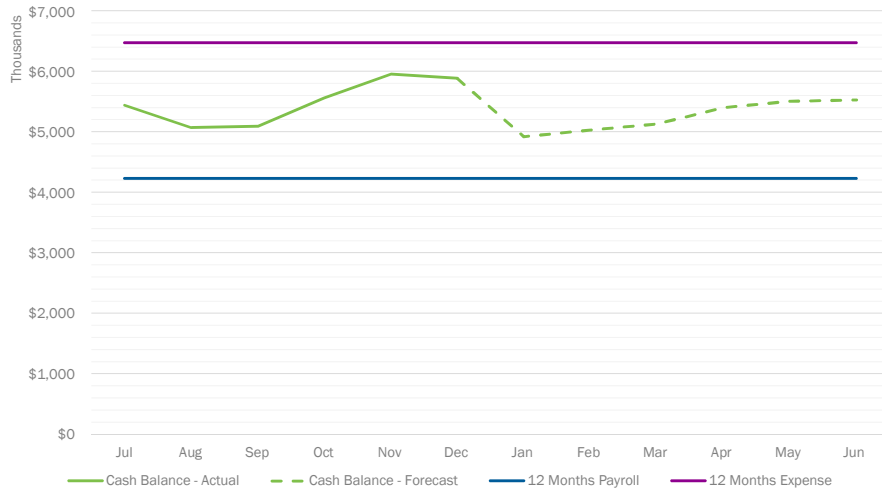
### El ingreso operativo del año fiscal 2019 aumenta a \$852K



## 2018-2019 Cash Update

17

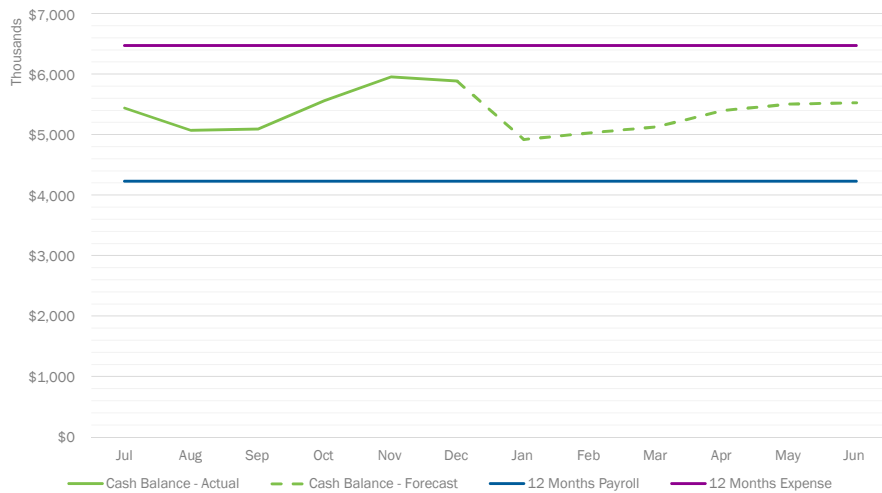
### Projecting to end FY19 with approx. \$5.5M in cash reserves



## Actualización de efectivo 2018-2019

18

### Proyectando para finalizar el año fiscal 2019 con aprox. \$5.5M en reservas de efectivo



## Budgeting Updates

edtec



## Actualizaciones de presupuesto

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## 2019-20 State Budget Update

21

### First draft of state budget continues positive funding trend

#### LCFF

- Additional \$2B to increase COLA from 2.57% to 3.46%
- ~\$350/ADA over CY funding, \$90/ADA better than previous FY20 projection

#### STRS

- One time contribution of \$3B to help pay down unfunded liability
- Employer contribution decreases from 18.13% to 17.1% in FY 20 and from 19.1% to 18.1% in FY 21
- Projected decrease of .5% per year for the next 30 years

#### Other

- COLA of 3.46% applies to other state programs (SPED, Nutrition)
- No unrestricted One-Time Funds projected
- \$576M in additional funding for SPED & Unduplicated (no details yet)
- Maintains current level of funding for SB-740, but no COLA increase

## Actualización del presupuesto estatal 2019-20

22

### Primer borrador de presupuesto del estado continúa con tendencia positiva de financiación

#### Formula de Financiamiento de Control Local

- \$2B adicionales para aumentar el COLA de 2.57% a 3.46%
- ~ \$ 350/ADA sobre financiamiento año actual, \$ 90/ADA mejor que la proyección anterior del año fiscal 20

#### STRS

- Una contribución única de \$3B para ayudar a pagar la responsabilidad no financiada
- La contribución del empleador disminuye de 18.13% a 17.1% en el año fiscal 2020 y de 19.1% a 18.1% en el año fiscal 2021
- Disminución proyectada del .5% anual para los próximos 30 años.

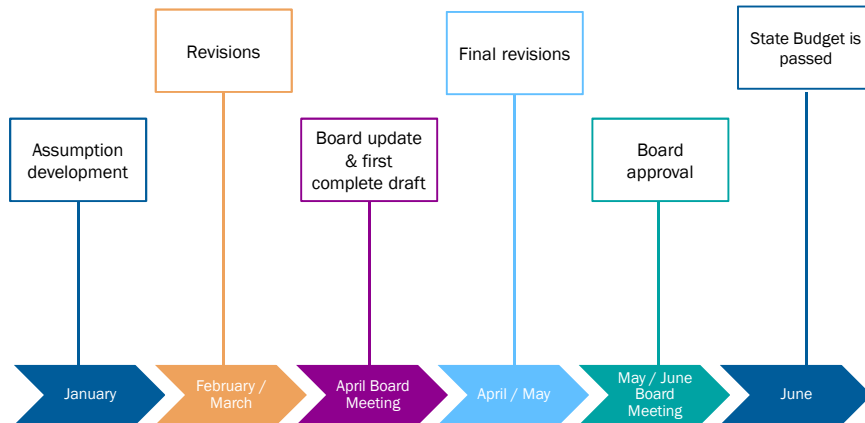
#### Otro

- COLA de 3.46% se aplica a otros programas estatales (SPED, Nutrición)
- No se proyectan fondos de una sola vez sin restricciones.
- \$ 576M en fondos adicionales para SPED y no duplicados (aún no hay detalles)
- Mantiene el nivel actual de financiamiento para SB-740, pero no aumenta el COLA

## Budget Development

23

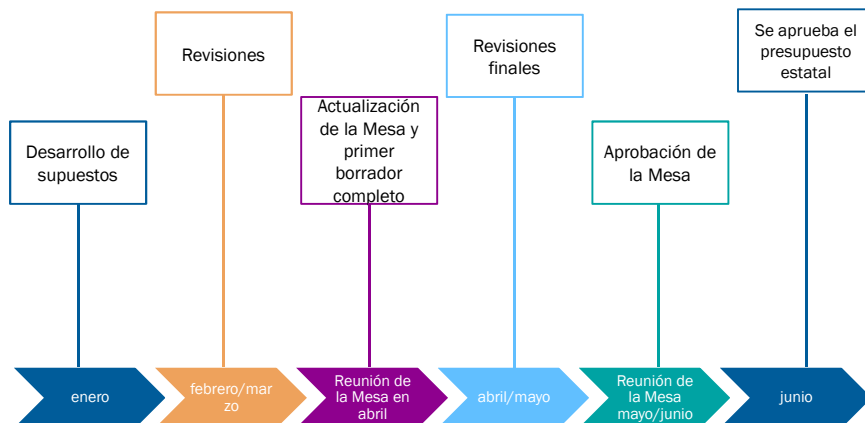
Process begins in late winter/early spring with budget approval by June 30



## Desarrollo del presupuesto

24

El proceso comienza a fines del invierno/principios de la primavera con la aprobación del presupuesto antes del 30 de junio





**Thank you!**

**ADDITIONAL QUESTIONS? CONTACT US:**

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**¡Gracias!**

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**LAS**  
**Income Statement**  
**As of Dec FY2019**

	Actual			YTD	Budget							
	Oct	Nov	Dec		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Approved Budget v1 vs.		% Current Forecast Spent	
									Current Forecast	Forecast		Current Forecast
<b>SUMMARY</b>												
<b>Revenue</b>												
LCFF Entitlement	530,142	613,803	502,596	2,007,281	5,608,464	5,662,055	5,662,055	5,662,055	-	53,591	3,654,774	35%
Federal Revenue	-	49,587	2,500	52,087	244,555	244,555	244,555	284,250	39,695	39,695	232,163	18%
Other State Revenues	269,522	137,460	44,326	479,330	683,303	899,693	899,693	925,214	25,531	241,911	445,885	52%
Local Revenues	(21,870)	4,754	2,252	22,299	371,000	373,926	373,926	380,300	6,374	9,300	358,001	6%
Fundraising and Grants	7,253	22,706	12,670	47,826	55,000	55,000	55,000	70,000	15,000	15,000	22,174	68%
<b>Total Revenue</b>	<b>785,047</b>	<b>828,309</b>	<b>564,344</b>	<b>2,608,822</b>	<b>6,962,322</b>	<b>7,235,219</b>	<b>7,235,219</b>	<b>7,321,819</b>	<b>86,600</b>	<b>359,497</b>	<b>4,712,997</b>	<b>36%</b>
<b>Expenses</b>												
Compensation and Benefits	398,679	387,281	392,238	1,862,057	4,227,634	4,222,372	4,222,372	4,230,184	(7,812)	(2,550)	2,368,127	44%
Books and Supplies	29,230	18,158	13,610	204,122	267,812	320,435	320,435	323,855	(3,420)	(56,043)	119,733	63%
Services and Other Operating Expenditures	101,171	76,118	123,304	504,430	1,333,106	1,327,322	1,327,322	1,361,182	(33,860)	(28,076)	856,752	37%
Depreciation	-	8,595	4,393	12,988	555,000	555,000	555,000	555,000	-	-	542,013	2%
Other Outflows	(14,964)	(267)	57,850	65,746	-	-	-	-	-	-	(65,746)	
<b>Total Expenses</b>	<b>514,115</b>	<b>489,885</b>	<b>591,395</b>	<b>2,649,344</b>	<b>6,383,552</b>	<b>6,425,129</b>	<b>6,425,129</b>	<b>6,470,221</b>	<b>(45,092)</b>	<b>(86,670)</b>	<b>3,820,877</b>	<b>41%</b>
<b>Operating Income</b>	<b>270,932</b>	<b>338,424</b>	<b>(27,051)</b>	<b>(40,522)</b>	<b>578,770</b>	<b>810,090</b>	<b>810,090</b>	<b>851,598</b>	<b>41,508</b>	<b>272,828</b>	<b>892,120</b>	
<b>Fund Balance</b>												
Beginning Balance (Unaudited)	-	-	-	-	-	8,340,720	8,340,720	8,340,720	-	-	8,340,720	
Operating Income	578,770	338,424	(27,051)	(40,522)	578,770	810,090	810,090	851,598	41,508	272,828	892,120	
<b>Ending Fund Balance</b>	<b>578,770</b>	<b>338,424</b>	<b>(27,051)</b>	<b>(40,522)</b>	<b>578,770</b>	<b>9,150,810</b>	<b>9,150,810</b>	<b>9,192,318</b>	<b>41,508</b>	<b>272,828</b>	<b>892,120</b>	
Fund Balance as a % of Expenses	9%	9%	9%	9%	9%	142%	142%	142%	142%	142%	142%	

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	Oct	Nov	Dec		Approved Budget v1	Previous Forecast	Current Forecast	Approved Budget v1 vs. Current Forecast		% Current Forecast Spent
								Forecast	Forecast	
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
K-3				283	279	279	279	-	(4)	
4-6				198	198	198	198	-	-	
7-8				128	128	128	128	-	-	
<b>Total Enrolled</b>				<b>609</b>	<b>605</b>	<b>605</b>	<b>605</b>	-	<b>(4)</b>	
<b>ADA %</b>										
K-3				95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	
4-6				95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	
7-8				95.0%	95.0%	95.0%	95.0%	0.0%	0.0%	
<b>Average ADA %</b>				<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>0.0%</b>	<b>0.0%</b>	
<b>ADA</b>										
K-3				268.85	265.05	265.05	265.05	-	(3.80)	
4-6				188.10	188.10	188.10	188.10	-	-	
7-8				121.60	121.60	121.60	121.60	-	-	
<b>Total ADA</b>				<b>578.55</b>	<b>574.75</b>	<b>574.75</b>	<b>574.75</b>	-	<b>(3.80)</b>	

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	Oct	Nov	Dec		Actual YTD	Approved Budget Y1	Previous Forecast	Current Forecast		Approved Budget v1 vs. Current Forecast		
										Current Forecast	Remaining	
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011 Charter Schools General Purpose Entitlement - State Aid	324,666	324,666	324,666	1,334,738	3,801,497	3,761,466	3,761,466	(40,032)	2,426,728			35%
8012 Education Protection Account Entitlement	205,476	-	-	205,476	673,037	769,355	769,355	96,318	563,879			27%
8096 Charter Schools in Lieu of Property Taxes	-	289,137	177,930	467,067	1,133,929	1,131,234	1,131,234	(2,695)	664,168			41%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>530,142</b>	<b>613,803</b>	<b>502,596</b>	<b>2,007,281</b>	<b>5,608,464</b>	<b>5,662,055</b>	<b>5,662,055</b>	<b>53,591</b>	<b>3,654,774</b>			<b>35%</b>
<b>Federal Revenue</b>												
8181 Special Education - Entitlement	-	-	-	-	73,125	73,125	73,125	-	73,125			0%
8291 Title I	-	43,735	-	43,735	151,900	151,900	151,900	25,889	134,054			25%
8292 Title II	-	5,852	-	5,852	19,530	19,530	19,530	3,806	17,484			25%
8294 Title IV	-	-	2,500	2,500	-	-	10,000	10,000	7,500			25%
<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>49,587</b>	<b>2,500</b>	<b>52,087</b>	<b>244,555</b>	<b>244,555</b>	<b>284,250</b>	<b>39,695</b>	<b>232,163</b>			<b>18%</b>
<b>Other State Revenue</b>												
8319 Other State Apportionments - Prior Years	-	5,771	-	5,771	-	-	5,771	5,771	0			100%
8381 Special Education - Entitlement (State)	50,438	25,219	25,219	128,898	302,003	300,020	300,020	(1,984)	171,122			43%
8550 Mandated Cost Reimbursements	-	-	9,227	9,227	105,261	105,278	105,278	17	96,051			9%
8560 State Lottery Revenue	-	-	-	-	112,239	111,502	111,502	(737)	111,502			0%
8590 All Other State Revenue	-	-	9,880	9,880	-	-	19,760	19,760	9,880			50%
8593 Other State Revenue 3	219,084	-	-	219,084	-	219,084	219,084	219,084	-			100%
8596 Other State Revenue 6	-	106,470	-	106,470	163,800	163,800	163,800	-	57,330			65%
<b>SUBTOTAL - Other State Revenue</b>	<b>269,522</b>	<b>137,460</b>	<b>44,326</b>	<b>479,330</b>	<b>683,303</b>	<b>899,683</b>	<b>925,214</b>	<b>25,531</b>	<b>445,885</b>			<b>52%</b>
<b>Local Revenue</b>												
8636 Uniforms	468	2,859	465	11,950	6,000	8,626	12,000	3,374	50			100%
8638 Merchandise Sales	-	-	-	1,029	1,000	1,300	1,300	300	271			79%
8660 Interest	1,376	483	492	4,339	4,000	4,000	7,000	3,000	2,661			62%
8670 Fees and Contracts	500	1,000	500	2,000	6,000	6,000	6,000	-	4,000			33%
8693 Field Trips	-	-	-	-	15,000	15,000	15,000	-	15,000			0%
8699 All Other Local Revenue	-	-	-	300	5,000	5,000	5,000	-	4,700			6%
8781 All Other transfers from Districts or Charter Schools	-	-	-	-	334,000	334,000	334,000	-	334,000			0%
8999 Uncategorized Revenue	(24,213)	412	795	2,681	-	-	-	-	(2,681)			
<b>SUBTOTAL - Local Revenue</b>	<b>(21,870)</b>	<b>4,754</b>	<b>2,252</b>	<b>22,299</b>	<b>371,000</b>	<b>373,926</b>	<b>380,300</b>	<b>6,374</b>	<b>358,001</b>			<b>6%</b>
<b>Fundraising and Grants</b>												
8801 Donations - Parents	497	1,727	370	6,053	15,000	15,000	15,000	-	8,947			40%
8802 Donations - Private	1,590	904	1,000	3,535	15,000	15,000	15,000	-	11,465			24%
8803 Fundraising	5,166	20,075	11,300	38,238	25,000	25,000	40,000	15,000	1,762			96%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>7,253</b>	<b>22,706</b>	<b>12,670</b>	<b>47,826</b>	<b>55,000</b>	<b>55,000</b>	<b>70,000</b>	<b>15,000</b>	<b>22,174</b>			<b>68%</b>
<b>TOTAL REVENUE</b>	<b>785,047</b>	<b>828,309</b>	<b>564,344</b>	<b>2,608,822</b>	<b>6,962,322</b>	<b>7,235,219</b>	<b>7,321,819</b>	<b>86,600</b>	<b>4,712,997</b>			<b>36%</b>

