

## **Notes for APR**

### **Concept**

Data heavy/Narrative light

Pertinent data points

Alignment: Petition-Matrix-APR (Future - district)

Completion time: 3 hours or less (upon familiarity of data sources)

- (First APR completion will require additional time)

Annual Updates to APR: Minor revisions only for the next 4 years

- Distance from 3 > To be added for APR 2017-18 > 2018-19

### **Reporting**

- Comparison: charter to charter
- Comparison: charter to district schools (future)
- Comparison: district schools to district schools (future)
- Comparison: multiple years

### **APR**

- Go-forward with annual accumulation to rolling 5 years

### **Data entry/capture**

- Initially: Most to all manual data entry to start
  - \* Continuity/Speed: Drop-down/Calendar format/etc.
- Ultimately: Mostly automated (will need suggestions/input)
- \* Insert comments where possible for entry clarification
- \* Auto-fill where possible in future
- \* Auto-populate into other cells for redundant entries in future

### **Charter Comments**

- CMP: Skeptical about 3 hours/Student group > homeless (added)
- SHPS: Pre-populate district info > (done)

### **Miscellaneous**

- KPI-(number) > SCUSD KPIs
- KPI-(letter) > Other KPIs
- JK: Per LAS on 11-30-17 > Printing issues due to wrapping > (No known solution.)



## Read Me

Upon completion of this APR, move the file along with the PDF Appendix file to your (not from the General) SCUSD In Box and send an invite to the Charter Department. Please be sure to keep a copy for your records. Thereafter, the Charter Department will provide district feedback on the same APR and return it back to the Charter School. The Charter School may provide a response to the district feedback as an option and return it back to the Charter Department.

\* Highlighted columns are one-time/infrequent change entries

- Please do not add or remove any row, rows, column, or columns. The current format will be used for reporting purposes and will need all cells to be in the exact same location.
- Cells with "-" will not need to be entered
- Information is for the APR year if not specifically designated

[illegible]

- Use the comment section of each tab to provide context, clarification, corrections, or remarks as necessary.

\*\*\*Contact the Charter Department if you have any questions or need assistance. If the information pertains to all of the charter schools, the issue and resolution will be emailed to everyone as well as being added to the APR FAQ and Support sheet on Google Drive.\*\*\*

[1] This is a note.

**Feedback [1]**

	Consideration/s from District	Comments from District	Charter Response to District Consideration/s and Comments
Coversheet: Site			
Coversheet: General			
E1: Educational Program			
E2: Measurable Student Outcomes			
E3: Pupil Progress			
E4: Governance			
E5: Employee Qualifications			
E6: Health and Safety			
E7: Racial-Ethnic Balance			
E8: Admissions Requirements			
E9: Financial			
E10: Suspensions-Expulsions			
E11: Staff Retirement			
E12: Attendance Alternatives			
E13: Employee Rights			
E14: Dispute Resolution			
E15: Procedures for School Closure			
Impact to District			
Overall			

[1] District will provide comments upon receipt of the APR.

Each section may or may not be addressed in the feedback.

Charter as an option may provide a response to district consideration/s and comments.

**Appendix: Table of Contents [1]**

<b><u>Item Number</u></b>	<b><u>Item</u></b>	<b><u>PDF Page</u></b>	<b><u>Comments From District [2]</u></b>
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3	Bell Schedule	7-9	
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18	E3 Pupil Progress: LAS Internal Accountability	213-216	
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[1] Directions.

1. Create a coversheet for each item and place in front of each item for scanning.
2. Scan appendix items in item number order.
3. Charters may add Items 17 and higher at its discretion for additional items. Please be sure to update this tab with the respective information.
4. After scanning, please enter the PDF Page information into this tab.
5. Submit the Appendix as a single PDF file along with the APR submission.

[2] Will be provided after initial submission by the Charter.

[3] District provided.

[4] Bullet point version or from the charter petition.

