

**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**

Friday, June 25, 2021/viernes, 25 de junio del 2021

**5:30pm (accessible via Zoom only)/5:30pm (Solamente accesible por medio de Zoom)**

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of the Language Academy of Sacramento shall meet via the Zoom meeting platform.

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

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

**I. PRELIMINARY/PRELIMINARIO**

**A. CALL TO ORDER/Convocatoria**

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

**B. ROLL CALL/Asistencia**

|     | Name/Nombre            | Role/Miembro                                                               | Present/<br>Presente | Absent/<br>Ausente |
|-----|------------------------|----------------------------------------------------------------------------|----------------------|--------------------|
| 1.  | Nailah Kokayi          | Parent/Padre (19-21)                                                       |                      |                    |
| 2.  | Fernando Aceves        | Parent/Padre (19-22) Vice President/Vice Presidente                        |                      |                    |
| 3.  | Cristian García        | Parent/Padre (20-23) Secretary/Secretario                                  |                      |                    |
| 4.  | Gemma Jáuregui         | Teacher/Maestra (18-21)                                                    |                      |                    |
| 5.  | Pedro León             | Teacher/Maestro (19-22) President/Presidente                               |                      |                    |
| 6.  | Vacant                 | Staff/Personal (20-23)                                                     |                      |                    |
| 7.  | Nadeen Ruíz            | Community Member/Miembro Comunitario (18-21)                               |                      |                    |
| 8.  | Julissa de González    | Community Member/Miembro Comunitario (19-22)<br>Treasurer/Tesorera         |                      |                    |
| 9.  | Nina Sylvains          | Community Member/Miembro Comunitario (20-23)                               |                      |                    |
| 10. | Student Representative | Student Council President/Presidente del Concilio Estudiantil              |                      |                    |
| 11. | Teejay Bersola         | Director of Academic Accountability/Directora de Responsabilidad Académica |                      |                    |
| 12. | Judy Morales           | Director of Business and Operations /Directora de negocios y operaciones   |                      |                    |
| 13. | Eduardo de León        | Executive Director/Director Ejecutivo                                      |                      |                    |

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

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

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

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

a. May 28, 2021 minutes/minutas del 28 de mayo de 2021

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

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

**E. MISSION/Misión**

The LAS mission is to create a learning community where students: utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings; develop and exhibit positive self-esteem, pride, confidence and respect for themselves and others; demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society.

*La misión de LAS es crear una comunidad de aprendizaje donde los estudiantes: utilizan el bilingüismo y la alfabetización bilingüe (español e inglés) para alcanzar la excelencia académica y aplicar destrezas en situaciones del mundo real y en diversos entornos; desarrollan y exhiben una autoestima positiva, orgullo, confianza y respeto por sí mismos y otros; demuestran habilidades de liderazgo con el fin de establecer puentes entre comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, fomentar la justicia social, y crear un cambio en la sociedad.*

**II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION**

- A. ORAL COMMUNICATIONS/Comunicaciones Verbales:** Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation./*Temas no presentados en la agenda: Ningún individuo presentará por más de tres (3) minutos y el tiempo total para este segmento no pasará de quince (15) minutos. Los miembros de la Mesa Directiva no contestarán preguntas y ningún voto tomará acabo. Sin embargo, los Miembros de la Mesa Directiva pueden dar instrucciones al personal presentando los temas.*

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

**III. INFORMATIONAL ITEMS/ARTICULOS DE INFORMACION**

- 1. Parent Council/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 Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update & Return to LAS Plan (Part 10)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 10) –School Leadership/Liderazgo escolar (10 min.)**

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

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

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

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

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

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

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

**C. LAS FY 2022 & Monthly Financials/Presupuesto de LAS para el año fiscal 2022 & financieros mensuales – School Leadership (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/Se recomienda que la Mesa Directiva discuta y/o apruebe.

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

**D. May Check Register/Registro de la cuenta bancaria de mayo** – School Leadership/Liderazgo (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 /Se recomienda que la Mesa Directiva discuta y/o apruebe.

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

**E. EPA Resolution/Resolución de EPA** (10 min.)

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

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

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

**F. Consolidated Application/Solicitud de Consolidación** (10 min.)

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

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

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

**G. Anti-Racism at LAS –Anti-racismo en LAS** – School Leadership/Liderazgo (10 min.)

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

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

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

**H. Bylaws/Policy Committee: 2021-2022 Governing Board Vacancies & Elections Timeline; Gender Inclusion Policy/Comité de Estatutos/Pólizas: Vacantes en la Mesa Directiva 2021-2022y línea cronológica de elecciones; Póliza para la inclusión de género** – Aceves, de León (15 min.)