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	Oct	Nov	Dec	Actual YTD		Approved Budget Y1	Previous Forecast	Current Forecast	Forecast vs. Budget v1 vs.		
									Current Forecast		Approved Current Forecast
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100 Teachers Salaries	166,984	163,392	163,619	668,394	1,745,625	1,679,077	1,679,077	66,548	1,010,683	40%	
1101 Teacher - Stipends	-	2,500	3,800	6,300	25,800	32,300	32,300	(6,500)	26,000	20%	
1103 Teacher - Substitute Pay	6,566	9,529	4,640	27,094	89,900	72,063	72,063	17,837	44,969	38%	
1300 Certificated Supervisor & Administrator Salaries	9,135	9,135	9,135	54,813	107,675	107,675	107,675	-	52,862	51%	
1311 Cert Admin - Custom 1	32,360	32,360	32,360	152,995	250,644	250,644	250,644	-	97,648	61%	
1920 Other Cert - Summer	-	-	-	-	18,200	18,200	18,200	-	18,200	0%	
1940 Academic Accountability & Intervention	15,089	13,605	12,333	64,650	191,675	193,163	193,163	(1,488)	128,513	33%	
<b>SUBTOTAL - Certificated Salaries</b>	<b>230,135</b>	<b>230,521</b>	<b>225,887</b>	<b>974,246</b>	<b>2,429,518</b>	<b>2,353,121</b>	<b>2,353,121</b>	<b>76,397</b>	<b>1,378,875</b>	<b>41%</b>	
<b>Classified Salaries</b>											
2100 Classified Instructional Aide Salaries	2,454	3,133	1,125	10,690	29,735	30,665	30,665	(930)	19,975	35%	
2103 SPED Classified	9,155	11,339	4,442	39,908	83,138	140,956	140,956	(57,818)	101,048	28%	
2200 Classified Support Salaries	6,873	8,170	3,505	32,988	93,080	94,213	94,213	(1,133)	61,224	35%	
2202 SES Tutoring	-	-	-	-	15,171	7,875	7,875	7,296	7,875	0%	
2300 Classified Supervisor & Administrator Salaries	12,971	12,295	10,270	72,474	136,342	136,342	136,342	-	63,868	53%	
2400 Classified Clerical & Office Salaries	8,805	10,587	4,993	50,582	105,380	106,380	106,380	(1,000)	55,798	48%	
2905 Other Classified - After School	18,395	24,144	10,607	86,844	184,998	187,379	187,379	(2,381)	100,535	46%	
2908 Climate	-	-	-	-	1,260	1,260	1,260	-	1,260	0%	
2925 Other Classified - Childcare	-	-	-	56	2,313	2,313	2,313	-	2,257	2%	
2930 Other Classified - Maintenance/grounds	9,362	11,679	5,889	47,412	87,828	104,402	104,402	(16,574)	56,990	45%	
<b>SUBTOTAL - Classified Salaries</b>	<b>68,014</b>	<b>81,348</b>	<b>40,831</b>	<b>340,954</b>	<b>739,245</b>	<b>811,785</b>	<b>811,785</b>	<b>(72,540)</b>	<b>470,830</b>	<b>42%</b>	
<b>Employee Benefits</b>											
3100 STRS	36,149	35,314	35,007	151,937	385,342	381,372	381,372	3,970	229,434	40%	
3300 OASDI-Medicare-Alternative	8,918	10,130	6,713	41,830	93,303	94,520	94,520	(1,217)	52,690	44%	
3400 Health & Welfare Benefits	42,853	27,625	77,838	315,697	512,988	512,988	512,988	(7,812)	205,103	61%	
3500 Unemployment Insurance	148	154	133	654	17,234	18,054	18,054	(821)	17,401	4%	
3600 Workers Comp Insurance	10,551	-	4,586	26,602	38,025	37,979	37,979	46	11,377	70%	
3900 Other Employee Benefits	1,911	2,189	1,243	10,138	11,980	12,554	12,554	(574)	2,416	81%	
<b>SUBTOTAL - Employee Benefits</b>	<b>100,550</b>	<b>75,412</b>	<b>125,520</b>	<b>546,857</b>	<b>1,058,871</b>	<b>1,057,466</b>	<b>1,065,278</b>	<b>(7,812)</b>	<b>518,421</b>	<b>51%</b>	
<b>Books &amp; Supplies</b>											
4100 Approved Textbooks & Core Curricula Materials	1,283	-	2,758	14,011	53,322	52,972	52,972	350	38,961	26%	
4101 SPED Textbooks	-	-	-	-	7,000	7,000	7,000	-	7,000	0%	
4200 Books & Other Reference Materials	5,498	15,055	1,601	43,781	55,005	54,644	54,644	361	10,863	80%	
4201 Library Resources	125	-	-	1,013	12,180	12,100	12,100	80	11,087	8%	
4315 Custodial Supplies	2,926	3	2,115	8,600	18,000	18,000	18,000	-	9,400	48%	
4325 Instructional Materials & Supplies	1,209	506	1,705	18,172	15,225	16,940	19,360	(4,135)	1,188	94%	
4330 Office Supplies	4,837	1,343	687	12,329	18,000	18,000	18,000	-	5,671	68%	
4335 PE Supplies	580	6	36	2,974	6,090	6,090	6,090	-	3,116	49%	
4340 Professional Development Supplies	1,530	100	-	2,566	4,700	4,700	4,700	-	2,134	55%	
4352 Garden	-	-	-	180	2,000	2,000	2,000	-	1,820	9%	
4354 ASES Materials	2,472	665	380	5,823	2,000	5,200	6,200	(4,200)	377	94%	
4355 Summer Preschool	-	-	-	45	1,200	1,200	1,200	-	1,155	4%	
4356 SPED Consumables	1,004	481	2,867	7,137	9,590	9,590	9,590	-	2,453	74%	
4410 Classroom Furniture, Equipment & Supplies	-	-	1,461	4,645	10,000	10,000	10,000	-	5,355	46%	
4420 Computers (individual items less than \$5k)	-	-	-	65,546	46,000	75,000	75,000	-	9,454	87%	
4423 Classroom Noncapitalized items 1	159	-	-	195	5,000	5,000	5,000	-	4,805	4%	
4430 Non Classroom Related Furniture, Equipment & Supplies	7,607	-	-	17,106	2,500	22,000	22,000	(19,500)	4,894	78%	
<b>SUBTOTAL - Books and Supplies</b>	<b>29,230</b>	<b>18,158</b>	<b>13,610</b>	<b>204,122</b>	<b>267,812</b>	<b>320,435</b>	<b>323,855</b>	<b>(3,420)</b>	<b>119,733</b>	<b>63%</b>	

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										Approved Current Forecast	Approved Current Forecast		
<b>Services &amp; Other Operating Expenses</b>													
5210 Conference Fees	3,013	-	-	3,995	35,250	35,250	35,250	-	-	-	31,255	11%	
5215 Travel - Mileage, Parking, Tolls	328	-	286	1,712	9,400	9,400	9,400	-	-	-	7,688	18%	
5220 Travel and Lodging	2,043	355	175	3,020	23,500	23,500	23,500	-	-	-	20,480	13%	
5305 Dues & Membership - Professional	2,031	5,650	-	9,493	5,000	5,000	10,000	(5,000)	(5,000)	-	507	95%	
5450 Insurance - Other	8,722	-	8,722	36,660	50,000	50,000	50,000	-	-	-	13,340	73%	
5515 Janitorial, Gardening Services & Supplies	12,244	-	-	30,734	161,847	161,847	161,847	-	-	-	131,113	19%	
5535 Utilities - All Utilities	-	-	36,298	36,298	54,000	54,000	54,000	-	-	-	17,702	67%	
5605 Equipment Leases	2,612	2,612	2,612	15,670	27,600	27,600	27,600	-	-	-	11,930	57%	
5610 Rent	-	-	-	-	97,265	97,265	97,265	-	-	-	97,265	0%	
5615 Repairs and Maintenance - Building	558	100	-	5,674	10,000	10,000	10,000	-	-	-	4,326	57%	
5616 Repairs and Maintenance - Computers	-	-	-	2,095	2,500	2,500	2,500	-	-	-	405	84%	
5617 Repairs and Maintenance - Other Equipment	-	-	-	1,716	2,500	2,500	2,500	-	-	-	784	69%	
5803 Accounting Fees	-	-	-	3,499	11,000	11,000	11,000	-	-	-	7,501	32%	
5804 Parent Trainings	-	-	-	-	1,000	1,000	1,000	-	-	-	1,000	0%	
5805 Administrative Fees	1,490	2,804	3,497	8,991	18,756	18,756	18,756	-	-	-	9,766	48%	
5806 Assemblies	-	-	-	-	3,000	3,000	3,000	-	-	-	3,000	0%	
5809 Banking Fees	40	28	37	189	420	420	420	-	-	-	231	45%	
5812 Business Services	-	-	7,917	36,068	95,000	95,000	95,000	-	-	-	58,932	38%	
5813 Board Development	-	-	-	-	2,000	2,000	2,000	-	-	-	2,000	0%	
5818 SPED Legal Fees	-	-	-	-	1,000	1,000	7,500	(6,500)	(6,500)	-	7,500	0%	
5820 Title I SES	-	-	-	-	15,190	15,190	15,190	-	-	-	15,190	0%	
5824 District Oversight Fees	-	-	-	-	56,085	56,621	56,621	-	(536)	-	56,621	0%	
5830 Field Trips Expenses	4,337	7,008	2,731	21,392	54,810	54,450	54,450	-	360	-	33,058	39%	
5833 Fines and Penalties	7	-	-	218	552	552	552	-	-	-	334	39%	
5836 Fingerprinting	96	64	-	396	500	500	500	-	-	-	104	79%	
5839 Fundraising Expenses	3,415	3,827	1,771	26,779	36,000	36,000	36,000	-	-	-	9,221	74%	
5843 Interest - Loans Less than 1 Year	-	-	-	-	108,206	108,206	108,206	-	-	-	108,206	0%	
5845 Legal Fees	880	847	704	4,309	7,800	7,800	7,800	-	-	-	3,492	55%	
5851 Marketing and Student Recruiting	116	-	-	116	1,200	1,200	1,200	-	-	-	1,084	10%	
5857 Payroll Fees	1,138	1,660	836	7,078	15,000	15,000	15,000	-	-	-	7,922	47%	
5860 Printing and Reproduction	2,238	1,678	2,285	18,092	24,000	24,000	24,000	-	-	-	5,908	75%	
5861 Prior Yr Exp (not accrued)	-	-	216	216	-	-	-	-	-	-	(216)	-	
5863 Professional Development	2,910	3,025	-	9,405	11,750	11,750	11,750	-	-	-	2,345	80%	
5864 Professional Development - Other	1,400	-	12,000	13,400	13,500	13,500	13,500	-	-	-	100	99%	
5866 Common Core Professional Development	200	-	-	200	3,500	3,500	3,500	-	-	-	3,300	6%	
5869 Special Education Contract Instructors	17,413	15,997	30,388	68,914	216,700	160,700	160,700	-	56,000	-	91,786	43%	
5874 Sports	-	-	-	4,700	15,225	15,225	15,225	-	-	-	10,525	31%	
5875 Staff Recruiting	-	-	-	-	1,000	1,000	1,000	-	-	-	1,000	0%	
5878 Student Assessment	500	6,800	757	8,057	12,180	12,100	12,100	-	80	-	4,043	67%	
5880 Student Health Services	-	-	-	-	3,045	3,025	3,025	-	20	-	3,025	0%	
5881 Student Information System	-	-	-	-	15,225	15,125	15,125	-	100	-	227	99%	
5884 Substitutes	2,436	-	-	14,899	-	50,000	50,000	-	(50,000)	-	20,149	60%	
5887 Technology Services	9,193	7,210	4,614	29,851	30,000	30,240	52,600	(22,360)	(22,600)	-	15,041	71%	
5893 Transportation - Student	11,419	5,160	2,160	37,560	50,000	50,000	50,000	-	-	-	25,162	50%	
5899 Miscellaneous Operating Expenses	7,125	7,150	5,200	24,838	-	-	-	-	-	-	(2,198)	-	
5910 Communications - Internet / Website Fees	-	1,406	99	2,198	4,800	4,800	4,800	-	-	-	2,849	41%	
5915 Postage and Delivery	556	207	-	807	1,800	1,800	1,800	-	-	-	993	45%	
5920 Communications - Telephone & Fax	2,482	2,532	-	13,243	24,000	24,000	24,000	-	-	-	10,757	55%	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>101,171</b>	<b>76,118</b>	<b>123,304</b>	<b>504,430</b>	<b>1,333,106</b>	<b>1,327,322</b>	<b>1,361,182</b>	<b>(33,860)</b>	<b>(28,076)</b>	<b>(856,752)</b>	<b>37%</b>		
<b>Capital Outlay &amp; Depreciation</b>													
6200 Buildings & Improvement of Buildings	-	8,595	4,393	12,988	-	-	-	-	-	-	(12,988)	0%	
6900 Depreciation	-	-	-	-	555,000	555,000	555,000	-	-	-	555,000	0%	

**LAS**  
**Income Statement**  
**As of Dec FY2019**

	Actual			YTD	Budget					% Current Forecast Spent	
	Oct	Nov	Dec		Approved Budget Y1	Previous Forecast	Current Forecast	Approved Current Forecast	Previous Forecast vs. Current Forecast		Current Forecast Remaining
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	-	8,595	4,393	12,988	555,000	555,000	555,000	-	-	542,013	2%
<b>Other Outflows</b>											
7438 Long term debt - Interest	-	-	53,814	53,814	-	-	-	-	-	(53,814)	
7998 Temporary JE Clearing	(14,852)	(267)	-	0	-	-	-	-	-	(0)	
7999 Uncategorized Expense	(112)	-	4,036	11,933	-	-	-	-	-	(11,933)	
<b>SUBTOTAL - Other Outflows</b>	<b>(14,964)</b>	<b>(267)</b>	<b>57,850</b>	<b>65,746</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(65,746)</b>	
<b>TOTAL EXPENSES</b>	<b>514,115</b>	<b>489,885</b>	<b>591,395</b>	<b>2,649,344</b>	<b>6,383,552</b>	<b>6,425,129</b>	<b>6,470,221</b>	<b>(86,670)</b>	<b>(45,092)</b>	<b>3,820,877</b>	<b>41%</b>



**LAS**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2018-19												Remaining Balance
	Actuals						Forecast						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
<b>Beginning Cash</b>	5,073,794	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	4,923,104	5,031,868	5,131,119	5,404,553	5,507,986	
<b>REVENUE</b>													
LCFF Entitlement	-	-	360,740	530,142	613,803	502,596	619,108	413,632	537,267	629,071	452,937	452,937	5,662,055
Federal Revenue	-	-	-	-	49,587	2,500	694	52,781	-	36,563	52,781	-	284,250
Other State Revenue	14,011	-	14,011	269,522	137,460	44,326	1,807	107,581	30,611	71,561	61,476	30,611	925,214
Other Local Revenue	1,510	2,880	32,772	(21,870)	4,754	2,252	56,518	60,297	60,297	60,297	60,297	60,297	380,300
Fundraising & Grants	-	41	5,157	7,253	22,706	12,670	(12,826)	7,000	7,000	7,000	7,000	7,000	70,000
<b>TOTAL REVENUE</b>	<b>15,521</b>	<b>2,921</b>	<b>412,680</b>	<b>785,047</b>	<b>828,309</b>	<b>564,344</b>	<b>665,301</b>	<b>641,291</b>	<b>635,175</b>	<b>804,492</b>	<b>634,491</b>	<b>550,845</b>	<b>7,321,819</b>
<b>EXPENSES</b>													
Certificated Salaries	20,675	43,257	223,771	230,135	230,521	225,887	262,263	223,322	223,322	223,322	223,322	223,322	2,353,121
Classified Salaries	27,450	60,845	62,467	68,014	81,348	40,831	132,587	67,649	67,649	67,649	67,649	67,649	811,785
Employee Benefits	50,595	84,815	109,986	100,530	75,412	125,520	96,865	98,693	98,693	97,790	97,790	97,790	1,065,278
Books & Supplies	61,952	54,395	26,776	29,230	18,158	13,610	17,452	20,456	20,456	20,456	20,456	20,456	323,855
Services & Other Operating Expenses	56,669	77,228	69,940	101,171	76,118	123,304	232,557	122,407	125,804	121,840	121,840	121,840	1,361,182
Capital Outlay & Depreciation	-	-	-	-	8,595	4,393	323,750	46,250	46,250	46,250	46,250	46,250	555,000
Other Outflows	7,897	-	112	(112)	-	57,850	(65,746)	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>225,238</b>	<b>320,539</b>	<b>493,052</b>	<b>528,967</b>	<b>490,153</b>	<b>591,395</b>	<b>999,728</b>	<b>578,777</b>	<b>582,174</b>	<b>577,308</b>	<b>577,308</b>	<b>577,308</b>	<b>6,470,221</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(209,716)</b>	<b>(317,619)</b>	<b>(80,372)</b>	<b>256,080</b>	<b>338,157</b>	<b>(27,051)</b>	<b>(334,426)</b>	<b>62,514</b>	<b>53,001</b>	<b>227,184</b>	<b>57,183</b>	<b>(26,463)</b>	<b>853,127</b>
Revenues - Prior Year Accruals	863,954	-	78,382	197,542	29,095	16,380	35,136	-	-	-	-	-	-
Other Assets	(2,805)	-	68,322	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	323,750	46,250	46,250	46,250	46,250	46,250	-
Expenses - Prior Year Accruals	(44,174)	-	-	-	-	-	(36,646)	-	-	-	-	-	-
Accounts Payable - Current Year	(131,117)	52,158	(67,976)	(2,176)	(2,186)	(1,593)	18,903	-	-	-	-	-	-
Summerholdback for Teachers	(107,753)	(106,684)	20,998	23,269	22,884	22,767	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(79,408)	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	(966,766)	-	-	-	-	-	-
<b>Ending Cash</b>	<b>5,442,183</b>	<b>5,070,038</b>	<b>5,089,392</b>	<b>5,564,108</b>	<b>5,952,058</b>	<b>5,883,153</b>	<b>4,923,104</b>	<b>5,031,868</b>	<b>5,131,119</b>	<b>5,404,553</b>	<b>5,507,986</b>	<b>5,527,773</b>	



**LAS**  
**Balance Sheet**  
**As of Dec FY2019**

	Language Academy Jun FY2018	Language Academy Dec FY2019	Language Academy YTD Change	Total YTD Change
<b>ASSETS</b>				
Cash Balance	5,073,794	5,883,153	809,359	809,359
Accounts Receivable	1,220,489	35,136	(1,185,353)	(1,185,353)
Prepays	65,518	-	(65,518)	(65,518)
Fixed Assets, Net	8,746,860	8,746,860	-	-
<b>TOTAL ASSETS</b>	<b>15,106,660</b>	<b>14,665,149</b>	<b>(441,511)</b>	<b>(441,511)</b>
<b>LIABILITIES &amp; EQUITY</b>				
Accounts Payable	230,834	35,306	(195,528)	(195,528)
Deferred Revenue	966,766	966,766	-	-
Current Loans and Other Payables	186,981	60,927	(126,054)	(126,054)
Long-Term Loans and Other Liabilities	5,381,367	5,301,959	(79,408)	(79,408)
Beginning Net Assets	7,956,584	8,340,720	384,136	384,136
Net Income (Loss) to Date	384,129	(40,522)	(424,650)	(424,650)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>15,106,660</b>	<b>14,665,156</b>	<b>(441,504)</b>	<b>(441,504)</b>

**Language Academy**  
**Multi-year Projection**  
**As of Dec FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Assumptions
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	5,662,055	5,874,957	6,031,093	6,237,410	6,440,699	6,541,173	
Federal Revenue	284,250	287,250	287,625	287,625	287,625	287,625	
Other State Revenues	925,214	590,631	590,739	590,739	590,739	590,739	
Local Revenues	380,300	46,300	46,300	46,300	46,300	46,300	
Fundraising and Grants	70,000	55,000	55,000	55,000	55,000	55,000	
<b>Total Revenue</b>	<b>7,321,819</b>	<b>6,854,138</b>	<b>7,010,757</b>	<b>7,217,074</b>	<b>7,420,363</b>	<b>7,520,837</b>	
<b>Expenses</b>							
Compensation and Benefits	4,230,184	4,525,016	4,680,763	4,816,275	4,987,122	5,132,056	
Books and Supplies	323,855	285,474	291,183	297,007	302,947	309,006	
Services and Other Operating Expenditures	1,361,182	1,322,200	1,346,726	1,372,618	1,398,955	1,424,751	
Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	
Other Outflows	-	-	-	-	-	-	
<b>Total Expenses</b>	<b>6,470,221</b>	<b>6,687,689</b>	<b>6,873,672</b>	<b>7,040,900</b>	<b>7,244,025</b>	<b>7,420,813</b>	
<b>Operating Income</b>	<b>851,598</b>	<b>166,449</b>	<b>137,085</b>	<b>176,174</b>	<b>176,339</b>	<b>100,024</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	8,340,720	9,192,318	9,358,767	9,495,852	9,672,026	9,848,365	
Audit Adjustment							
Beginning Balance (Audited)	8,340,720	9,192,318	9,358,767	9,495,852	9,672,026	9,848,365	
Operating Income	851,598	166,449	137,085	176,174	176,339	100,024	
<b>Ending Fund Balance</b>	<b>9,192,318</b>	<b>9,358,767</b>	<b>9,495,852</b>	<b>9,672,026</b>	<b>9,848,365</b>	<b>9,948,390</b>	
<b>Total Revenue Per ADA</b>	12,739	11,789	12,058	12,413	12,763	12,936	
<b>Total Expenses Per ADA</b>	11,257	11,503	11,823	12,110	12,460	12,764	
<b>Operating Income Per ADA</b>	1,482	286	236	303	303	172	
<b>Fund Balance as a % of Expenses</b>	142%	140%	138%	137%	136%	134%	