[5] Use the End of Year June 30, 2017 sheet from Google Drive.

[6] District provided.

[7] List of Fire and Earthquake drills completed

[8] Submit a blank form.

[9] Bullet points are preferred.

[10] Bullet points are preferred.

[11] Bullet point version or from the charter petition.

[12] From your current charter petition.

[13] Plan should be from the Charter Petition of which the APR year falls.



**Coversheet: Site [1]**

School Name	The Language Academy of Sacramento
Street Number and Name	2850 49th Street
City	Sacramento
ZIP	95817
Phone	916.277.7137
FAX	916.277.7141
Website	<a href="http://www.lasac.info">www.lasac.info</a>
Site Leader Name/Title	Eduardo deLeon, Academic Director
Office Manager Name	Adriana Yanez- Gutierrez
Charter Contact Name/Title, if different	Teejay Bersola
Mailing Address, if different	
Number of other locations	
Charter School Original Charter Start Date	August 30, 2004
Charter Start Date (current)	August, 2014
Charter Expiration (current)	June, 2019
Charter Number	640
School CDS Code	34-67439-0106898
CMO Managed	No
Dependent or Independent	Independent
Funding: Direct or Local (through the District)	Direct
Instruction: Classroom Based or Non-classroom Based	Classroom Based
Grades Served	K-8
WASC expiration date, if applicable	
SELPA organization	El Dorado County SELPA
Enrollment Cap (Final school year of charter)	602
Enrollment Cap Source/Page	Multi year budget projections
School on District Property	Yes
Vision Statement	To provide exemplary dual language Spanish immersion educational program for students in the Sacramento.

Mission Statement

LANGUAGE ACADEMY OF SACRAMENTO'S MISSION To create a learning community where students: Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.  
(BILITERACY) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.  
(CONFIDENCE AND LIFE SKILLS) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society.  
(LEADERSHIP AND CRITICAL THINKING)

## Program Description

### Program Goals

The State of California's adopted Master Plan for Education calls for all California high school graduates to be bilingual and bi-literate and for this language learning process to begin in the elementary years. Two-Way Immersion programs are important avenues for accomplishing this goal. Two-way Spanish immersion programs encourage interaction between native Spanish speakers and native English speakers, thus allowing both groups of students to develop high levels of bilingualism and bi-literacy as well as to attain grade-level academic achievement. All students have the opportunity to maintain their primary language and become proficient in another.

The Language Academy is based on a two-way immersion educational model. This model stresses the following:

- high academic proficiency in two languages
- high academic achievement
- mastery of the State's content standards
- multiculturalism
- life skills
- community service

Based on these considerations, the Language Academy two-way immersion program strives to provide students with tools to become culturally competent, self-motivated, life-long learners. We believe that this objective is accomplished through a focus on academic rigor, competence and confidence across cultures and languages, and a creative, enriching environment in which to foster a passion for learning.

### Program Model

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 – *Eighth	50%	50%
-----------------	-----	-----

\*middle school language of instruction varies per subject and is approximately 50/50

Spanish is the vehicle for content instruction and the subject of instruction itself. Most of the 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 academic performance and test scores in second and third grades often do not reflect students' actual achievement. However, by the sixth and seventh grades, students in dual immersion 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.

Charter Petition Deliverable 1/page # [2]	Charter Petition page 61 (internal accountability)
Charter Petition Deliverable 2/page #	Charter Petition page 62 (external accountability)
Charter Petition Deliverable 3/page #	
Charter Petition Deliverable 4/page #	
Charter Petition Deliverable 5/page #	
Corrective Action Plan from Operational MOU: Appendix 16	
Comments for Coversheet-Site:	

[1] Information for this tab should be as of the APR submission date.

[2] Deliverable should be for the Charter Petition in which the APR year falls.