**Language Academy**  
**Multi-year Projection**  
**As of Dec FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Assumptions
<b>Key Assumptions</b>							
<b>Enrollment Summary</b>							
K-3	279	282	282	282	282	282	
4-6	198	198	198	198	198	198	
7-8	128	132	132	132	132	132	
<b>Total Enrolled</b>	<b>605</b>	<b>612</b>	<b>612</b>	<b>612</b>	<b>612</b>	<b>612</b>	
<b>ADA %</b>							
K-3	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	
4-6	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	
7-8	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	
<b>Average ADA %</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.0%</b>	
<b>ADA</b>							
K-3	265.1	267.9	267.9	267.9	267.9	267.9	
4-6	188.1	188.1	188.1	188.1	188.1	188.1	
7-8	121.6	125.4	125.4	125.4	125.4	125.4	
<b>Total ADA</b>	<b>574.8</b>	<b>581.4</b>	<b>581.4</b>	<b>581.4</b>	<b>581.4</b>	<b>581.4</b>	
<b>Demographic Information</b>							
CALPADS Enrollment (for unduplicated % calc)							
# Unduplicated (CALPADS)	609	612	612	612	612	612	
# Free & Reduced Lunch (CALPADS)	490	492	492	492	492	492	
# ELL (CALPADS)	249	250	250	250	250	250	
New Students	24	3	-	-	-	-	
<b>School Information</b>							
FTE's	75	77	77	77	77	77	
Teachers	35	37	37	37	37	37	
Certificated Pay Increases		2.5%	2.5%	2.5%	2.5%	2.5%	
Classified Pay Increases		3.0%	3.0%	3.0%	3.0%	3.0%	
# of school days	179	179	179	179	179	179	
Default Expense Inflation Rate		2%	2%	2%	2%	2%	

**Language Academy  
Multi-year Projection  
As of Dec FY2019**

REVENUE	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Assumptions
<b>LCFF Entitlement</b>							
8011 Charter Schools General Purpose Entitlement - State Aid	3,761,466	3,952,377	4,108,513	4,314,830	4,518,119	4,618,593	
8012 Education Protection Account Entitlement	769,355	778,257	778,257	778,257	778,257	778,257	
8096 Charter Schools in Lieu of Property Taxes	1,131,234	1,144,323	1,144,323	1,144,323	1,144,323	1,144,323	
<b>SUBTOTAL - LCFF Entitlement</b>	<b>5,662,055</b>	<b>5,874,957</b>	<b>6,031,093</b>	<b>6,237,410</b>	<b>6,440,699</b>	<b>6,541,173</b>	
<b>Federal Revenue</b>							
8181 Special Education - Entitlement	73,125	76,125	76,500	76,500	76,500	76,500	
8291 Title I	177,789	177,789	177,789	177,789	177,789	177,789	
8292 Title II	23,336	23,336	23,336	23,336	23,336	23,336	
8294 Title IV	10,000	10,000	10,000	10,000	10,000	10,000	
<b>SUBTOTAL - Federal Revenue</b>	<b>284,250</b>	<b>287,250</b>	<b>287,625</b>	<b>287,625</b>	<b>287,625</b>	<b>287,625</b>	
<b>Other State Revenue</b>							
8319 Other State Apportionments - Prior Years	5,771	-	-	-	-	-	
8381 Special Education - Entitlement (State)	300,020	298,840	298,840	298,840	298,840	298,840	
8550 Mandated Cost Reimbursements	105,278	9,386	9,494	9,494	9,494	9,494	
8560 State Lottery Revenue	111,502	118,606	118,606	118,606	118,606	118,606	
8590 All Other State Revenue	19,760	-	-	-	-	-	
8593 Other State Revenue 3	219,084	-	-	-	-	-	
8596 Other State Revenue 6	163,800	163,800	163,800	163,800	163,800	163,800	
<b>SUBTOTAL - Other State Revenue</b>	<b>925,214</b>	<b>590,631</b>	<b>590,739</b>	<b>590,739</b>	<b>590,739</b>	<b>590,739</b>	
<b>Local Revenue</b>							
8636 Uniforms	12,000	12,000	12,000	12,000	12,000	12,000	
8638 Merchandise Sales	1,300	1,300	1,300	1,300	1,300	1,300	
8660 Interest	7,000	7,000	7,000	7,000	7,000	7,000	
8670 Fees and Contracts	6,000	6,000	6,000	6,000	6,000	6,000	
8693 Field Trips	15,000	15,000	15,000	15,000	15,000	15,000	
8699 All Other Local Revenue	5,000	5,000	5,000	5,000	5,000	5,000	
8781 All Other transfers from Districts or Charter Schools	334,000	-	-	-	-	-	
<b>SUBTOTAL - Local Revenue</b>	<b>380,300</b>	<b>46,300</b>	<b>46,300</b>	<b>46,300</b>	<b>46,300</b>	<b>46,300</b>	
<b>Fundraising and Grants</b>							
8801 Donations - Parents	15,000	15,000	15,000	15,000	15,000	15,000	
8802 Donations - Private	15,000	15,000	15,000	15,000	15,000	15,000	
8803 Fundraising	40,000	25,000	25,000	25,000	25,000	25,000	
<b>SUBTOTAL - Fundraising and Grants</b>	<b>70,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>	<b>55,000</b>	
<b>TOTAL REVENUE</b>	<b>7,321,819</b>	<b>6,854,138</b>	<b>7,010,757</b>	<b>7,217,074</b>	<b>7,420,363</b>	<b>7,520,837</b>	

**Language Academy**  
**Multi-year Projection**  
**As of Dec FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Assumptions
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**EXPENSES**

**Compensation & Benefits**

**Certificated Salaries**

1100 Teachers Salaries	1,679,077	1,829,054	1,874,780	1,921,649	1,969,691	2,018,933	
1101 Teacher - Stipends	32,300	33,108	33,935	34,784	35,653	36,544	
1103 Teacher - Substitute Pay	72,063	73,865	75,711	77,604	79,544	81,533	
1300 Certificated Supervisor & Administrator Salaries	107,675	110,367	113,126	115,954	118,853	121,824	
1311 Cert Admin - Custom 1	250,644	256,910	263,332	269,916	276,664	283,580	
1920 Other Cert - Summer	18,200	18,655	19,121	19,599	20,089	20,592	
1940 Academic Accountability & Intervention	193,163	197,992	202,941	208,015	213,215	218,546	
<b>SUBTOTAL - Certificated Salaries</b>	<b>2,353,121</b>	<b>2,519,949</b>	<b>2,582,947</b>	<b>2,647,521</b>	<b>2,713,709</b>	<b>2,781,552</b>	

**Classified Salaries**

2100 Classified Instructional Aide Salaries	30,665	31,585	32,533	33,509	34,514	35,550	
2103 SPED Classified	140,956	145,184	149,540	154,026	158,647	163,406	
2200 Classified Support Salaries	94,213	97,039	99,950	102,949	106,037	109,218	
2202 SES Tutoring	7,875	8,111	8,355	8,605	8,863	9,129	
2300 Classified Supervisor & Administrator Salaries	136,342	140,432	144,645	148,985	153,454	158,058	
2400 Classified Clerical & Office Salaries	106,380	109,572	112,859	116,245	119,732	123,324	
2905 Other Classified - After School	187,379	193,000	198,790	204,754	210,897	217,224	
2908 Climate	1,260	1,298	1,337	1,377	1,418	1,461	
2925 Other Classified - Childcare	2,313	2,382	2,454	2,527	2,603	2,681	
2930 Other Classified - Maintenance/grounds	104,402	107,534	110,760	114,083	117,505	121,030	
<b>SUBTOTAL - Classified Salaries</b>	<b>811,785</b>	<b>836,138</b>	<b>861,222</b>	<b>887,059</b>	<b>913,671</b>	<b>941,081</b>	

**Employee Benefits**

3100 STRS	381,372	454,955	491,329	503,665	547,398	561,142	
3300 OASDI-Medicare-Alternative	94,520	98,492	101,005	103,588	106,243	108,973	
3400 Health & Welfare Benefits	520,800	546,840	574,182	602,891	633,036	664,687	
3500 Unemployment Insurance	18,054	18,596	18,680	18,767	18,857	18,949	
3600 Workers Comp Insurance	37,979	40,273	41,330	42,415	43,529	44,672	
3900 Other Employee Benefits	12,554	9,774	10,067	10,369	10,680	11,000	
<b>SUBTOTAL - Employee Benefits</b>	<b>1,065,278</b>	<b>1,168,929</b>	<b>1,236,593</b>	<b>1,281,695</b>	<b>1,359,742</b>	<b>1,409,423</b>	

**Books & Supplies**

4100 Approved Textbooks & Core Curricula Materials	52,972	54,656	55,749	56,864	58,002	59,162	
4101 SPED Textbooks	7,000	7,140	7,283	7,428	7,577	7,729	
4200 Books & Other Reference Materials	54,644	56,381	57,509	58,659	59,832	61,029	
4201 Library Resources	12,100	12,485	12,734	12,989	13,249	13,514	
4315 Custodial Supplies	18,000	18,360	18,727	19,102	19,484	19,873	
4325 Instructional Materials & Supplies	19,360	19,976	20,375	20,783	21,198	21,622	
4330 Office Supplies	18,000	18,360	18,727	19,102	19,484	19,873	
4335 PE Supplies	6,090	6,212	6,336	6,463	6,592	6,724	
4340 Professional Development Supplies	4,700	4,794	4,890	4,988	5,087	5,189	
4352 Garden	2,000	2,040	2,081	2,122	2,165	2,208	
4354 ASES Materials	6,200	6,324	6,450	6,579	6,711	6,845	
4355 Summer Preschool	1,200	1,224	1,248	1,273	1,299	1,325	
4356 SPED Consumables	9,590	9,782	9,977	10,177	10,381	10,588	
4410 Classroom Furniture, Equipment & Supplies	10,000	10,200	10,404	10,612	10,824	11,041	
4420 Computers (individual items less than \$5k)	75,000	30,000	30,600	31,212	31,836	32,473	

**Language Academy  
Multi-year Projection  
As of Dec FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Assumptions
4423 Classroom Noncapitalized Items 1	5,000	5,100	5,202	5,306	5,412	5,520	
4430 Non Classroom Related Furniture, Equipment & Supplies	22,000	22,440	22,889	23,347	23,814	24,290	
<b>SUBTOTAL - Books and Supplies</b>	<b>323,855</b>	<b>285,474</b>	<b>291,183</b>	<b>297,007</b>	<b>302,947</b>	<b>309,006</b>	
<b>Services &amp; Other Operating Expenses</b>							
5210 Conference Fees	35,250	35,955	36,674	37,408	38,156	38,919	
5215 Travel - Mileage, Parking, Tolls	9,400	9,588	9,780	9,975	10,175	10,378	
5220 Travel and Lodging	23,500	23,970	24,449	24,938	25,437	25,946	
5305 Dues & Membership - Professional	10,000	10,200	10,404	10,612	10,824	11,041	
5450 Insurance - Other	50,000	51,000	52,020	53,060	54,122	55,204	
5515 Janitorial, Gardening Services & Supplies	161,847	165,084	168,386	171,753	175,188	178,692	
5535 Utilities - All Utilities	54,000	55,080	56,182	57,305	58,451	59,620	
5605 Equipment Leases	27,600	28,152	28,715	29,289	29,875	30,473	
5610 Rent	97,265	99,210	101,195	103,218	105,283	107,388	
5615 Repairs and Maintenance - Building	10,000	10,200	10,400	10,600	10,800	11,000	
5616 Repairs and Maintenance - Computers	2,500	2,550	2,601	2,653	2,706	2,760	
5617 Repairs and Maintenance - Other Equipment	2,500	2,550	2,601	2,653	2,706	2,760	
5803 Accounting Fees	11,000	11,220	11,444	11,673	11,907	12,145	
5804 Parent Trainings	1,000	1,020	1,040	1,061	1,082	1,104	
5805 Administrative Fees	18,756	19,132	19,514	19,904	20,303	20,709	
5806 Assemblies	3,000	3,060	3,121	3,184	3,247	3,312	
5809 Banking Fees	420	428	437	446	455	464	
5812 Business Services	95,000	95,000	95,000	95,000	95,000	95,000	
5813 Board Development	2,000	2,040	2,081	2,122	2,165	2,208	
5818 SPED Legal Fees	7,500	1,000	1,020	1,040	1,061	1,082	
5820 Title I SES	15,190	15,494	15,804	16,120	16,442	16,771	
5824 District Oversight Fees	56,621	58,750	60,311	62,374	64,407	66,412	
5830 Field Trips Expenses	54,450	56,182	57,305	58,451	59,620	60,813	
5833 Fines and Penalties	552	563	574	586	598	609	
5836 Fingerprinting	500	510	520	531	541	552	
5839 Fundraising Expenses	36,000	36,720	37,454	38,203	38,968	39,747	
5843 Interest - Loans Less than 1 Year	108,206	110,370	112,578	114,829	117,126	119,468	
5845 Legal Fees	7,800	7,956	8,115	8,277	8,443	8,612	
5851 Marketing and Student Recruiting	1,200	1,224	1,248	1,273	1,299	1,325	
5857 Payroll Fees	15,000	15,300	15,606	15,918	16,236	16,561	
5860 Printing and Reproduction	24,000	24,480	24,970	25,469	25,978	26,498	
5863 Professional Development	11,750	11,985	12,225	12,469	12,719	12,973	
5864 Professional Development - Other	13,500	13,770	14,045	14,326	14,613	14,905	
5866 Common Core Professional Development	3,500	3,570	3,641	3,714	3,789	3,864	
5869 Special Education Contract Instructors	160,700	163,914	167,192	170,536	173,947	177,426	
5874 Sports	15,225	15,530	15,840	16,157	16,480	16,810	
5875 Staff Recruiting	1,000	1,020	1,040	1,061	1,082	1,104	
5878 Student Assessment	12,100	12,485	12,734	12,989	13,249	13,514	
5880 Student Health Services	3,025	3,121	3,184	3,247	3,312	3,378	
5881 Student Information System	15,125	15,606	15,918	16,236	16,561	16,892	
5884 Substitutes	50,000	25,000	25,500	26,010	26,530	27,061	
5887 Technology Services	52,600	20,000	20,400	20,800	21,224	21,649	
5893 Transportation - Student	50,000	51,000	52,020	53,060	54,122	55,204	
5910 Communications - Internet / Website Fees	4,800	4,896	4,994	5,094	5,196	5,300	
5915 Postage and Delivery	1,800	1,836	1,873	1,910	1,948	1,987	
5920 Communications - Telephone & Fax	24,000	24,480	24,970	25,469	25,978	26,498	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,361,182</b>	<b>1,322,200</b>	<b>1,346,726</b>	<b>1,372,618</b>	<b>1,398,955</b>	<b>1,424,751</b>	

**Language Academy**  
**Multi-year Projection**  
**As of Dec FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24	Assumptions
Depreciation Expense							
6900 Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	
<b>SUBTOTAL - Depreciation Expense</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	<b>555,000</b>	
Other Outflows	-	-	-	-	-	-	
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>6,470,221</b>	<b>6,687,689</b>	<b>6,873,672</b>	<b>7,040,900</b>	<b>7,244,025</b>	<b>7,420,813</b>	

**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2018-19												Remaining Balance
	Actuals & Forecast												
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	
<b>Beginning Cash</b>	5,073,794	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	4,923,104	5,031,868	5,131,119	5,404,553	5,507,986	
<b>REVENUE</b>													
LCFF Entitlement	-	-	360,740	530,142	613,803	502,596	619,108	413,632	537,267	629,071	452,937	5,662,055	549,823
Federal Revenue	-	-	-	-	49,587	2,500	694	52,781	-	36,563	52,781	-	89,344
Other State Revenue	14,011	-	14,011	289,522	137,460	44,326	1,807	107,581	30,611	71,561	61,476	30,611	925,214
Other Local Revenue	1,510	2,880	32,772	(21,870)	4,754	2,252	56,518	60,297	60,297	60,297	60,297	60,297	142,236
Fundraising & Grants	-	41	5,157	7,253	22,706	12,670	(12,826)	7,000	7,000	7,000	7,000	7,000	-
<b>TOTAL REVENUE</b>	15,521	2,921	412,880	785,047	828,309	564,344	665,301	641,291	635,175	804,492	634,491	550,845	781,403
<b>EXPENSES</b>													
Certificated Salaries	20,675	43,257	223,771	230,135	230,521	225,887	262,263	223,322	223,322	223,322	223,322	223,322	2,353,121
Classified Salaries	27,450	60,845	62,467	68,014	81,348	40,831	132,587	67,649	67,649	67,649	67,649	67,649	811,785
Employee Benefits	50,595	84,815	109,986	100,530	75,412	125,520	98,665	98,693	98,693	97,790	97,790	97,790	1,065,278
Books & Supplies	61,952	54,385	26,776	29,230	18,158	13,610	17,452	20,456	20,456	20,456	20,456	20,456	323,855
Services & Other Operating Expenses	56,669	77,228	69,940	101,171	76,118	123,304	232,557	122,407	125,804	121,840	121,840	121,840	1,361,182
Capital Outlay & Depreciation	-	-	-	-	8,595	4,393	323,750	46,250	46,250	46,250	46,250	46,250	555,000
Other Outflows	7,897	-	112	(112)	-	57,850	(65,746)	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	225,238	320,539	493,052	528,967	490,153	591,395	999,728	578,777	582,174	577,308	577,308	577,308	6,470,221
<b>Operating Cash Inflow (Outflow)</b>	(209,716)	(317,619)	(80,372)	256,080	338,157	(27,051)	(334,426)	62,514	53,001	227,184	57,183	(26,463)	851,598
Revenues - Prior Year Accruals	863,954	-	79,382	197,542	29,095	16,380	35,136	-	-	-	-	-	-
Other Assets	(2,805)	-	68,322	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	323,750	46,250	46,250	46,250	46,250	46,250	-
Expenses - Prior Year Accruals	(44,174)	-	-	-	-	-	(36,646)	-	-	-	-	-	-
Accounts Payable - Current Year	(131,117)	52,158	(67,976)	(2,176)	(2,186)	(1,593)	18,903	-	-	-	-	-	-
Summer/Modback for Teachers	(107,753)	(106,684)	20,998	23,269	22,884	22,767	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(79,408)	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	(966,766)	-	-	-	-	-	-	-
<b>Ending Cash</b>	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	4,923,104	5,031,868	5,131,119	5,404,553	5,507,986	5,527,773	853,127



**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2019-20												Remaining Balance
	Actuals						Forecast						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Beginning Cash	5,527,773	5,786,766	6,017,470	5,868,122	6,079,255	6,045,268	5,967,885	6,066,195	6,059,175	6,049,017	6,240,538	6,234,688	
<b>REVENUE</b>													
LCFF Entitlement	-	263,233	331,107	634,483	442,144	442,144	634,483	442,144	523,422	641,070	442,055	5,874,957	636,619
Federal Revenue	-	-	-	-	52,781	36,387	-	52,781	-	38,063	52,781	287,250	90,844
Other State Revenue	-	15,001	15,001	133,472	27,002	4,630	27,002	54,877	26,766	67,716	54,641	26,766	106,001
Other Local Revenue	-	-	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	46,300	-
Fundraising & Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
<b>TOTAL REVENUE</b>	-	278,234	356,238	778,085	532,057	488,662	671,615	559,932	560,318	756,978	478,950	6,854,138	833,463
<b>EXPENSES</b>													
Certificated Salaries	61,747	61,747	230,022	230,022	230,022	230,022	230,022	230,022	230,022	230,022	230,022	2,519,949	96,234
Classified Salaries	69,678	69,678	69,678	69,678	69,678	69,678	69,678	69,678	69,678	69,678	69,678	836,138	-
Employee Benefits	74,142	74,142	112,001	106,556	105,649	105,649	112,909	106,556	106,556	105,649	105,649	1,168,929	(52,179)
Books & Supplies	27,664	27,664	27,664	27,664	27,664	27,664	27,664	27,664	27,664	27,664	27,664	285,474	(46,500)
Services & Other Operating Expenses	19,907	23,432	135,381	133,031	133,031	133,031	133,031	136,556	132,443	132,443	132,443	1,322,200	(55,560)
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	299,389	302,914	620,997	613,202	612,294	612,294	619,554	613,202	616,727	611,707	611,707	6,687,689	(58,005)
<b>Operating Cash Inflow (Outflow)</b>	(299,389)	(24,680)	(264,759)	164,883	(80,237)	(123,633)	52,060	(53,269)	(56,409)	145,271	(52,100)	166,449	891,468
Revenues - Prior Year Accruals	507,620	204,622	69,161	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-
Expenses - Prior Year Accruals	4,512	4,512	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer/Modback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	5,786,766	6,017,470	5,868,122	6,079,255	6,045,268	5,967,885	6,066,195	6,059,175	6,049,017	6,240,538	6,234,688	6,148,181	

**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2020-21												Forecast	Remaining Balance		
	Actuals & Forecast		Jan		Feb		Mar		Apr		May				Jun	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			Forecast	Forecast
<b>Beginning Cash</b>	6,148,181	6,438,616	6,670,311	6,513,947	6,727,862	6,694,436	6,617,722	6,718,783	6,714,096	6,692,017	6,868,733	6,854,118				
<b>REVENUE</b>																
LCFF Entitlement	-	274,085	342,744	655,876	461,312	461,312	655,876	461,312	529,971	644,433	449,869	449,869	6,031,093	644,433		
Federal Revenue	-	-	-	-	52,781	36,390	-	52,781	-	38,250	52,781	-	287,625	91,031		
Other State Revenue	-	14,942	14,942	133,366	26,896	36,390	26,896	56,547	26,896	67,846	56,547	26,896	590,739	102,578		
Other Local Revenue	-	-	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	46,300	-		
Fundraising & Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-		
<b>TOTAL REVENUE</b>	-	289,027	367,816	799,372	551,119	507,832	692,902	560,770	566,997	760,659	569,327	486,894	7,010,757	838,043		
<b>EXPENSES</b>																
Certificated Salaries	63,599	63,599	236,923	236,923	236,923	236,923	236,923	236,923	236,923	236,923	236,923	236,923	2,582,947	86,522		
Classified Salaries	71,769	71,769	71,769	71,769	71,769	71,769	71,769	71,769	71,769	71,769	71,769	71,769	861,222	-		
Employee Benefits	78,001	78,001	118,497	113,025	112,113	112,113	119,409	113,025	113,025	112,113	112,113	112,113	1,236,593	(66,952)		
Books & Supplies	28,218	28,218	28,218	28,218	28,218	28,218	28,218	28,218	28,218	28,218	28,218	28,218	291,183	(47,430)		
Services & Other Operating Expenses	20,147	23,766	137,936	135,524	135,524	135,524	135,524	139,142	139,142	134,920	134,920	134,920	1,346,726	(56,644)		
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-		
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>TOTAL EXPENSES</b>	307,984	311,602	639,592	631,707	630,795	630,795	638,091	631,707	635,326	630,192	630,192	630,192	6,873,672	(74,504)		
<b>Operating Cash Inflow (Outflow)</b>	(307,984)	(22,575)	(271,775)	167,665	(79,676)	(122,963)	54,810	(50,937)	(68,329)	130,466	(60,865)	(143,298)	137,085	912,546		
Revenues - Prior Year Accruals	554,224	210,077	69,161	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-		
Expenses - Prior Year Accruals	(2,056)	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Summer/holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Ending Cash</b>	6,438,616	6,670,311	6,513,947	6,727,862	6,694,436	6,617,722	6,718,783	6,714,096	6,692,017	6,868,733	6,854,118	6,757,070				

**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2021-22												Forecast	Remaining Balance
	Actuals						Forecast							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Beginning Cash	6,757,070	7,046,820	7,277,360	7,114,323	7,329,928	7,298,197	7,223,179	7,325,897	7,322,901	7,302,388	7,480,821	7,467,921		
<b>REVENUE</b>														
LCFF Entitlement	-	284,401	353,060	674,445	479,881	479,881	674,445	479,881	548,540	663,001	468,437	468,437	6,237,410	
Federal Revenue	-	-	-	-	52,781	-	-	52,781	-	38,250	52,781	-	287,625	
Other State Revenue	-	14,942	14,942	133,366	26,896	36,390	26,896	56,547	26,896	67,846	56,547	26,896	590,739	
Other Local Revenue	-	-	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	46,300	
Fundraising & Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	
<b>TOTAL REVENUE</b>	-	299,343	378,132	817,940	569,687	526,400	711,470	599,339	585,566	779,227	587,896	505,463	7,217,074	
<b>EXPENSES</b>														
Certificated Salaries	65,507	65,507	244,030	244,030	244,030	244,030	244,030	244,030	244,030	244,030	244,030	244,030	2,647,521	
Classified Salaries	73,922	73,922	73,922	73,922	73,922	73,922	73,922	73,922	73,922	73,922	73,922	73,922	887,059	
Employee Benefits	81,383	81,383	122,957	117,457	116,540	116,540	123,874	117,457	117,457	116,540	116,540	116,540	1,281,695	
Books & Supplies	28,782	28,782	28,782	28,782	28,782	28,782	28,782	28,782	28,782	28,782	28,782	28,782	297,007	
Services & Other Operating Expenses	20,392	24,134	140,639	138,144	138,144	138,144	138,144	138,144	141,887	137,520	137,520	137,520	1,372,618	
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	316,235	319,978	656,580	648,585	647,669	647,669	655,002	648,585	652,328	647,045	647,045	647,045	7,040,900	
<b>Operating Cash Inflow (Outflow)</b>	(316,235)	(20,635)	(278,448)	169,355	(77,981)	(121,268)	56,468	(49,246)	(66,762)	132,182	(59,149)	(141,582)	176,174	
Revenues - Prior Year Accruals	561,845	207,036	69,161	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	
Expenses - Prior Year Accruals	(2,111)	-2,111E+03	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer/holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	<b>7,046,820</b>	<b>7,277,360</b>	<b>7,114,323</b>	<b>7,329,928</b>	<b>7,298,197</b>	<b>7,223,179</b>	<b>7,325,897</b>	<b>7,322,901</b>	<b>7,302,388</b>	<b>7,480,821</b>	<b>7,467,921</b>	<b>7,467,921</b>	<b>7,372,590</b>	

**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2022-23												Forecast	Remaining Balance
	Actuals						Forecast							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Beginning Cash	7,372,590	7,671,478	7,902,633	7,729,379	7,943,009	7,909,308	7,832,320	7,933,030	7,928,059	7,905,450	8,081,932	8,067,084		
<b>REVENUE</b>														
LCFF Entitlement	-	294,565	363,225	692,741	498,177	498,177	692,741	498,177	566,836	681,298	486,733	486,733	6,440,699	
Federal Revenue	-	-	-	-	52,781	-	-	52,781	-	38,250	52,781	-	287,625	
Other State Revenue	-	14,942	14,942	133,366	26,896	36,390	26,896	56,547	26,896	67,846	56,547	26,896	590,739	
Other Local Revenue	-	-	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	46,300	
Fundraising & Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	
<b>TOTAL REVENUE</b>	-	309,507	388,297	836,236	587,983	544,696	729,766	617,635	603,862	797,523	606,192	523,759	7,420,363	
<b>EXPENSES</b>														
Certificated Salaries	67,472	67,472	251,351	251,351	251,351	251,351	251,351	251,351	251,351	251,351	251,351	251,351	2,713,709	
Classified Salaries	76,139	76,139	76,139	76,139	76,139	76,139	76,139	76,139	76,139	76,139	76,139	76,139	913,671	
Employee Benefits	85,731	85,731	130,475	124,946	124,025	124,025	131,397	124,946	124,946	124,025	124,025	124,025	1,359,742	
Books & Supplies	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	29,358	302,947	
Services & Other Operating Expenses	20,641	24,506	143,388	140,812	140,812	140,812	140,812	140,812	144,676	140,168	140,168	140,168	1,398,955	
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	325,592	329,456	676,961	668,856	667,935	667,935	675,307	668,856	672,720	667,290	667,290	667,290	7,244,025	
<b>Operating Cash Inflow (Outflow)</b>	(325,592)	(19,949)	(288,665)	167,380	(79,951)	(123,238)	54,460	(51,221)	(68,859)	130,233	(61,099)	(143,532)	176,339	
Revenues - Prior Year Accruals	580,414	207,036	69,161	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	
Expenses - Prior Year Accruals	(2,183)	-2,18E+03	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summer/Modback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	7,671,478	7,902,633	7,729,379	7,943,009	7,909,308	7,832,320	7,933,030	7,928,059	7,905,450	8,081,932	8,067,084	7,969,902		

**Language Academy**  
**Monthly Cash Forecast**  
**As of Dec FY2019**

	2023-24												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Beginning Cash	7,969,802	8,278,041	8,505,213	8,318,966	8,523,690	8,481,089	8,395,200	8,486,970	8,473,093	8,441,519	8,609,111	8,585,372		
<b>REVENUE</b>														
LCFF Entitlement	-	299,589	368,248	701,783	507,219	507,219	701,783	507,219	575,879	690,340	495,776	6,541,173	690,340	
Federal Revenue	-	-	-	-	52,781	-	-	52,781	-	38,250	52,781	-	287,625	91,031
Other State Revenue	-	14,942	14,942	133,366	26,896	36,390	26,896	56,547	26,896	67,846	56,547	26,896	590,739	102,578
Other Local Revenue	-	-	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	4,630	46,300	-
Fundraising & Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
<b>TOTAL REVENUE</b>	-	314,531	393,320	845,279	597,026	553,739	736,809	626,677	612,904	806,566	615,234	532,802	7,520,837	883,950
<b>EXPENSES</b>														
Certificated Salaries	69,497	69,497	258,892	258,892	258,892	258,892	258,892	258,892	258,892	258,892	258,892	258,892	2,781,552	53,640
Classified Salaries	78,423	78,423	78,423	78,423	78,423	78,423	78,423	78,423	78,423	78,423	78,423	78,423	941,081	-
Employee Benefits	89,456	89,456	135,406	129,847	128,921	128,921	136,332	129,847	129,847	128,921	128,921	128,921	1,409,423	(75,371)
Books & Supplies	29,945	29,945	29,945	29,945	29,945	29,945	29,945	29,945	29,945	29,945	29,945	29,945	309,006	(50,333)
Services & Other Operating Expenses	20,896	24,820	146,063	143,447	143,447	143,447	143,447	143,447	147,372	142,793	142,793	142,793	1,424,751	(60,012)
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	334,466	338,391	694,979	686,804	685,878	685,878	693,289	686,804	690,729	685,224	685,224	685,224	7,420,813	(132,076)
<b>Operating Cash Inflow (Outflow)</b>	(334,466)	(23,860)	(301,659)	158,475	(68,852)	(132,139)	45,520	(60,127)	(77,825)	121,342	(69,989)	(152,422)	100,024	1,016,025
Revenues - Prior Year Accruals	588,710	207,036	69,161	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-
Expenses - Prior Year Accruals	(2,254)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer/odback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	8,278,041	8,505,213	8,318,966	8,523,690	8,481,089	8,395,200	8,486,970	8,473,093	8,441,519	8,609,111	8,585,372	8,479,200		



A California Public School

Agenda Item# IVF

**Board Meeting Date:** January 25, 2019

**Subject: December 2018 Check Register**

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

**Committee:** School Leadership

**Recommendation:**

School Leadership requests that the Governing Board review and approve the December 2018 check register.

**Documents Attached:**

1. December 2018 Check Register

<b>December 2018</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

**Estimated Time of Presentation:** 5 min  
**Submitted By:** School Leadership  
**Date:** 1.18.2019

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Artículo# IVF

**Fecha de la Reunión:** 25 de enero de 2018

**Tema: Registros de la cuenta bancaria: diciembre 2018**

- 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 del mes de diciembre de 2018.

**Documentos adjuntos:**

1. Registros de la cuenta bancaria del mes de diciembre del 2018

<b>diciembre 2018</b>				
<b>Miembros</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totales:				

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 01.18.2019

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_

Language Academy of Sacramento  
 Check Register  
 18-Nov

Check Date	Check Numr	Billing Addressee	Inv Description (Bill)	Amount
12/4/2018	7347	Black Chasm Cavern	MS Field trip 1-29-19 and 1-31-19	2,594.40
12/4/2018	7348	Capitol Elementary	Nonpublic School	756.8
12/4/2018	7349	Charter Safe	Insurance Benefits (Dec)	6,654.00
12/4/2018	7350	Lanae Davis	Library supplies	347.44
12/4/2018	7351	De Lage Landen Financial Services, Inc	Copy Machine Lease	2,611.73
12/4/2018	7352	Virginia Diaz	Winter Fest Expenses	600
12/4/2018	7353	DirectEd	Substitute services	4,280.00
12/4/2018	7354	Diverse Network Associates, Inc.	Webhosting	99
12/4/2018	7355	Stephanie Dobkin	Reimb: Classroom materials	310.64
12/4/2018	7356	Edmentum Inc.	3rd-8th Comprehensive Package	2,532.80
12/4/2018	7357	EdTec Inc.	EdTec Monthly Service- Nov 2018 and assessment	8,666.67
12/4/2018	7358	El Dorado County of Education	Professional development	12,000.00
12/4/2018	7359	Francisca Garcia	Reimb: ASES materials	94.96
12/4/2018	7360	Adriana Gutierrez	Reimb: Classroom materials	68.87
12/4/2018	7361	Alma Gutierrez	Reimb: DDLM event	68.17
12/4/2018	7362	Rebecca Heredia	Reimb: Classroom libraries/Science materials	475.88
12/4/2018	7363	Houghton Mifflin Harcourt Publishing Co.	Curriculum	135
12/4/2018	7364	JCL Electronics, LLC	Software Licensing/Tech Support (Nov 2018)	4,910.00
12/4/2018	7365	K12 Health	Student Sped Services	1,264.00
12/4/2018	7366	Kaiser Foundation Health Plan Inc	Health Benefits (Jan2018)	20,290.33
12/4/2018	7367	Learning Solutions	Student Sped Services	6,365.38
12/4/2018	7368	Lincoln National Life Insurance Company	Health Benefits (Dec 2018)	4,389.15
12/4/2018	7369	Literacy Resources, Inc	Kinder Curriculum	89.99
12/4/2018	7370	Maria de Luna	Reimb: Classroom materials	941.67
12/4/2018	7371	Michael's Transportation Service	Daily bus route	1,950.00
12/4/2018	7372	Network Office Systems	Copy machine meter	1,666.26
12/4/2018	7373	Ana Novoa	Reimb: ASES materials	92.79
12/4/2018	7374	Office Depot	Instructional Materials and supplies	1,802.17
12/4/2018	7375	Rosio Perez	Reimb: classroom materials	152.94
12/4/2018	7376	Rainforth Grau Architects	Core Modernization: Architectural Services	4,392.50
12/4/2018	7377	Alba Rivera	Reimb: ASES materials	42.9
12/4/2018	7378	Sacramento City Unified School District/Accounting Services	Field trip transportation 10/25 - TK, Utilities (Jul-Sep 2018)	36,435.00
12/4/2018	7379	Jorge Santana	Reimb: Winter Fest supplies	13.01
12/4/2018	7380	Cynthia Suarez	Supplemental material	270.57
12/4/2018	7381	SupplyWorks	Custodial supplies	1,605.12
12/4/2018	7381	SupplyWorks	Custodial supplies	1,605.12
12/4/2018	7382	SYNCB/AMAZON	Office supplies/Instructional Materials	639.57
12/4/2018	7383	Total Education Solutions	Student Sped Services	6,850.00
12/4/2018	7384	Vision Service Plan - CA	Health Benefits (Dec 2018)	956.3
12/4/2018	7385	Wendy Aguilar	Reimb: Winter Fest supplies	180.82
12/4/2018	7386	Western Health Advantage	Health Benefits (Dec 2018)	9,775.19
12/5/2018	7387	Virginia Diaz	Reimb: 8th grade incentives	107.55
12/5/2018	7388	Educational Data Systems	Assessment materials	6.86
12/5/2018	7389	Learning Solutions	Student Sped Services	4,713.25
12/12/2018	7390	Pedro Aguilera	Reimb: Folklorico material	225.24
12/12/2018	7391	Capitol Elementary	Nonpublic School	2,645.40
12/12/2018	7392	CCHAT Center	Sped services	527.24
12/12/2018	7393	Charter Safe	Insurance Benefits (Jan)	6,654.00
12/12/2018	7394	Eduardo De Leon	Reimb: Conference mileage/meals	127.92
12/12/2018	7395	Virginia Diaz	Reimb: 8th grade Winter Fest supplies	441.4
12/12/2018	7396	DirectEd	Substitute services	333.5
12/12/2018	7397	Elizabeth Felix	Reimb: ASES material	10.38
12/12/2018	7398	Tiffany Gellie	Reimb: PE uniform loaner	36.07
12/12/2018	7399	K12 Health	Student Sped Services	1,264.00
12/12/2018	7400	Kaiser Foundation Health Plan Inc	Health Benefits (Jan 2019)	20,290.33
12/12/2018	7401	Law Office of Jennifer McQuarrie	Legal counsel	704
12/12/2018	7402	Pedro Leon	Reimb: Classroom materials	293.36
12/12/2018	7403	Lincoln National Life Insurance Company	Health Benefits (Jan 2019)	4,245.06
12/12/2018	7404	Maria de Lourdes Gomez	Reimb: Conference travel/Winter Fest supplies	161.59
12/12/2018	7405	Michael's Transportation Service	Daily bus route	3,250.00
12/12/2018	7406	Judy Morales	Reimb: Conference mileage/meals	116.32
12/12/2018	7407	Occupational Therapy for Children	Sped services	517.5
12/12/2018	7408	Office Depot	Instructional Materials and supplies/Ink	1,311.76
12/12/2018	7409	NCS Pearson, Inc.	Sped supplies	391.36
12/12/2018	7410	Squar Milner LLP	Third Installment Audit contract	3,497.00
12/12/2018	7411	SupplyWorks	Custodial supplies	223.7
12/12/2018	7412	Sutter Health Plus	Health Benefits (Jan 2019)	10,903.95



12/12/2018	7413	Total Education Solutions	Student Sped Services	5,850.00
12/13/2018	7414	Gemma Jauregui	Reimb: Conference mileage/meals	97.97
12/12/2018	7415	Vision Service Plan - CA	Health Benefits (Jan 2019)	956.3
12/12/2018	7416	Western Health Advantage	Health Benefits (Jan 2019)	9,775.19
12/12/2018	7417	Rosario Adriana Yanez-Gutierrez	Reimb: Winter Fest supplies/Conference meals	56.67
12/7/2018	1.13E+08	California Credit Union	Various	882.11
12/7/2018	1.13E+08	California Credit Union	Various	324
Total				#####



A California Public School

Agenda Item # IVG

**Board Meeting Date:** January 25, 2019

**Subject:** Low Performing Block Grant Funding Application

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

**Committee:** School Leadership

**Information:**

School Leadership request the approval from the Governing Board to apply for the Low Performing Block Grant funding. The Low-Performing Students Block Grant is a state education funding initiative with the goal of providing grant funds to local educational agencies (LEAs) serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code (EC) Section 41570(d).

As a condition of apportionment, a school district, county office of education or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board.

LEAs shall apply by March 1, 2019, regarding the adopted plan to use the funds, and by November 1, 2021, regarding the implementation of the plan, the strategies used and whether those strategies increased the academic performance of the identified pupils.

**Fiscal Impact:**

Estimated Grant: 19,760.00

**Recommendation:**

School Leadership recommends the approval of the Low Performing Block Grant application.