**Coversheet General**

	2017-18	2016-17	2015-16
First School Day	8/14/2017	8/8/2016	8/10/2015
Last School Day	6/1/2018	6/16/2017	6/17/16
Instructional Days	179	181	181
Instructional Minutes - K (36,000)	45030	45495	45420
Instructional Minutes - 1 to 3 (50,400)	55770	56355	56280
Instructional Minutes - 4 to 8 (54,000)	55770	58390	58320
Instructional Minutes - 9 to 12 (64,800)	*	*	*
Enrollment (As of CBEDs date)	587	569	548
Enrollment, last day of school year	585	565	539
Enrollment Retention Rate [1]	98%	98%	-
Assurances (General) Signed and Submitted: Appendix 1	Yes	Yes	-
APR Submission Date	10/15/2018	9/29/2017	
Timely APR Submission to District	Yes	Yes	Yes
Lead APR Contributor [2]	Teejay Bersola	Teejay Bersola	Teejay Bersola

Comments for Coversheet-General:

[1] Enrollment Retention Rate = Number of returning students as of September 11, 2018 divided by End of school year enrollment from 2017-18 (lowest grade to second highest grade of school).

[2] The main person completing this APR.





[illegible]

[1] Source: Please use DataQuest.

[2] As of CBEDS date.



**E2 - Measurable Student Outcomes**

(Charter Department will send District information by September 15, 2018)

<b><u>SBAC ELA [1]</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 [2]	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
Grade 11										
<b><u>SBAC Math</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 [3]	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 Alaska Native	0									
- 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		
- Englisher 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		
Grade 11												

<b><u>CST/CAST Science</u></b>	Number of Students Tested for 2017-18 (Field Test)	Standard Met/Exceeded 2015-16 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2018-19	District % Standard Met/Exceeded 2018-19	Comp School 1 (Name) % Standard Met/Exceeded 2018-19	Comp School 2 (Name) % Standard Met/Exceeded 2018-19	Comp School 3 (Name) % Standard Met/Exceeded 2018-19
Grade 5	66	10	77	87	<b>Science pilot for 2016-17 and 2017-18.</b>				
Grade 8	41	-8	82	74	<b>No results until 2018-19.</b>				
Grade 10									

<b><u>PFT</u></b>	% in HFZ 2017-18
Grade 5	65%
Grade 7	84%
Grade 9	

<b><u>ELPAC</u></b>	2017-18	<b><u>CELDI</u></b>	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

**High Schools [4]**

2016-17

2015-16 2014-15

A-G Completion Rate %

SAT Participation Rate %

SAT Score 1500+ Rate %

ACT Participation Rate %

ACT Score 21+ Rate %

High School Graduation Rate %

Drop Out Rate %

College 2 Year Acceptance Rate %

College 4 Year Acceptance Rate %

College 2 and 4 Year Acceptance Rate %

College 2 Year Cohort Persistence Rate %

College 4 Year Cohort Persistence Rate %

College 2 Year and 4 Year Cohort Persistence  
Rate %

College 2 Year Graduation Rate

College 4 Year Graduation Rate

College 2 Year and 4 Year Graduation Rate

WASC current

**Key Performance Indicators (KPI) [5]**

2017-18

2016-17 2015-16

2014-15

KPI-1: % Secondary Students (9th +)  
Receiving one or more D's or F's

-

-

KPI-2: % of 8th Grade On Track to  
Graduate [6]

-

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) [7]

-

-

-

KPI-7: ELA Benchmarks (3,6,8,11) [8]

-

-

-

KPI-8: Increased Positive School Climate  
Rate [9]See LCAP  
pages 9,10-,  
39See LCAP  
pages 11-12 -

-

KPI-9: Participation in Expanded Learning  
Rate [10]

51%

68% -

-

KPI-10: Participation in Advanced Learning  
Rate [11]

-

-

-

KPI-A: 3rd Grade Reading [12]

9%

9% -

-

**API**

2013-14

2012-13 2011-12

2010-11

API

771

792

771

748

Ranking

3

3

3

3

Similar Schools	2	2	2	2
Comments E2:				



[1] 5-29-18: RFEP added for ELA and Math.