<b>Motion to approve Block Grant Funding Application</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Morales  
**Date:** 01.18.2019

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Articulo # IVG

**Board Meeting Date:** January 25, 2019

**Tema: Solicitud de financiación de subvención de bajo rendimiento**

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia/Primera lectura (Acción Anticipado: \_\_\_\_\_)
- Conferencia
- Conferencia/Acción
- Acción

**Comité:** Liderazgo Escolar

**Información:**

El Liderazgo Escolar solicita la aprobación de la Mesa Directiva para solicitar el financiamiento de subvención de bajo rendimiento. La subvención para estudiantes de bajo rendimiento es una iniciativa estatal de financiación de la educación con el objetivo de proporcionar fondos a las agencias educativas locales (LEA, por sus siglas en inglés) que atienden a los alumnos identificados como de bajo rendimiento en las evaluaciones estatales de artes de lenguaje en inglés o matemáticas que no están identificados de otra manera para la subvención complementaria financiamiento bajo la fórmula de financiamiento de control local o elegible para servicios de educación especial, como se especifica en la Sección 41570 (d) del Código de Educación (EC).

Como condición de distribución, el distrito escolar, la oficina de educación del condado o la escuela autónoma desarrollarán un plan que describa cómo los fondos aumentarán o mejorarán los servicios basados en evidencia para que los alumnos identificados aceleren los aumentos en el rendimiento académico, y cómo la eficacia de los servicios serán medidos. El plan se discutirá y adoptará en una reunión programada regularmente de la mesa directiva de la LEA.

Las LEA aplicarán antes del 1 de marzo de 2019, con respecto al plan adoptado para usar los fondos, y antes del 1 de noviembre de 2021, con respecto a la implementación del plan, las estrategias utilizadas y si esas estrategias aumentaron el rendimiento académico de los alumnos identificados.

**Impacto Fiscal:**

Subvención estimada: 19,760.00

**Recomendación:**

Liderazgo Escolar recomienda la aprobación de la solicitud de Subvención de Bajo Rendimiento.

<b>Moción para aprobar solicitud de subvención de bajo rendimiento</b>				
<b>Miembros</b>	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totales:				

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Morales  
**Date:** 01.18.2019

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



A California Public School

Agenda Item# IVH

**Board Meeting Date:** January 25, 2019

**Subject:** Facility Committee

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

**Committee:** Facility Committee is composed of Adriana Yáñez Gutiérrez, Jennifer Bacsafra, Lourdes Gomez, Tiffany Gellie, Karina, Vargas, Erica Frederiksen, Rosio Pérez, Rosa Lomelí, Judy Morales, Eduardo de León

**Information:**

The committee met on January 16<sup>th</sup>, 2018 and addressed the following items:

1. Reviewed preliminary designs work in preparation to submit to Division of State Architect (DSA)
2. Reviewed estimated costs of different phases of the core building modernization and timelines of construction project.
3. Committee agreed on design layout 4. This layout meets the needs of Literacy coach to have an office for Professional Development, small group intervention and creating a connecting door into the library. Also a second smaller office space will be created for confidential meeting, interventions, or other meeting space.
4. Set calendar
  - o Wednesday, February 13<sup>th</sup> @ 3pm
  - o Wednesday, March 13<sup>th</sup> @ 3pm
  - o Wednesday, April 10<sup>th</sup> @3pm
  - o Wednesday, May 8<sup>th</sup> @ 3pm
  - o Wednesday, June 5<sup>th</sup> @ 3pm

Committee will present full scope of project and detail budget at the February 2019 Board meeting.

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** Yáñez-Gutiérrez  
**Date:** 01.18.2019

**Pertinent Pages in**  
( ) Charter, pages \_\_\_\_ ( ) Bylaws, pages \_\_\_\_  
( ) Policy, \_\_\_\_ ( ) MOU, pages \_\_\_\_



A California Public School

Agenda Artículo # IVH

**Fecha de la Reunión:** 25 de enero de 2019

**Tema: Comité de instalaciones**

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

**Comité:** El comité de instalaciones consiste de: Adriana Yáñez Gutiérrez, Jennifer Bacsafra, Lourdes Gomez, Tiffany Gellie, Karina, Vargas, Erica Frederiksen, Rosio Pérez, Rosa Lomelí, Judy Morales, Eduardo de León

**Información:**

El comité se reunió el 16 de enero de 2018 y abordó los siguientes puntos:

1. Se revisaron los trabajos preliminares de diseños en preparación para enviarlos a la División de Arquitectos Estatales (DSA, por sus siglas en inglés)
2. Revisó los costos estimados de las diferentes fases de la modernización del edificio central y los plazos de los proyectos de construcción.
3. El comité acordó en el diseño 4. Este diseño satisface las necesidades de la Capacitadora de Lectoescritura para tener una oficina de Desarrollo Profesional, intervención en grupos pequeños y crear una puerta de conexión con la biblioteca. También se creará un segundo espacio de oficina más pequeño para reuniones confidenciales, intervenciones u otro espacio para reuniones.
4. Marcar calendario
  - o miércoles, 13 de febrero @ 3pm
  - o miércoles, 13 de marzo @ 3pm
  - o miércoles, 10 de abril @ 3pm
  - o miércoles, 8 de mayo @ 3pm
  - o miércoles, 5 de junio @ 3pm

El comité presentará el alcance completo del proyecto y el presupuesto detallado en la Junta de febrero de 2019.

**Tiempo estimado para la presentación:**

5 min

**Entregado por:** Yáñez-Gutiérrez

**Fecha:** 01.18.19

**Páginas pertinentes en:**

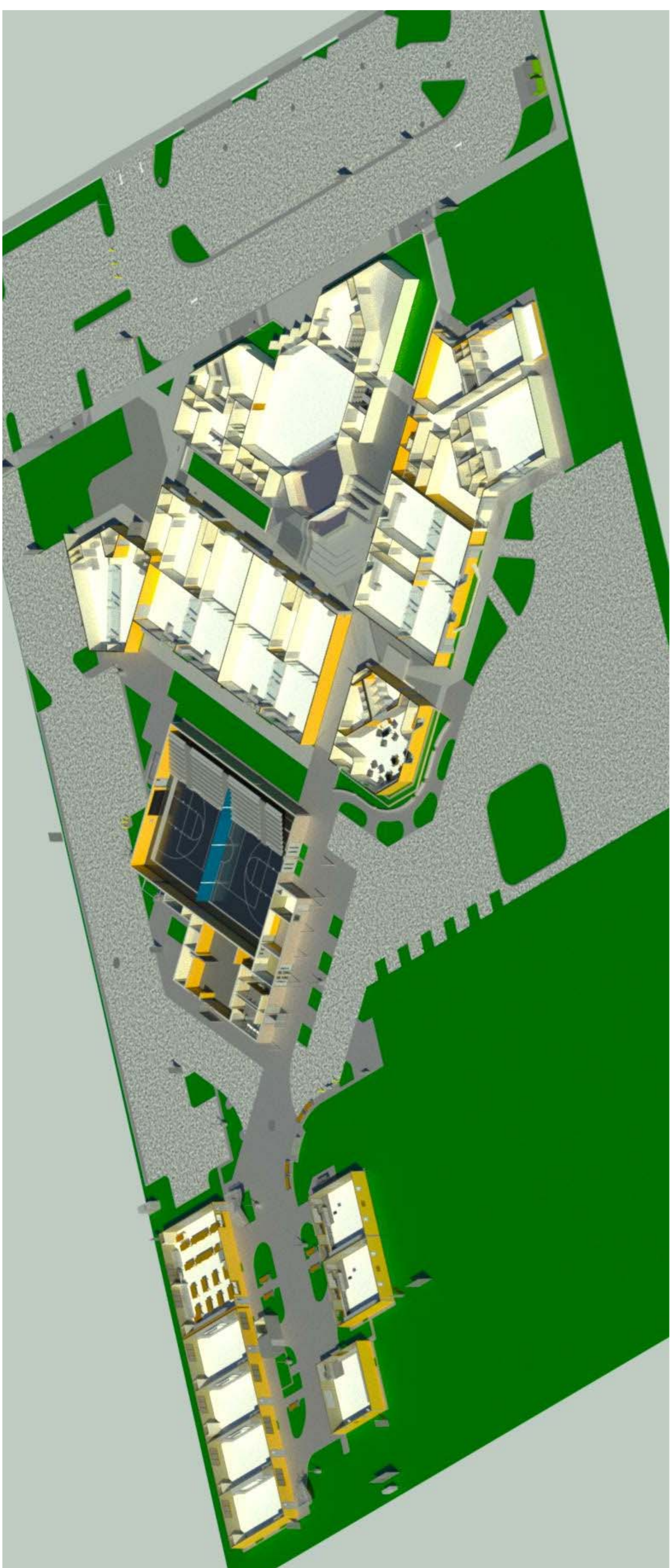
( ) La constitución, páginas \_\_\_\_\_

( ) MOU, páginas \_\_\_\_\_

**Recommended Phasing per Finance Committee**

<b>Phase</b>	<b>Timeline</b>	<b>Items</b>	<b>Amount</b>
PRE	January thru August 2018	Increase wireless access points in core building	\$10,782.00
		<b>Estimated Total Pre-Phase</b>	<b>\$10,782.00</b>
1	January 2019 thru August 2019	ADA Rehabilitation	\$657,510.00
		Library	\$374,000.00
		Toilet Rooms-Student	\$285,600.00
		Toilet Rooms-Staff	\$147,560.00
		<b>Estimated Total Phase 2</b>	<b>\$1,464,670.00</b>
	March 2019 thru August 2020	Core Classroom Rehabilitation, Workrooms, and Kinder bathrooms	\$2,730,000.00
		Kinder Yard rehabilitation	\$252,655.00
		<b>Estimated Total Phase 1</b>	<b>\$2,982,655.00</b>
3	January thru August 2020 or 2021	Multipurpose Room	\$854,700.00
		Office	\$475,860.00
		<b>Estimated Total Phase 3</b>	<b>\$1,330,560.00</b>
<b>Estimated Total Project</b>			<b>\$5,788,667.00</b>





H:\1353 Language Academy - Core Facilities Mod\1353 LAS Core Mod - Site DD.rvt 8/16/2018 12:08:19 PM



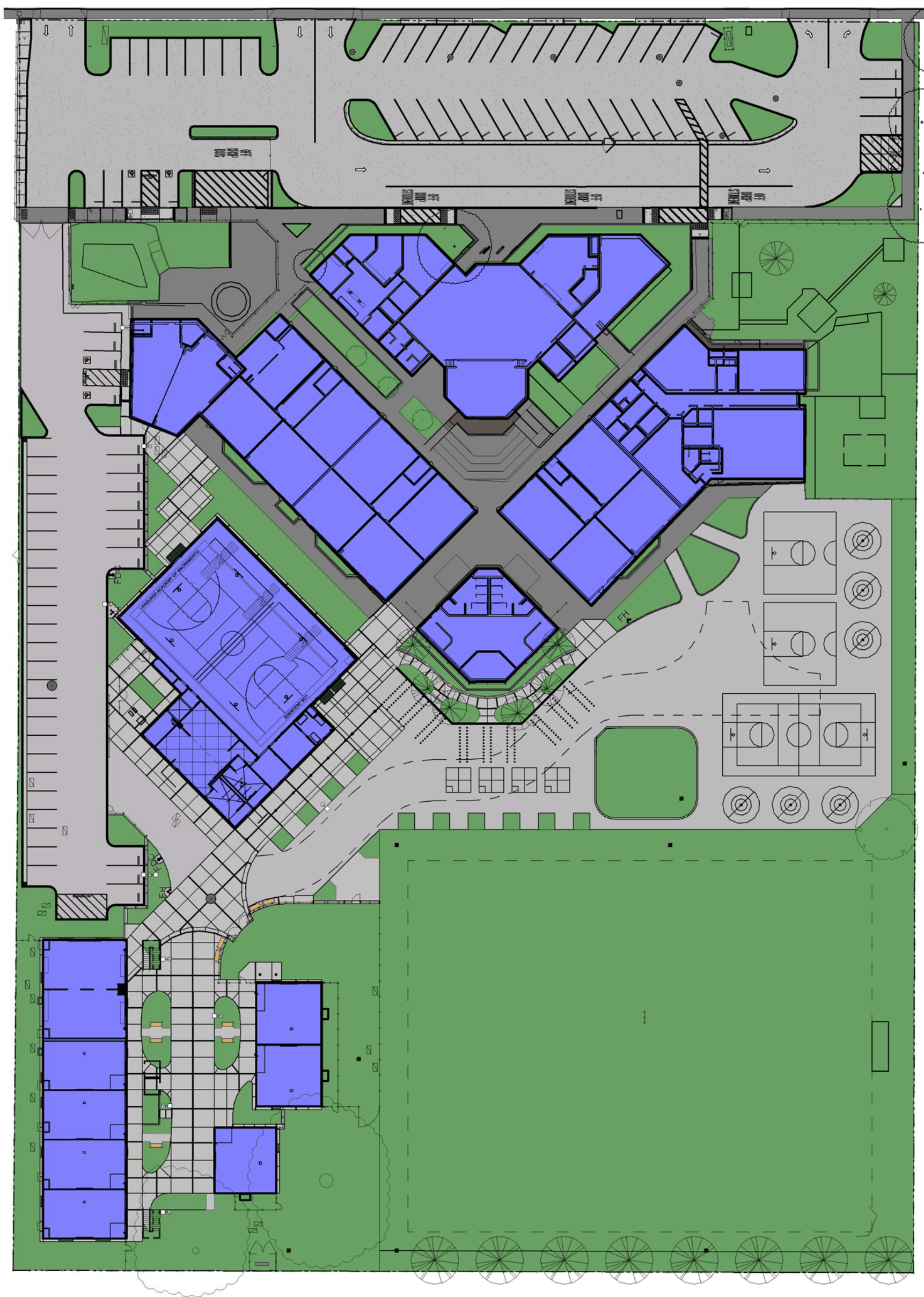
**SITE PLAN - 3D**  
 LANGUAGE ACADEMY OF SACRAMENTO - CORE MODERNIZATION  
 LANGUAGE ACADEMY OF SACRAMENTO  
 2850 49TH STREET  
 SACRAMENTO, CA 95817

DATE: 08/16/18

PROJECT NO.: 18-1353

SHEET: PR6





**SITE PLAN**

LANGUAGE ACADEMY OF SACRAMENTO - CORE MODERNIZATION  
 LANGUAGE ACADEMY OF SACRAMENTO  
 2850 49TH STREET  
 SACRAMENTO, CA 95817

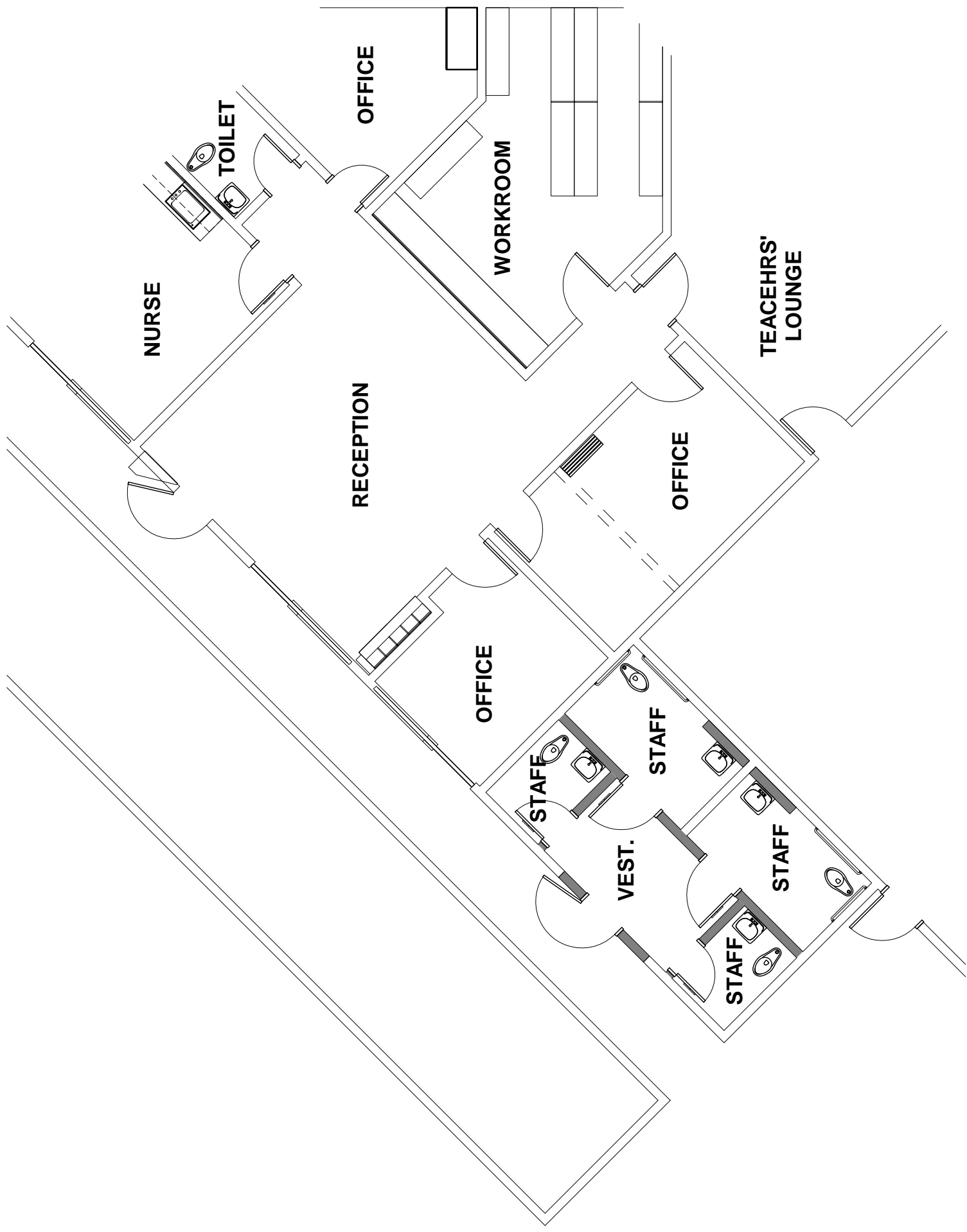
DATE: 08/16/18

PROJECT NO.: 18-1353

SHEET: PR7

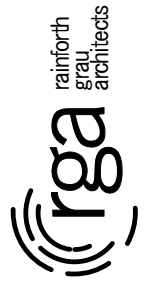


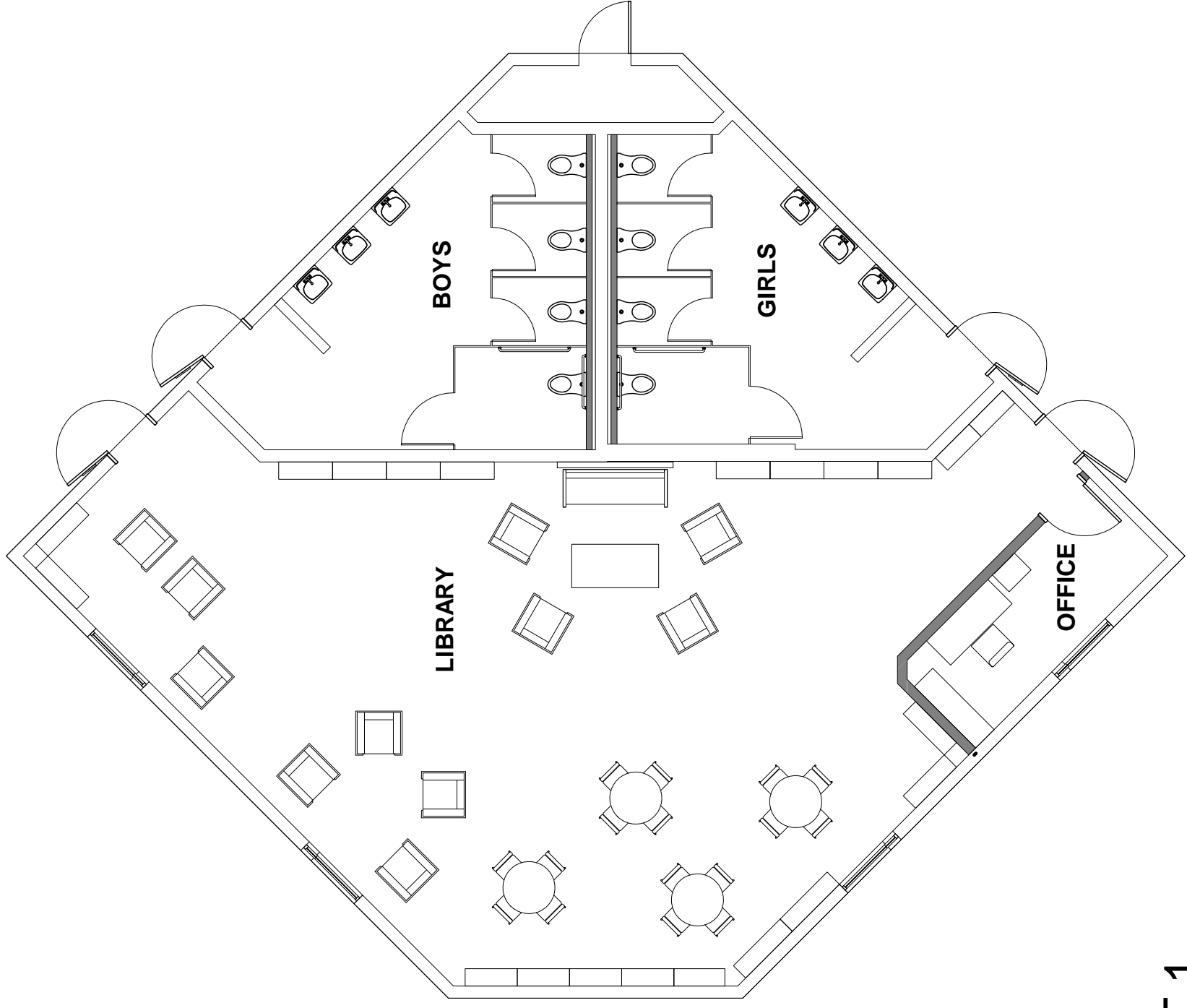




DATE: 08/08/18  
PROJECT NO.: 18-1353  
SHEET: PR5

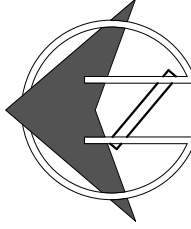
**UNIT B - FLOOR PLAN**  
LANGUAGE ACADEMY OF SACRAMENTO - CORE FACILITIES MODERNIZATION  
LANGUAGE ACADEMY OF SACRAMENTO  
2850 49TH STREET  
SACRAMENTO, CA 95817