[2] District-Charter School to mutually agree on the comparison schools to be used. Comparison schools are the neighborhood schools that the top three highest charter school student populations would have attended. Enter the school name and number of students that would have attended.

[3] District-Charter School to mutually agree on the comparison schools to be used. Comparison schools are the neighborhood schools that the top three highest charter school student populations would have attended. Enter the school name and number of students that would have attended.

[4] Rate % information will have a one year lag. Also, some information will be provided by the State and others will be self reported.

[5] KPI1-10 are district KPIs.  
KPIA is a non-district KPI.

[6] On track percentage = 96% or greater attendance, No out of school suspensions, No D or F in ELA and Math, and GPA 2.0 or greater.

[7] For future use.

[8] For future use.

[9] Non-normed tool. Site specific information from LCAP.

[10] Before school and after school participation rate.

[11] For future use.  
ES and MS = Gate participation %  
HS = AP/IB participation %

[12] Use CAASPP Reading Claim Performance score in "Above Standard" for 3rd Grade Reading KPI. SCUSD = 14.1%.



### E3 - Pupil Progress

Description of assessments utilized not including CAASPP, CELDT/ELPAC, CST/CAST, and PFT

Description of how chosen assessments are appropriate for standards and skills they seek to measure

Description of how chosen assessments are appropriate for standards and skills they seek to measure

Plan for utilizing data continuously to monitor and improve the educational program

Understanding DRA/EDL Book Levels

Plan for collecting, analyzing, and reporting data on pupil achievement to school staff and parents LAS Instructional Reading Benchmark Assessments (EDL & DRA) Guidelines

The following are guidelines for reporting student reading progress. The EDL and/or DRA will be used to find the students' independent reading levels. This score along with teacher observation will be used to determine instructional reading level; at least one or two levels above independent.

Teachers are responsible for reporting independent reading levels at least two times a year and maintaining a record of instructional reading level for instructional purposes. DRA and EDL testing protocols will be followed to maintain testing reliability and efficacy. (Refer to LAS grading guidelines handbook for reporting on reading progress/standards.)

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 should not administer initial and final assessments.

Ed Specialists will collaborate with classroom teachers on possible accommodations/modifications of administration and scoring for students receiving "specialized academic instruction" in reading as per their IEP. Please see attached 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.

Teachers Reporting Dates for the 2017-2018 school year:

Reporting Window One - Data Due: September 25, 2017

Reporting Window Two - Data Due: January 29, 2018

Reporting Window Three - Date Due: April 30, 2018

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

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.

Comments for E3:

Based on LAS Reading Assessments, June 2018:

By the EOS1 Gr 3: 100% of students increased their reading level in Spanish. BY EOS3 Gr 8: 76% of students increased their reading level in English.

End of the Year DRA and EDL Data for K-8 Grades

Note: End of Stage = EOS per LAS Biliteracy Trajectory

#### E4 - Governance

##### **Board 2017-18**

Name of ultimate Governance Board	The Language Academy of Sacramento Board of Directors
Incorporation Date	December 19, 2003
Incorporation Type	Non-Profit 501(c)(3)
Bylaws current	Yes
Roster in Google Drive	Yes
Listing of Board Meetings Dates Held in Google Drive	Yes
Number of Planned Board Meetings Held	10 of 11
Governance Training Date	10.8.17
Brown Act Training Date	10.8.17
Describe: Public Access to Agendas and Minutes	Agenda Posting: 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.

## 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 continue to participate in the path to fulfilling the school's mission. Parents are encouraged to volunteer at least 20 hours per school year. We ask that you evaluate where your talents lie and offer your time to the school. For example, parents are always welcome to observe and volunteer in classrooms. In addition, there are many activities that parents can participate in such as: Parent Association events, the after-school enrichment program, school beautification on LAS work days, the community garden, etc.

### PARENT INVOLVEMENT

### Parent Association

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

Parent Association meetings are held on a monthly basis. Each Association meeting includes reports from the Parent Council and the Student Council; a student presentation; an informational presentation about fiscal matters, governance, federal and state compliance, and/or student achievement, including topics from the English Learner Advisory Committee (ELAC); and an interactive workshop related to families' needs and interests.

Parents are active contributors to their children's education. Parents are committed to ensuring that their children are in school on a daily basis; the historical average of student attendance rate at LAS is ninety-seven percent. Nearly every LAS parent attends parent/teacher conferences. Parents volunteer at the school on a regular basis; this support can take many forms, including instructional assistance, preparation of materials, organization and coordination of monthly family events, and on-going maintenance of the LAS grounds and gardens.

In accordance with NCLB Title I, LAS provides necessary support, education, and assistance targeted toward the implementation of effective parent involvement activities. The Parent Association actively participates in the planning, organization, and execution of family activities. Examples of academic and artistic events include Family Reading Night, Spelling Bee, Science Fair, Book Fair, Art Exhibits, Harvest Festival, Student Performances, Math Conferences, and an annual spring carnival. The goal of these gatherings outside of the school day is to provide families with strategies to support their children academically. In addition, in past years, LAS has collaborated with CSUS professors and Mercy Education to offer parents English as a Second Language (ESL) classes at no cost. All of these components aim to prepare students to be college and career ready.

### Additional Opportunities for Parent Involvement

Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

Exhibition panels- parents may sit on panels to judge student work

School and staff evaluations- parents fill out a programmatic climate survey each year evaluating the strengths and weaknesses they identify with the program at the School

Student-led conferences- students will lead conferences on their work during the year to keep parents informed

Volunteer Opportunities- various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees

Fundraising- parents and community members may work with the schools to raise additional resources to support students and the school program

Advocacy- parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocates for necessary policies and resources

Listing of Committees available to Parents	Finance Committee, Facilities Committee, Curriculum Design Team Committee, ELAC
Conflict of Interest Policy	
Form 700s: Appendix 7	Yes
Policy Changes	1) Staff Social Media and Network Policy, 2) Youth Suicide Prevention Policy, 3) Student and Parent Social Medi and Network Policy, 4) Admission and Enrollment Policy
Site Advisory Committee Name (LAS Governing Board)	School Advisory Board
Parent Teacher Organization Name	Parent Council and Parent Association
Comments E4:	





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

<b><u>Teachers 2017-18</u></b>	<b>Number of teachers</b>	<b>Number of credentials current</b>	<b>Number of appropriate assignments</b>	<b>Comments</b>
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	2	2	2	
7	2	2	2	
8	2	2	2	
9				
10				
11				
12				
<b>Totals</b>	<b>25</b>	<b>25</b>	<b>25</b>	
Credential Status from April 30, 2018 on Google Drive: Appendix 8	Yes			
Master Schedule from April 30, 2018 to include course, teacher, day, time, and room number (Middle and High School only): Appendix 19	Yes			
Comments E5:				



**E6 - Health and Safety**

Assurances (Health) Signed and Submitted: Appendix 9 Yes

Fire and Earthquake Drills Completed and Submitted: Appendix 10 Yes

Comments E6:



**E7 - Racial-Ethnic Balance**

(\*District information does not include charter school students.)

	2017-18	2017-18	2017-18	2017-18	2016-17	2016-17	2016-17
<b><u>Student Population</u></b>	<b><u>District: #</u></b>	<b><u>Site: #</u></b>	<b><u>Site: %</u></b>	<b><u>District: %</u></b>	<b><u>Site: %</u></b>	<b><u>District: %</u></b>	<b><u>District: #</u></b>
- 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	unavailable	unavailable

Meeting Balance: Y or N      Yes

Comments, if not meeting balance:      LAS program is designed based on linguistic balance of the dual immersion program. Please see the charter for reference.