**LEGEND**

- EXISTING WALL
- NEW WALL



**UNIT C - LAYOUT 1**

1/8" = 1'-0"

**FLOOR PLAN**

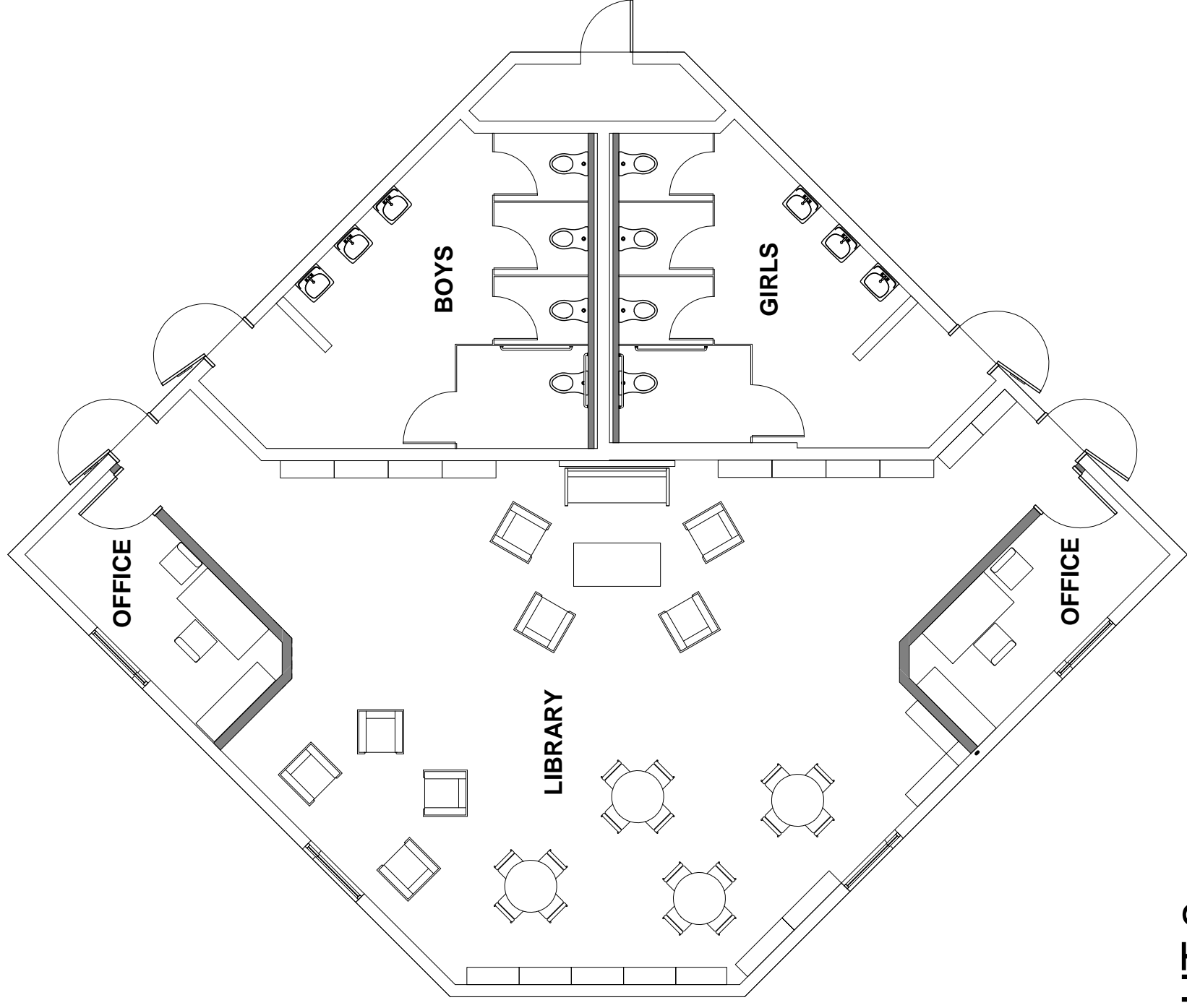
LANGUAGE ACADEMY OF SACRAMENTO - CORE FACILITIES MODERNIZATION  
 LANGUAGE ACADEMY OF SACRAMENTO  
 2850 49TH STREET  
 SACRAMENTO, CA 95817

DATE: 08/08/18

PROJECT NO.: 18-1353

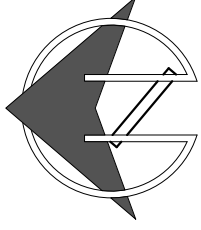
SHEET: **PR1**





**LEGEND**

- EXISTING WALL
- - - NEW WALL



**UNIT C - LAYOUT 2**

1/8" = 1'-0"

**FLOOR PLAN**

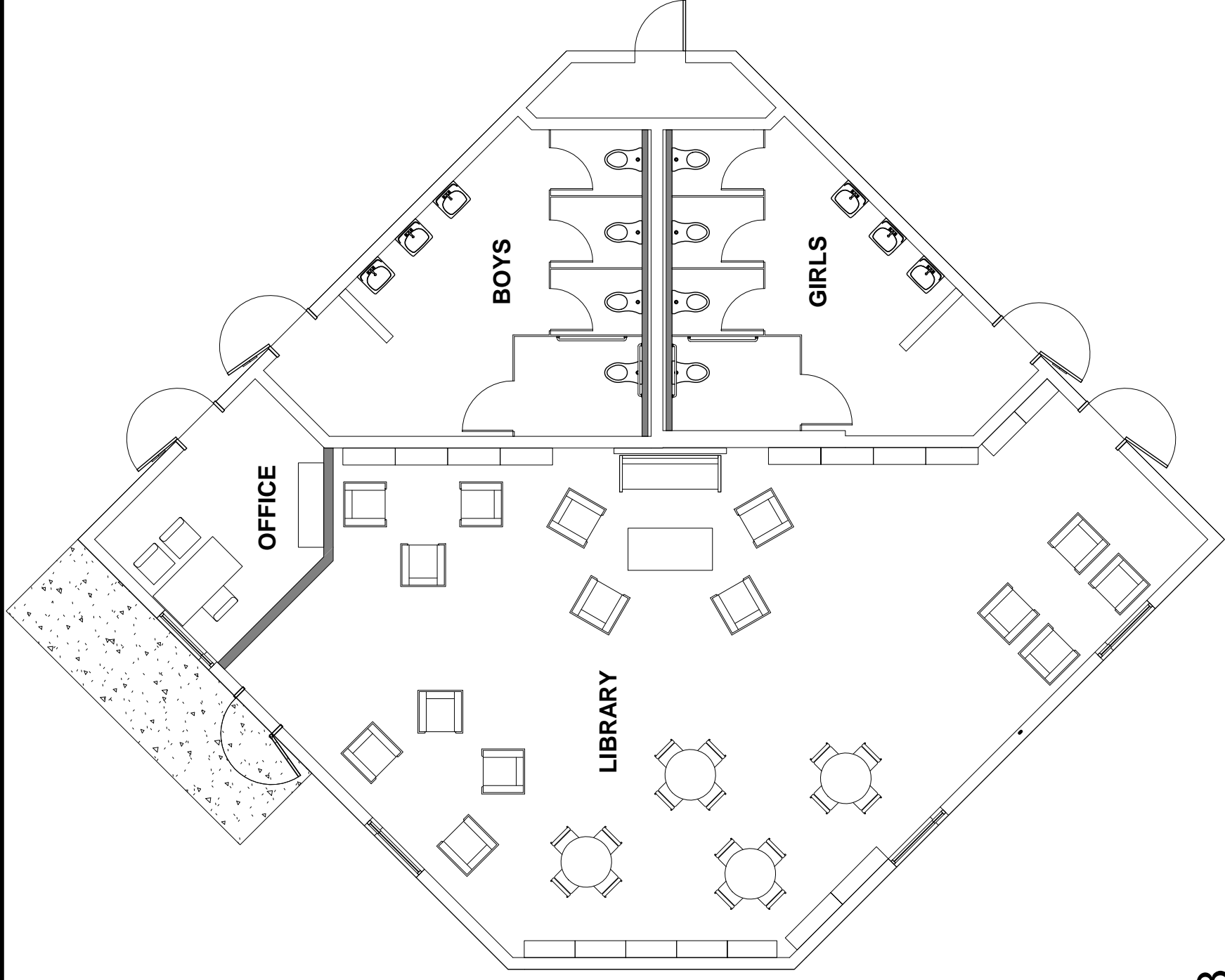
LANGUAGE ACADEMY OF SACRAMENTO - CORE FACILITIES MODERNIZATION  
 LANGUAGE ACADEMY OF SACRAMENTO  
 2850 49TH STREET  
 SACRAMENTO, CA 95817

DATE: 08/08/18

PROJECT NO.: 18-1353

SHEET: **PR2**





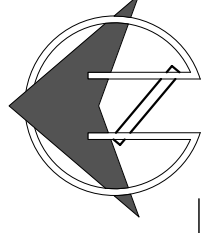
**LEGEND**



EXISTING WALL



NEW WALL



**UNIT C - LAYOUT 3**

1/8" = 1'-0"

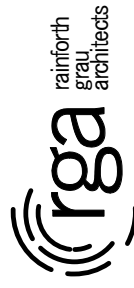
**FLOOR PLAN**

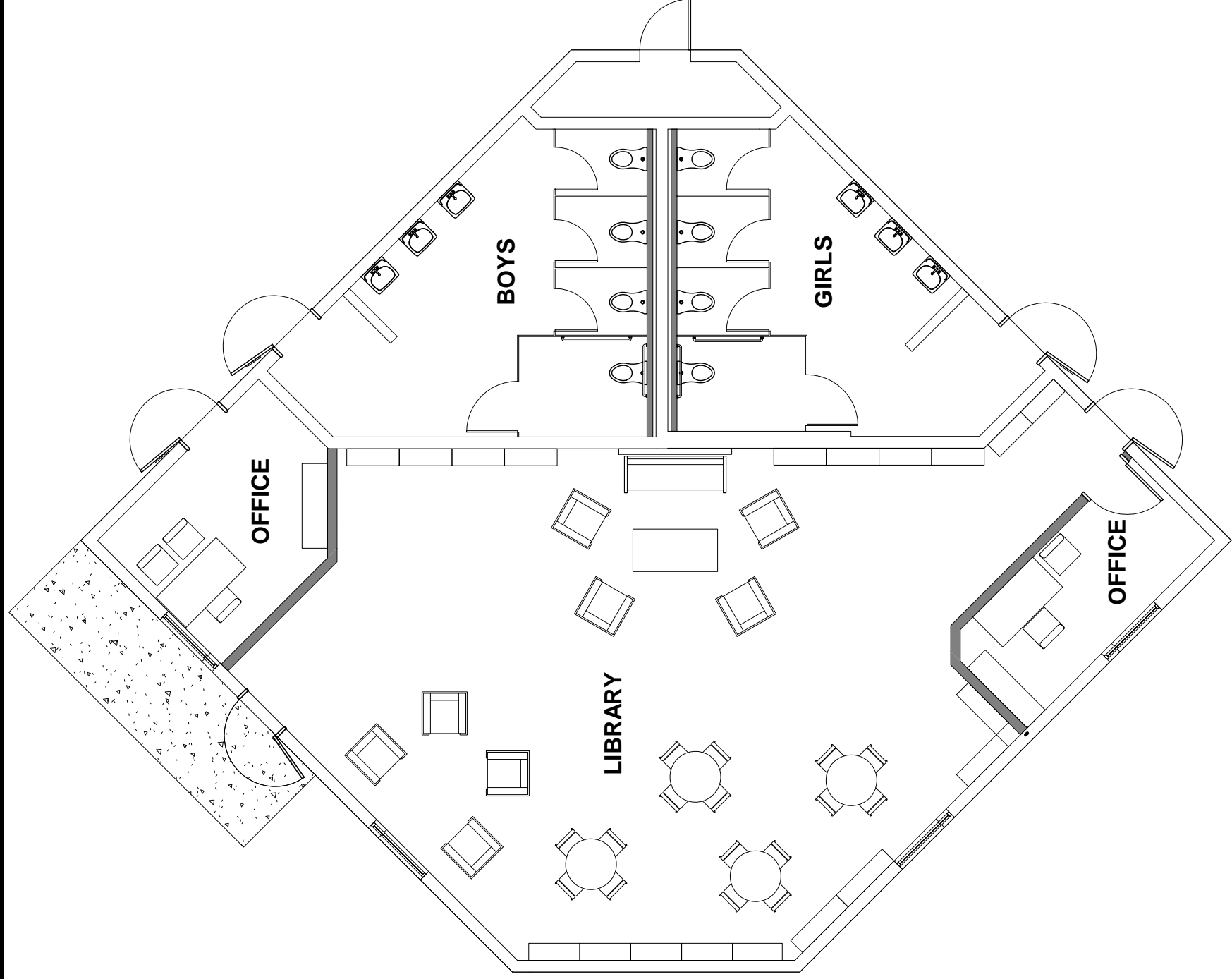
LANGUAGE ACADEMY OF SACRAMENTO - CORE FACILITIES MODERNIZATION  
 LANGUAGE ACADEMY OF SACRAMENTO  
 2850 49TH STREET  
 SACRAMENTO, CA 95817

DATE: 08/08/18

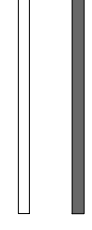
PROJECT NO.: 18-1353

SHEET: **PR3**

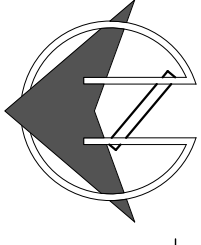




**LEGEND**



EXISTING WALL  
NEW WALL



**UNIT C - LAYOUT 4**

1/8" = 1'-0"

**FLOOR PLAN**

LANGUAGE ACADEMY OF SACRAMENTO - CORE FACILITIES MODERNIZATION  
LANGUAGE ACADEMY OF SACRAMENTO  
2850 49TH STREET  
SACRAMENTO, CA 95817

DATE: 08/08/18

PROJECT NO.: 18-1353

SHEET: **PR4**



<b>Preliminary Construction Schedule</b>	
February 2018	Committee recommendation for Architect
March 2018	Board Approval to Architect to proceed, Owner-Architect Agreement
April 2018	<ul style="list-style-type: none"> <li>• Schematic Design</li> <li>• Meeting with stakeholders</li> <li>• Developing project scope               <ul style="list-style-type: none"> <li>• Archive research</li> </ul> </li> <li>• Base drawing development</li> <li>• Refine phasing plan and project</li> </ul>
May 2018	Design Development Board Approval
August 2018	Construction Documents
January 2019	Submit to Division of the State Architect (DSA)
January 2019	<ul style="list-style-type: none"> <li>• DSA Intake</li> <li>• DSA Bin Time (ACS Average 6 weeks)               <ul style="list-style-type: none"> <li>• Response/Comment Addressing                   <ul style="list-style-type: none"> <li>• DSA Backcheck</li> </ul> </li> </ul> </li> </ul>
February 2019	General Contractor Bidding
April-May 2019	<ul style="list-style-type: none"> <li>• Contract mobilization               <ul style="list-style-type: none"> <li>• Submittals</li> </ul> </li> <li>• Ordering long-lead items</li> </ul>
June-August 2019	<ul style="list-style-type: none"> <li>• ADA Required Construction               <ul style="list-style-type: none"> <li>• Library</li> </ul> </li> <li>• Toilet Rooms-Students               <ul style="list-style-type: none"> <li>• Toilet Rooms-Staff</li> </ul> </li> <li>• Toilet Rooms-Kinder</li> </ul>



A California Public School

Agenda Item# IVI

**Board Meeting Date:** January 25, 2019

**Subject:** School Accountability Report Card (SARC)

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

**Committee:** School Leadership

**Summary:**

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

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

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

	Aye	Nay	Abstain	Absent
Petree, Kathy				
Jennifer Bacsafrá				
Gomez, Lourdes				
Campos, Perla				
Jáuregui, Gemma				
Yañez-Gutiérrez, Adriana				
Zamora, Erandi				
Campa, Araceli				
Ruiz, Nadeen				
Totals:				

**Recommendation:**

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

**Documents Attached:**

1. LAS SARC draft

**Estimated Time of Presentation:** 15 min  
**Submitted By:** School Leadership  
**Date:** 1.19.18

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_



**Fecha de la Reunión:** 25 de enero de 2019

**Tema:** Reporte de progreso de responsabilidad escolar

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

**Comité:** Liderazgo escolar

**Resumen:**

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

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

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

	Aye	Nay	Abstain	Absent
Petree, Kathy				
Bacsafra, Jennifer				
Gomez, Lourdes				
Campos, Perla				
Jáuregui, Gemma				
Yañez-Gutiérrez, Adriana				
Zamora, Erandi				
Campa, Araceli				
Ruiz, Nadeen				
Totals:				

**Recomendación**

El liderazgo escolar recomienda que la Mesa Directiva apruebe el borrador de SARC

**Documentos adjuntos**

1. Borrador de SARC

**Tiempo estimado para la presentación:** 15 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 1.18.19

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_



# The Language Academy of Sacramento

## School Accountability Report Card Reported Using Data from the 2017–18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 León, Executive Director

Principal, The Language Academy of Sacramento

### About Our School

On February 19, 2004, the SCUSD School Board unanimously voted to approve the 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 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

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

#### HIGHLIGHTS/ACCOMPLISHMENTS:

##### LAS Facts

##### Academics:

Congruent to the Dual Immersion Research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district schools/students and the State of California peer group in English, while simultaneously learning Spanish.