Plan, if not meeting balance:

Comments: E7

[1] Pre-populated by District.

[2] Pre-populated by District.

[3] Pre-populated by District

[4] Pre-populated by District.

<b>E8 - Admissions Requirements</b>			
	2017-18	2016-17	2015-16
Waiting list Number of Students on the 5th school day		604 699	678
Application Form Submitted: Appendix 11	Yes	Yes	-
Application has potential screening information	No	No	-
Application Timeline Submitted: Appendix 12	Yes	Yes	-
Enrollment process is separate from Application process	Yes	Yes	-
Enrollment Timeline: Appendix 13	Yes	Yes	-
Lottery System Use	Yes	Yes	-
Lottery System Description Submitted: Appendix 14	Yes	Yes	-
Lottery System Date:	4/24/2018	4/25/2017	-
Comments E8:			
Application Timeline and Enrollment Timeline are written on one document			





**E9 - Financial****\*\*\*Dependent Charters Only\*\*\***

	2017-18	2016-17	2015-16	2014-15	2013-14
Dependent General Fund Unrestricted Carryover	n/a	n/a	n/a		
Student Body Account	n/a	n/a	n/a		
If Student Body Account, ending balance			n/a	-	-

**\*\*\*Independent Charters Only\*\*\***

	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 Cashflow 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):	Squarmilner	Squarmilner	Squarmilner	-	-
Number of Outstanding Audit Resolutions:	0	0	0	-	-
Student Body Account	No	No	No	-	-
If Student Body Account, ending balance	n/a	n/a	n/a	-	-

Comments E9:



<b><u>Student Population</u></b>	Suspensions 2017-18 [1]	Suspension % 2017-18 [2]	Expulsions 2017-18	Expulsion % 2017-18	Suspensions 2016-17	Expulsions 2016-17	Suspensions 2015-16	Expulsions 2015-16
- 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
<b><u>Exits [3]</u></b>	2017-18	2016-17	2015-16	2014-15	2013-14			
Total Exits	8	12	17	9	24			
District Notified of All Exits	Yes	Yes	Yes	-	-			
Comments E10:								

[1] Unduplicated count of students suspended.

[2] Unduplicate percentage of students suspended.

[3] Exits = Students leaving the school before being promoting from the last grade level of the school.

**E11 - Staff Retirement**

SCUSD CBA/s [1] No

If SCUSD CBA/s: (List All Units) [2]

**Retirement Plans**

STRS Yes

PERS No

Other: (List Plan) For Classified and administrative non-STRS staff (403b)

Other: (List Plan)

Other: (List Plan)

Comments E11:

[1] Agreements with SCUSD bargaining units.

[2] SCTA, SEIU, Teamsters, and UPE

<b>E12 - Attendance Alternatives</b>	
Attendance Alternative Policy [1]	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.
Comments E12:	

[1] Bullet point version or from charter petition.



## E13 - Employee Rights

### Rights of School District Employees [1]

Rights of School District Employees Policy 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.

Comments E13:

[1] Bullet point version or from charter petition.

<b>E14 - Dispute Resolution</b>			
	2017-18	2016-17	2015-16
Dispute Resolution Process Submitted: Appendix 15	Yes	Yes	-
UC Complaints	2*	0	-
UC Complaints Resolved			-
Comments Regarding Complaints			-
Number of OCR Complaints	0	0	-
Number of Other Complaints	0	0	-
Comments Regarding OCR and Other Complaints:			-
Parent Complaint Process on Website	Yes	Yes	-
Comments E14:			
*UC Complaints received is currently in the investigation process.			



## E15 - Procedures for School Closure

### Closure Protocol [1]

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 record 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.) The notice to the varying entities 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. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorizer 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 applicable law. 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. The Language Academy of Sacramento may form as or be operated by 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. Term: The term of this charter shall begin on July 1, 2014 and expire June 30, 2019. Amendments: Any amendments to this charter shall be made by the mutual agreement of the Governing Board of the Language Academy of Sacramento and the School Board of the Sacramento City Unified School District. Material revision and amendments shall be made pursuant to the standards, criteria, and timelines detailed in Education Code Section 47605. Severability: The terms of this charter/contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Sacramento City Unified School District and the Language Academy of Sacramento Governing Board. The District and School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith manner.

Comments E15:

[1] Bullet point version or from charter petition.

## Impact to District

### Facilities (District owned)

#### School Facility Conditions

#### Facility Improvements for District Consideration

LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms are in fair to poor condition).

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Servel areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC complaint, fan in bathrooms in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible. 10. Inadequate lighting, receptacles, and low voltage cabling (network drop points). 11. Inadequate network infrastructure for 21st Century instruction and state assessments. In need of replacing all internal MDF/IDF backbones with current fiber optic cabling specifications, all internal horizon network cabling with current Category 6A copper cabling specifications, all associated connection points such as patch panels, patch cables, jacks and connectors.

#### Process-Support Improvements for District Consideration

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC, roof, classrooms A-Q, MP, kitchen, office and bathrooms.

#### Planned Facility/Construction projects for 2018-19 and 2019-20

Summer 2019, rehabilitation and modernization of the Library, boys bathroom and girls bathroom.

### Operations

#### Timely Submissions of Calendar of Due Date Items [1]

### 2017-18

Yes

#### Timely Submissions of Request for Informaton Items [2]

Yes

#### Operational Process-Support Improvements for District Consideration

### Miscellaneous

#### Charter School as Exclusive Employer

Yes

#### Comments Impact to District:

LAS rehabilitation and new construction area are on great condition. Core building areas (classrooms A-Q, MP, kitchen, office and bathrooms are in fair to poor condition).

Site require a number of improvements beginning with, but not limited to, 1. Replacement of Mammoth rooftop air handlers. Air chillers are old and in poor condition and should be replaced. 2. Air handlers are old, weathered and in desperate need of replacement. The existing electric resistance heating is very costly to the school.3. Replacement of single ply roofing is necessary. Servel areas throughout the core site have had water leaks with ceiling collapsing during peak rain months.4. Poor drainage, as a result grass and weeds grow along the roof top creating a spongy feel under roofing.5. Increase water efficiency surrounding core building, including replacement of drinking fountains in poor condition.6. Kinder play structure requires shade, ADA compliant ramp, replacement of wood fiber and hardtop. 7. Boys, Girls and in desperate need of modernization, including but not limited to leaking faucets, floor mounted stalls (non-compliant), upgrading of fixture for water and energy efficacy. 8. Adult bathrooms in desperate need of modernization, current stalls are non CBC complaint, fan in bathrooms in poor condition (no-air flow). 9. Multi-purpose room Entry ways are no CBC Compliant, water damage throughout, serving counter needs to be modernized to be accessible. 10. Inadequate lighting, receptacles, and low voltage cabling (network drop points). 11. Inadequate network infrastructure for 21st Century instruction and state assessments. In need of replacing all internal MDF/IDF backbones with current fiber optic cabling specifications, all internal horizon network cabling with current Category 6A copper cabling specifications, all associated connection points such as patch panels, patch cables, jacks and connectors.

LAS seeks the monetary support of the district to rehabilitate and modernize the remaining Core building areas: HVAC, roof, classrooms A-Q, MP, kitchen, office and bathrooms.

Rehabilitation and modernization of Classrooms A-Q

### 2016-17

Yes

Yes

Yes

[1] Provided by District.  
\_\_\_ Out of \_\_\_

[2] Provided by District.  
\_\_\_ Out of \_\_\_