LAS' educational model provides area high schools with the only students prepared to enroll in Advanced Placement Spanish courses.

##### Basic Infrastructure:

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 in Grades K-1 is a 5:1 ratio and Grades 2-8 is a 1:1 ratio.

As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

##### Climate and Parent Engagement:

Based on the 2018 student survey, 95%-97% of students agreed with the statement, "It is important to me to learn to read and write in English and Spanish, respectively," and 90% responded, "I like my school."

Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 95% stating they would recommend the school to others (Based on 2018 Parent Survey Data).

Statewide Recognition:

According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.

In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS' existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.

In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

International Recognition:

Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:

*o A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).*

*o The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).*

## Principal's Comment

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Mr. Eduardo de León, Executive Director

## Contact

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

Phone: 916-277-7137

E-mail: [edeleon@lasac.info](mailto:edeleon@lasac.info)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-9000
<b>Superintendent</b>	Jorge Aguilar
<b>E-mail Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Web Site</b>	<a href="http://www.scusd.edu">http://www.scusd.edu</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	The Language Academy of Sacramento
<b>Street</b>	2850 49th St.
<b>City, State, Zip</b>	Sacramento, Ca, 95817-2303
<b>Phone Number</b>	916-277-7137
<b>Principal</b>	Mr. Eduardo de León, Executive Director
<b>E-mail Address</b>	<a href="mailto:edeleon@lasac.info">edeleon@lasac.info</a>
<b>Web Site</b>	<a href="http://www.language-academy-sac.com">http://www.language-academy-sac.com</a>
<b>County-District-School (CDS) Code</b>	34674390106898

Last updated: 1/23/2019

### School Description and Mission Statement (School Year 2018—19)

#### VISION STATEMENT

The LAS vision is to provide an exceptional Spanish-English bilingual education for all students.

#### MISSION STATEMENT

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).

#### HISTORY/BACKGROUND

The origins of LAS began at Fruit Ridge Elementary School in 1995, over twenty years ago. Fueled by the desire to address the academic needs of marginalized students, particularly English Learners (ELs), a community of parents and teachers structured a program strand where students, by choice, could learn to become bilingual and biliterate in both Spanish and English. The K-5 Two-Way Spanish Immersion (TWSI) Program existed as a strand at Fruit Ridge Elementary before converting to a K-8 independent charter school.

In the spring of 2001, a group of parents and teachers within the Fruit Ridge Elementary: Two-Way Spanish Immersion Program began to organize and discuss the possibility of creating a charter school. This group eventually became the Charter Development Team, and focused specifically on the two-way Spanish immersion program strand at the site.

In the subsequent eighteen months, the Charter Development Team worked diligently to research and design a blueprint for an exemplary TWSI charter school. They collaborated with various advocacy organizations for support: the Bilingual/Multicultural Education Department (BMED) at California State University Sacramento, Area Congregations Together (ACT), Sacramento City Teachers Association (SCTA), Charter Schools Development Center (CSDC), California Association for Bilingual Educators (CABE), California Department of Education (CDE) Language Policy and Leadership Department, and the Center for Applied Linguistics (CAL) in Washington, D.C.

In 2003, the Charter Development Team received a \$450,000 start-up grant issued by the State of California. Over the course of the following year, the Charter Development Team researched, wrote, and submitted a petition to the Sacramento City Unified School District to create an independent charter school.

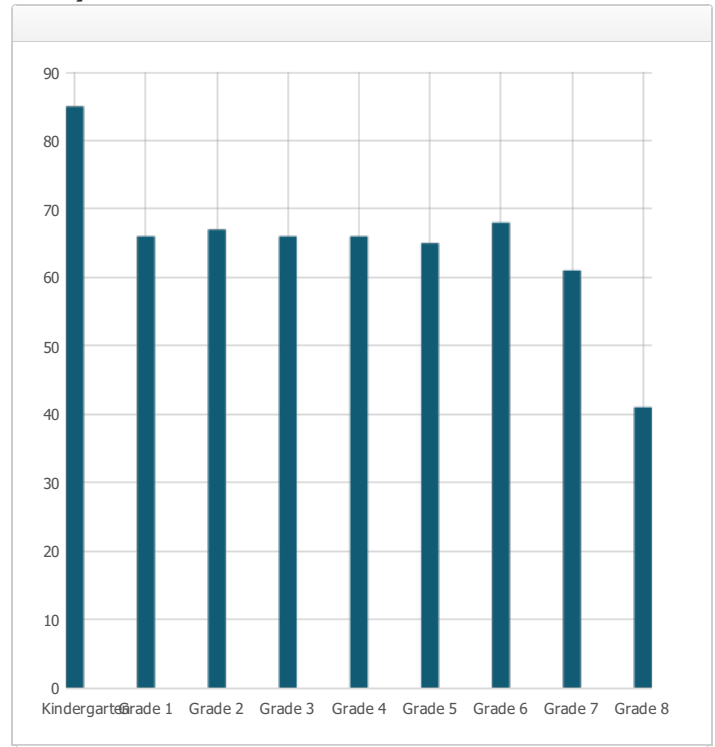
#### ORIGINAL CHARTER DATE

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.

Last updated: 1/23/2019

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	85
Grade 1	66
Grade 2	67
Grade 3	66
Grade 4	66
Grade 5	65
Grade 6	68
Grade 7	61
Grade 8	41
<b>Total Enrollment</b>	<b>585</b>



Last updated: 1/17/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.4 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.2 %
Hispanic or Latino	93.7 %
Native Hawaiian or Pacific Islander	%
White	2.9 %
Two or More Races	0.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.7 %
English Learners	45.8 %
Students with Disabilities	11.3 %
Foster Youth	0.2 %

## A. Conditions of Learning

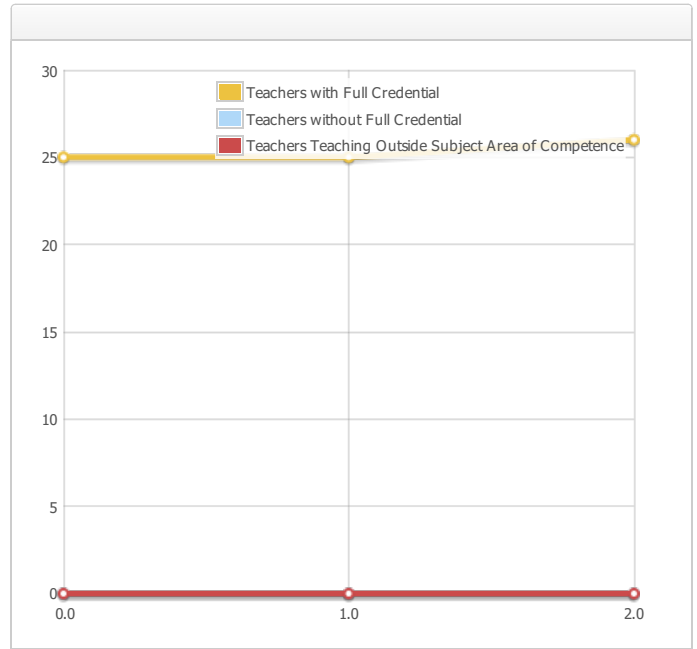
### State Priority: Basic

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

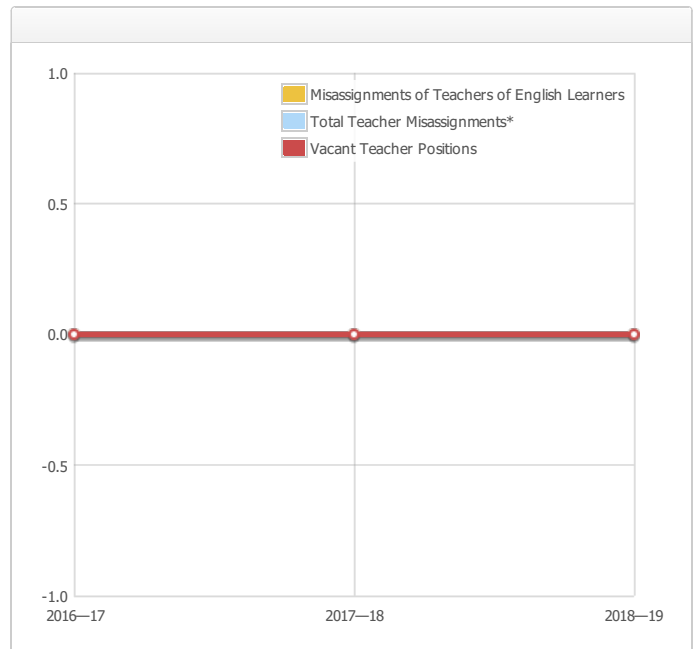
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	25	26	26
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/17/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/17/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: January 2019

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	GrK-5 Macmillan McGraw Hill Treasures, Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum  Gr6-8 McDougal Littell, Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum	Yes	0.0 %
Mathematics	GrK-5 Eureka Math/Engage New York  Gr6-8 College Preparatory Mathematics Educational Program	Yes	0.0 %
Science	Gr4-5 Harcourt Brace  Gr6-8 Holt and Prentice Hall, ( <i>Research Pilot Adoption in FY20</i> )	Yes	0.0 %
History-Social Science	Gr4-5 Harcourt Brace  Gr6-8 McDougal Littell	Yes	0.0 %
Foreign Language	Spanish Literacy:  GrK-6 Macmillan McGraw Hill Tesoros, Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum  Gr7-8 McDougal Littell (Language and AP Literature), Columbia University Teacher's College Reading and Writing Project's (TCRWP) Units of Study Curriculum	Yes	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: 1/23/2019

## School Facility Conditions and Planned Improvements

The Language Academy of Sacramento (LAS) staff takes great efforts to ensure that the facility is clean, safe, and functional. LAS Board Facilities Committee meets monthly to monitor the progress of the school's short-term and long-term facilities 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 administrative 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.

FACILITY/CONSTRUCTION CHANGES FOR 2019-20 AND 2020-21  
 Summer 2019: Rehabilitation and modernization of the Library, Boys' bathroom and Girls' bathroom.

*Last updated: 1/23/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: March 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: March 2018

Overall Rating	Good
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*Last updated: 1/23/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

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

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

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

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	35.0%	39.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	28.0%	31.0%	32.0%	37.0%	38.0%

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.

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

*Last updated: 1/23/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	368	368	100.00%	35.33%
Male	178	178	100.00%	31.46%
Female	190	190	100.00%	38.95%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	349	349	100.00%	33.81%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	275	275	100.00%	29.09%
English Learners	201	201	100.00%	20.90%
Students with Disabilities	51	51	100.00%	11.76%
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: 1/22/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	368	368	100.00%	27.99%
Male	178	178	100.00%	28.09%
Female	190	190	100.00%	27.89%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	349	349	100.00%	26.65%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	275	275	100.00%	21.82%
English Learners	201	201	100.00%	16.42%
Students with Disabilities	51	51	100.00%	9.80%
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: 1/22/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/22/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/22/2019*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.7%	27.3%	24.2%
7	11.5%	34.4%	39.3%

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: 1/22/2019

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. Upon enrollment, all parents are expected to participate in the path to fulfilling the school's mission by volunteering at least 20 hours per school year. NOTE: Parent volunteering is not a condition of admission and/or continued enrollment at LAS.

#### Parent Rights

Parent/Guardians of pupils enrolled at LAS have the right to work together in a mutually supportive and respectful partnership to help their student succeed.

Parents/Guardians are subject to certain conditions and notifications and have the right to:

Observe the classroom(s) in which their child is enrolled or will be enrolled. Parents must check into the office prior to visit.

Meet with their student's teacher(s), counselor, and/or administrator.

• Volunteer, under the supervision of LAS employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, LAS may require volunteers to be fingerprinted through the Department of Justice.

- Be notified if their child is absent from school without permission.
- Receive the results of their student's performance on standardized and statewide tests
- Receive information on the performance of the school.
- Have a school environment for their child that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their student's progress in school and of the appropriate school personnel whom they should contact if problems arise with their student.
- Have access to the school records of their child and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school.
- Receive information concerning the academic performance standards, proficiencies, and skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about academic testing, psychological testing or counseling services the school does involving their child and to deny permission to give the test.
- Participate as a member of a school-wide committee, governing board, or parent organization in accordance with any rules and regulations governing membership in these groups.

#### LISTING OF COMMITTEES AVAILABLE TO PARENTS

##### Participation in Advisory Councils

A parent or guardian has the right to participate as a member of various Board committees, including: English Language Advisory Committee, Finance Committee, Facilities Committee, Curriculum and Design Team Committee; Parent Council; School Site Council or the LAS Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

##### English Learners Advisory Committee

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

School Site Advisory Council is comprised of 10 members: 1 school leadership staff, 3 classroom teachers, 1 non-classroom staff, and 5 parents or community members. The group learns about the school's academic achievement, areas of strengths and needs, and provides advice on how to align funding and resources to ensure student engagement and achievement.

#### PARENT TEACHER ORGANIZATIONS

##### Parent Council

Parent Council (PC) is an elected body representing LAS parents. The organization is responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. Parent Council is comprised of 14 elected parents: 4 Executive Officers – President, Vice President, Secretary and Treasurer and 10 Grade Level Representatives (TK-8). A language balance is sought within the Parent Council but all parents are encouraged to participate. Elections are held annually in April. PC members hold monthly open meetings to discuss PC business and goals, plan for school events/activities, and provide input into school documents when necessary.

##### Parent Association

All parents and guardians of LAS students are members of the Parent Association. The sole primary purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings are held monthly, planned and led by School Leadership and Parent Council. During Parent Association meetings, there is an opportunity to 1) Build community, 2) Review important school information: e.g. charter, compliance topics, academic data, and 3) Receive Parent Council and Board updates.



# State Priority: Pupil Engagement

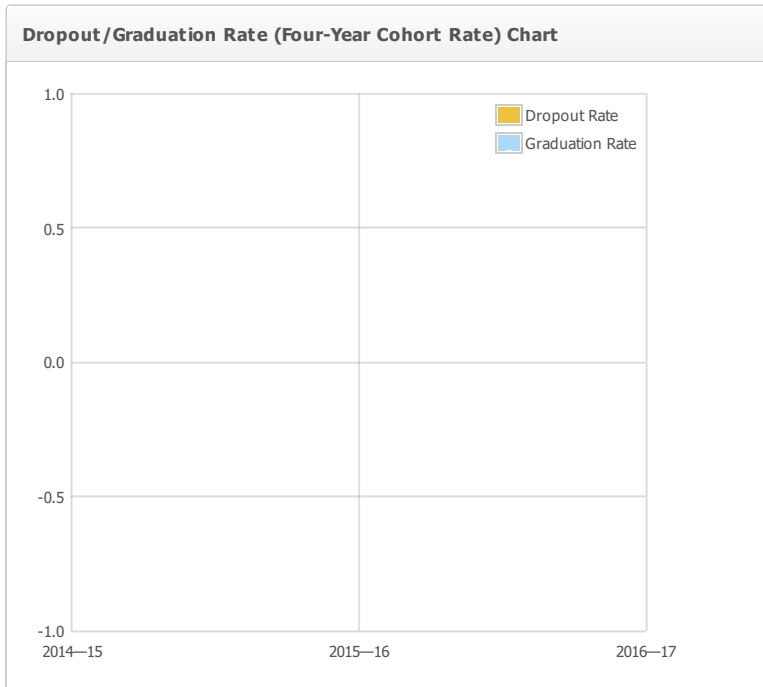
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.9%	9.9%	10.7%	9.7%
Graduation Rate	--	--	80.3%	81.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	8.8%	9.1%
Graduation Rate	--	82.5%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

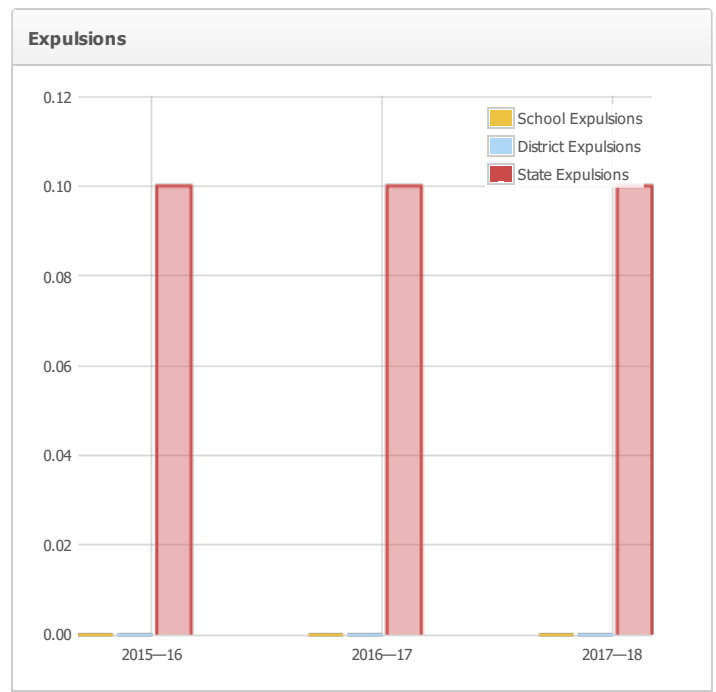
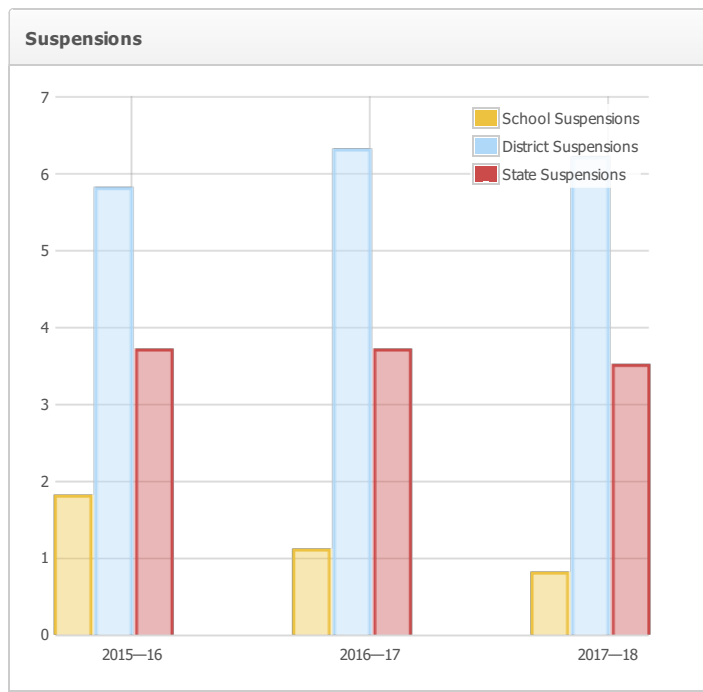
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.8%	1.1%	0.8%	5.8%	6.3%	6.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

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 annually reviewed and approved by the LAS Governing Board.

### IMMUNIZATIONS

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

### SCREENINGS

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

### ADMINISTRATION OF MEDICATIONS

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

### ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO

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

### BACKGROUND CHECK

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

### MANDATED REPORTING

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

### EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

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

### BLOODBORNE PATHOGENS

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

### STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE



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

#### SAFETY TRAINING

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

#### FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

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

#### TUBERCULOSIS

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

#### Harassment of Any Type

LAS will not tolerate any harassment and/or bullying of any type. LAS is considered a Zero Tolerance campus. Harassment or bullying is defined as follows: Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smartphone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students and staff must conduct themselves in a respectful manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

#### Sexual Harassment Policy

Sexual harassment of or by any student or staff member at the Language Academy of Sacramento will not be tolerated. The LAS Governing Board considers sexual harassment to be a major offense that may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction. Sexual harassment could include, but is not limited to: sexual flirtations; touching, advances, or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about dress or body; sexually degrading words; and/or the display of sexually suggestive or offensive pictures. All complaints will be investigated promptly, objectively, and as confidentially as possible. Staff will clearly communicate to students that sexual harassment is prohibited and advise students to report any sexual harassment that they experience or observe.

#### Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, LAS has developed the Social Media Policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when students/parents: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use School email address to make a post to a social media platform; (5) post in a manner that reveals affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

#### Discipline

Students who are in violation of this Social Media Policy may receive disciplinary action, up to and including immediate suspension.

Parents who are in violation of this Social Media Policy may be prohibited from using school equipment or permanently removed from the School's social media network.

#### Retaliation Is Prohibited

The School prohibits retaliation against any student, school employee and/or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any student or parent who retaliates against another student, parent and/or employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including suspension and/or criminal charges.

*Last updated: 1/23/2019*

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	22.0		3	
2	22.0		3	
3	22.0		3	
4	23.0		3	
5	22.0		3	
6	18.0	4	5	
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	22.0		3	
2	22.0		3	
3	22.0		3	
4	22.0		3	
5	22.0		3	
6	17.0	3	4	
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	22.0		3	
2	22.0		3	
3	22.0		3	
4	22.0		3	
5	22.0		3	
6	32.0		5	4
Other**				

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

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

Last updated: 1/22/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	4	2	
Mathematics	15.0	1	1	
Science	19.0	4	1	
Social Science	19.0	4	1	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	16.0	6		
Mathematics				
Science	13.0	7		
Social Science	14.0	7		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	2	4	
Mathematics	20.0	2	3	
Science	16.0	7		
Social Science	17.0	8		

\* 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: 1/22/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

*Last updated: 1/22/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$72113.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/22/2019*

## Types of Services Funded (Fiscal Year 2017—18)

Components:  
 MTSS= Multi-Tier Systems of Support  
 IPT = Individual Progress Team  
 Literacy Coaches: 1FT and 0.5PT  
 Counselor and Counselor Intern  
 Interventions: Core Day, Extended Day, and Extended Calendar Year (Summer)  
 Psychologist  
 Technology ratio

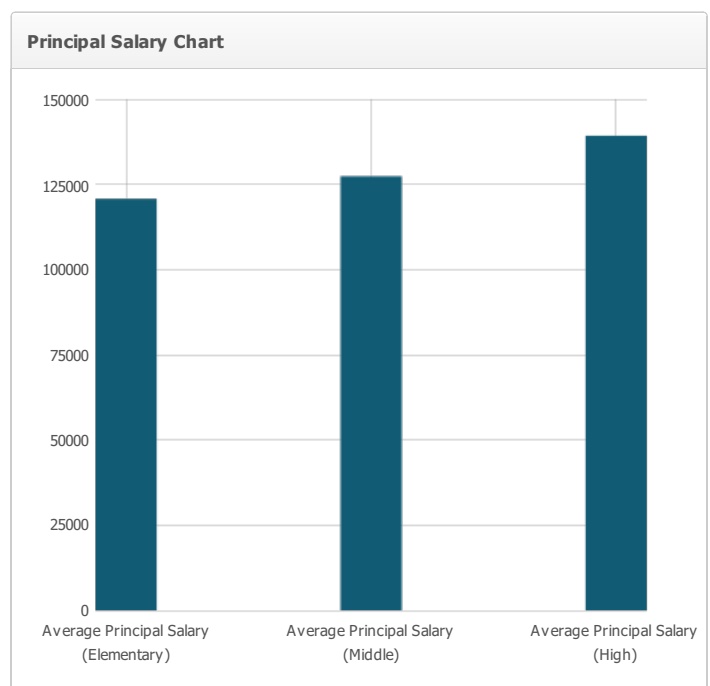
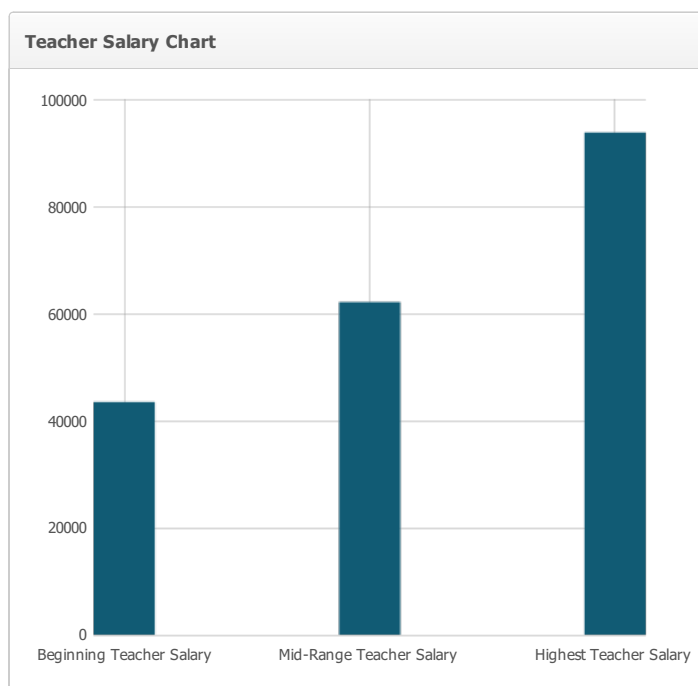
LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. In FY18, 41% of students regularly served by the school counselor have IEPs. In the same school year, the school psychologist completed seven suicide risk assessments while also working regularly with students in need. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school's 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.

Last updated: 1/22/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,472	\$47,903
Mid-Range Teacher Salary	\$62,117	\$74,481
Highest Teacher Salary	\$93,765	\$98,269
Average Principal Salary (Elementary)	\$120,748	\$123,495
Average Principal Salary (Middle)	\$127,364	\$129,482
Average Principal Salary (High)	\$139,247	\$142,414
Superintendent Salary	\$290,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/22/2019

## Professional Development

Professional development addressing LAS Mission:

### Goal #1 BILITERACY:

R1.1 In the fall, staff began the year analyzing data trends from the spring CAASPP exams. Moreover, staff also analyzed EL performance from the CELDT and identified RFEP candidates. As of June 2018, LAS will have two years data of the College Board PSAT practice tests as administered to Grade 8 students.

R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above:

- 1) Sent a LAS teacher to attend Writer's Workshop (WW) Implementation Leadership training (2015-16).
- 2) Sent several more teachers to attend statewide WW training.
- 3) Sent a second teacher to Columbia University for Writer's Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16).

R1.3 This continues to be work in progress. For the first time, LAS administered the College Board AP Spanish testing and SAT Subject Test in Spanish practice examinations to its Gr8 students in the fall of 2017. In retrospect, LAS is considering administering the exam early spring instead during the 2018-19 school year.

PD 2.1 Provided differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:

- Data analysis ( EL CELDT, Benchmarks)
- Common Core State Standards (CCSS)
- Designing CCSS redefined rubrics
- Differentiated Instruction
- Response to Interventions
- Writer's Workshop K-8
- Reader's Workshop K-8
- PBIS

Teacher requests for more kindergarten specific professional development training.

### Goal #2 CONFIDENCE AND LIFE SKILLS

R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in FY17 and FY18 , PBIS and SEL)

R 1.2 Need to revisit research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress)

PD 2.1 Provided differentiated professional development (Training - Coaching - Mentoring) in:

A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES, PBIS – Implementation of a non-classroom setting system in cafeteria)

- 1) PBIS August 2015, 2016, 2017 and year round = Entire staff training
- 2) CASP October 2015, 2016, 2017 = SEL staff attended
- 3) CARS PLUS February 2016, 2017, 2018= SEL staff attended
- 4) Restorative Justice Conference, June 2017- SEL and staff attended
- 5) Responsive Classroom, June 2017 = Gr5 staff attended
- 6) Circle Up (Year round), 2017-18 = Entire staff training

B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress)

C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES-not this year)

- 1) PE teachers attended and presented at CAHPERDS Conference in March 2016, 2017

2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor

### Goal #3 LEADERSHIP AND CRITICAL THINKING

R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large (work in progress). In 2016-17, LAS has invested on creating a Google School status where students have school email addresses and a means to store and share their work.

R 1.2 Need to design a community survey about community service projects (work in progress)

### Goal #4 SCHOOLWIDE

R 1.1 School leadership continues to research and establish rigorous hiring process

R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials

R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them

R 1.4 School leadership, CDT Committee, and the faculty continue to annually review course requirements and curriculum and ensure LAS students are offered a

broad course of study with effective dual language instruction

PD 2.1 Ensured all faculty are highly qualified

PD 2.2 Ensured all full-time faculty members attend Professional Development delineated for the year

PD 2.3 School leadership attended new accountability and assessment training from CDE and charter organizations

PD 2.4 Need to revisit training on EL teaching methodology; Provided ELD and ELPAC professional development in FY18

*Last updated: 1/23/2019*



A California Public School

Agenda Item# IVJ

**Board Meeting Date:** January 25, 2019

**Subject: English Language Learner Reclassification Policy Revision**

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

**English Language Learner Reclassification Policy Revision**

**Background**

The LAS English Learner (EL) Reclassification Policy and Procedures is based on the State Board of Education's Reclassification Guidelines (Ed. Code 313b). The following policy revisions reflect the necessary updates that would align LAS policy with the State's change in assessment mandates.

**Recommendation**

It is recommended that Board review and approve the attached amendment LAS Reclassification Policy.

**Attachments:**

- 1) English Language Learner  
Reclassification Policy Draft 12.11.18

MOTION LAS Reclassification Policy Revision	Aye	Nay	Abstain	Absent
Gómez, Lourdes				
Petree, Kathy				
Bacsafra, Jennifer				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
Campos, Perla				
Campa, Araceli				
Zamora, Erandi				
Ruiz, Nadeen				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Bersola  
**Date:** 01.18.2019

**Pertinent Pages in**  
 ( ) Charter, pages \_\_\_\_\_  
 ( ) MOU, pages \_\_\_\_\_





**Fecha de la Reunión:** 25 de enero de 2019

**Tema:** Revisión de la Póliza de Reclasificación para Aprendices de Inglés

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

**Revisión de la póliza de reclasificación para aprendices de inglés:**

**Información:**

La póliza y procedimientos de Reclasificación de Aprendices de Inglés (EL) se basa en las Guías de Reclasificación de la Mesa Directiva Estatal de Educación (Código de Educación 313b). Las siguientes revisiones de póliza reflejan las actualizaciones necesarias que alinearían la póliza de LAS con el cambio del estado en los mandatos de evaluación.

**Recomendación**

Se recomienda que la Mesa revise y apruebe la enmienda adjunta Póliza de Reclasificación de LAS.

<b>MOCION Póliza de Reclasificación de LAS</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Gómez, Lourdes				
Petree, Kathy				
Bacsafra, Jennifer				
Yáñez-Gutiérrez, Adriana				
Jáuregui, Gemma				
Campos, Perla				
Campa, Araceli				
Zamora, Erandi				
Ruiz, Nadeen				
Totales:				

**Documentos adjuntos:**

- 1) Borrador de la Póliza de Reclasificación para Aprendices de Inglés 12.11.18

**Tiempo estimado para la presentación:** 10 min.  
**Entregado por:** Bersola  
**Fecha:** 01.18.2019

**Páginas pertinentes en:**  
 ( ) La constitución, páginas \_\_\_\_\_  
 ( ) MOU, páginas \_\_\_\_\_

**Language Academy of Sacramento (LAS)  
English Learner Reclassification Policy and Procedures (Draft v12.11.18 v2)**

*English Language Learner (ELL) Student Reclassification policy and procedures are based on the four criteria set forth in the State Board of Education’s Reclassification Guidelines (Education Code 313b).*

**RECLASSIFICATION CRITERIA**

Students will be Reclassified as Fluent English Proficient (RFEP), when the following four criteria have been met:

- 1) Assessment of English Language Proficiency**
- 2) Comparison of Performance in Basic Skills**
- 3) Teacher Evaluation**
- 4) Parent Opinion and Consultation**

All English learners’ progress will be analyzed at least once annually. Those recommended for reclassification will be reviewed by a team of Curriculum Design Team (CDT) members or designees.

**1) Assessment of English Language Proficiency**

- Grades K-3 students may be considered for reclassification if they have:
  1. An OVERALL ELPAC proficiency level of 3 (moderately developed) or higher **and**
  2. An oral and written subscores of 3 or higher
- Grades 4-8 students may be considered for reclassification if they have:
  1. An OVERALL ELPAC proficiency level of 3 (moderately developed) or higher **and**
  2. An oral and written subscores of 3 or higher

**2) Comparison of Performance of Basic Skills**

- Grades K-3 students may be considered for reclassification if they have a score of 3 or higher in their end of the year Language Academy of Sacramento reading benchmark assessment (Evaluación del desarrollo de la lectura (EDL) / Development Reading Assessment (DRA)
- Grade 4-8 students may be considered for reclassification if:
  1. They have a score of 3 or higher in their end of the year EDL/DRA assessments **and**
  2. They have scale scores that meet the Grade Level Academic Criterion Midpoint Score for CAASPP in English Language Arts (ELA).

<b>Current Grade Level</b>	<b>Grade when CAASPP test was administered</b>	<b>CAASPP ELA Midpoint Scale Score of Standard Nearly Met and Standard Met</b>
4	3	2400+
5	4	2445+
6	5	2472+
7	6	2494+
8	7	2516+
High School 9	8	2527+

### **3) Teacher Evaluation**

Review student academic performance utilizing:

- Teacher recommends reclassification based on classroom observation validating the student's range of performance in basic skills, including oral English language proficiency is sufficiently fluent (i.e., comparable to native English speakers)
- Teacher recommends reclassification based on evidence such as, but not limited to:  
*Grades K-5: End of year Report card grade of 3 (Consistently Meets Standards) or higher in the majority of Language Arts Standards (Grades 3-5: English Language Arts)*  
*Grades 6-8: End of year Report card grade of C (Meeting Standard) or higher in English Language Arts*

Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

### **4) Parent Opinion and Consultation**

- Provide notice to parents and guardians of their right to participate in the reclassification process and encourage them to do so.
- Provide an opportunity for a face-to-face meeting with parent or guardian.

### **ELL Students with Disabilities**

English learners with identified disabilities can be reclassified at an IEP meeting that includes a credentialed person with a B/CLAD or SDAIE training. Special needs students not able to meet the reclassification criteria, as a result of their disability, may be recommended by the IEP Team for reclassification based on alternative criteria.

### **Reclassification:**

- The students who meet the above four criteria will be Reclassified as Fluent English Proficient (RFEP).
- Parents/guardians will be notified of the reclassification status of their student.
- School records will be updated.
- Reclassified students will be monitored for two years by the CDT members or designee(s) and the students' homeroom teacher at least once per year after reclassification to ensure they are making adequate academic progress. Students will be provided interventions as needed.

*Monitoring students for two years after reclassification is in accordance with the existing California regulations and the federal Every Student Succeeds Act (ESSA).*

## Academia de Idiomas de Sacramento (LAS)

### Póliza y procedimientos de Reclasificación de los Aprendices de inglés (*Borrador v12.11.18 v2*)

*La póliza y los procedimientos de reclasificación de los estudiantes que aprenden inglés (ELL) se basan en los cuatro criterios establecidos en las Pautas de reclasificación de la Mesa de Educación del Estado (Código de Educación 313b).*

#### **CRITERIOS DE RECLASIFICACIÓN**

Los estudiantes serán Reclasificado Proficiente en el Inglés (RFEP, por sus siglas en inglés), cuando se cumplan los siguientes cuatro criterios:

- 1) **Evaluación de la competencia en el idioma inglés**
- 2) **Comparación de desempeño en habilidades básicas**
- 3) **Evaluación del maestro(a)**
- 4) **Opinión y consulta de los padres**

El progreso de todos los Aprendices de inglés se analizará al menos una vez al año. Aquellos recomendados para la reclasificación serán revisados por un equipo de miembros del Equipo de Diseño Curricular (CDT, por sus siglas en inglés) o personas designadas.

#### **1) Evaluación de la competencia en el idioma inglés**

- Los estudiantes de los grados K-3 pueden ser considerados para reclasificación si tienen:
  1. Un nivel de competencia TOTAL de ELPAC de 3 (moderadamente desarrollado) o superior **y**
  2. Una puntuación oral y escrita de 3 o más
- Los estudiantes de los grados 4-8 pueden ser considerados para reclasificación si tienen:
  1. Un nivel de competencia TOTAL de ELPAC de 3 (moderadamente desarrollado) o superior **y**
  2. Una puntuación oral y escrita de 3 o más

#### **2) Comparación de desempeño en habilidades básicas**

- Los estudiantes de los grados K-3 pueden ser considerados para reclasificación si tienen una calificación de 3 o más en su evaluación de punto de referencia de la Academia de Idiomas de Sacramento de Evaluación del desarrollo de la lectura (EDL) / Development Reading Assessment (DRA) de fin de año
- Los estudiantes de los grados 4-8 pueden ser considerados para reclasificación si:
  1. Tienen una puntuación de 3 o superior en sus evaluaciones EDL/DRA de fin de año **y**
  2. Tienen calificaciones de escala que cumplen con el criterio académico de punto medio de grado para CAASPP en Artes del idioma inglés (ELA).

<b>Nivel de grado actual</b>	<b>Grado cuando se administró el examen CAASPP</b>	<b>Calificación de escala de punto medio de CAASPP ELA Estándar Casi Cumplido y Estándar Cumplido</b>
4	3	2400+
5	4	2445+
6	5	2472+
7	6	2494+
8	7	2516+
Preparatoria 9	8	2527+

### **3) Evaluación del maestro(a)**

Revisar el rendimiento académico de los estudiantes utilizando:

- El/La maestro(a) recomienda la reclasificación basada en la observación en el salón que valida el rango de desempeño del estudiante en habilidades básicas, incluida la habilidad oral del idioma inglés que sea lo suficientemente fluida (es decir, comparable a los hablantes nativos de inglés)
- El maestro recomienda la reclasificación basada en evidencia como, pero no limitado a:  
*Grados K-5: Calificación de 3 en Boleta de calificaciones de fin de año (Cumple constantemente con los estándares) o superior en la mayoría de estándares de Artes del lenguaje (Grados 3-5: Artes del idioma inglés)*  
*Grados 6-8: Calificaciones de C en Boleta de calificaciones de fin de año (Cumpliendo estándar) o superior en Artes del idioma inglés*

Tenga en cuenta que los déficits incurridos en la motivación y el éxito académico no relacionados con el dominio del idioma inglés no impiden que un estudiante sea reclasificado.

### **4) Opinión y consulta de los padres**

- Proporcionar un aviso a los padres y tutores de su derecho a participar en el proceso de reclasificación y animarlos que lo hagan.
- Brindar una oportunidad para una reunión en persona con el padre o tutor.

### **Estudiantes ELL con discapacidades**

Los aprendices de inglés con discapacidades identificadas pueden ser reclasificados en una reunión de IEP que incluye a una persona acreditada con una capacitación B/CLAD o SDAIE. Los estudiantes con necesidades especiales que no puedan cumplir con los criterios de reclasificación, como resultado de su discapacidad, pueden ser recomendados por el equipo del IEP para la reclasificación basada en criterios alternativos.

### **Reclasificación:**

- Los estudiantes que cumplan con los cuatro criterios anteriores serán Reclasificados Proficiente en el Inglés (RFEP).
- Los padres/tutores serán notificados del estado de reclasificación de su estudiante.
- Los registros escolares serán actualizados.
- Los estudiantes reclasificados serán monitoreados durante dos años por los miembros de CDT o personas designadas y el maestro de los estudiantes al menos una vez al año después de la reclasificación para garantizar que estén logrando el progreso académico adecuado. Los estudiantes recibirán intervenciones según sea necesario.

*La supervisión de los estudiantes durante dos años después de la reclasificación se realiza de acuerdo con las normas vigentes de California y la Ley Federal Cada Estudiante Triunfa (ESSA, por sus siglas en inglés).*