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

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

**I. Board Development/Desarrollo de la mesa directiva: Annual survey & Self-Reflection** - León, Aceves (15 min.)

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

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

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

**J. Executive Director Evaluation Committee Report/Evaluación del Director Ejecutivo: Actualización del comité**–Ruíz, de González (10 min.)

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

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

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

- V. CLOSED SESSION/Sesión cerrada: Personnel Contract/Contrato de personal** – Executive Director’s Evaluation/Evaluación del director ejecutivo – Ruíz, de González (15 min)  
*Government Code 54957 – Public Employee Performance Evaluation*
- VI. OPEN SESSION/Sesión abierta: Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada** – Ruíz, de González (5 min.)
- VII. FUTURE MEETINGS/Próxima Junta**  
A.) Regular Meeting: Friday, August 27, 2021 at 5:30pm – viernes, 27 de agosto de 2021 a las 5:30pm
- VI. FUTURE AGENDA ITEMS/Temas para agendas futuras**
- VII. ADJOURNMENT/Clausura**

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

|               |               |             |
|---------------|---------------|-------------|
| Motion: _____ | Second: _____ | Vote: _____ |
|---------------|---------------|-------------|

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



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2850 49th Street, Sacramento, CA 95817

**Minutes/Minutas**  
**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**  
**Friday, May 28, 2021/ viernes, 28 de mayo del 2021**  
**5:30 pm through Zoom/ 5:30PM a través de Zoom**

**I. PRELIMINARY/PRELIMINARIO**

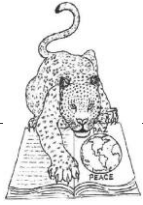
|                                                 |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                 |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|
| I.A & B                                         | Meeting was called to order by Pedro León at 5:36 PM. Roll call was taken./ La junta fue convocada por Pedro León a las 5:36 PM. Se tomó lista. |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                 |
|                                                 | Name/ Nombre                                                                                                                                    | Role/ Papel                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Present/ Presente | Absent/ Ausente |
|                                                 | 1. Nailah Kokayi                                                                                                                                | Parent/Madre (19-20)                                                                                                                                                                                                                                                                                                                                                                                                                                        | X                 |                 |
|                                                 | 2. Fernando Aceves                                                                                                                              | Parent/Madre (19-22)                                                                                                                                                                                                                                                                                                                                                                                                                                        | X                 |                 |
|                                                 | 3. Cristian García                                                                                                                              | Parent/Madre (20-23)                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | X               |
|                                                 | 4. Gemma Jáuregui                                                                                                                               | Teacher/Maestra (18-21)Vice President/Vice President                                                                                                                                                                                                                                                                                                                                                                                                        | X                 |                 |
|                                                 | 5. Pedro León                                                                                                                                   | Teacher/Maestro (19-22) Secretary/Secretario                                                                                                                                                                                                                                                                                                                                                                                                                | X                 |                 |
|                                                 | 6. Vacant                                                                                                                                       | Staff/Personal (20-23)                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                 |
|                                                 | 7. Nadeen Ruiz                                                                                                                                  | Community Member/Miembro Comunitario (18-21)                                                                                                                                                                                                                                                                                                                                                                                                                | X                 |                 |
|                                                 | 8. Julissa de González                                                                                                                          | Community Member/Miembro Comunitario (19-22)                                                                                                                                                                                                                                                                                                                                                                                                                | X                 |                 |
|                                                 | 9. Nina Sylvains                                                                                                                                | Community Member/Miembro Comunitario (20-23)                                                                                                                                                                                                                                                                                                                                                                                                                | X                 |                 |
|                                                 | 10. Student Representative                                                                                                                      | Student Council President/Presidente del Concilio Estudiantil                                                                                                                                                                                                                                                                                                                                                                                               | X                 |                 |
|                                                 | 11. Teejay Bersola                                                                                                                              | Director of Academic Accountability/Directora de Responsabilidad Académica                                                                                                                                                                                                                                                                                                                                                                                  | X                 |                 |
|                                                 | 12. Judy Morales                                                                                                                                | Director of Business and Operations/Directora de Negocios y Operaciones                                                                                                                                                                                                                                                                                                                                                                                     | X                 |                 |
| 13. Eduardo de León                             | Executive Director/Director Ejecutivo                                                                                                           | X                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                 |
| Agenda/Agenda                                   |                                                                                                                                                 | Action/Acción                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |                 |
| I.C                                             | Approval of Agenda<br>Aprobación de la Agenda                                                                                                   | A motion was made to approve the May 28, 2021 agenda.<br>Se hizo una moción para aprobar la agenda del 28 de mayo del 2021.<br><br>1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Nadeen Ruíz<br>2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Pedro León<br>Absences/Ausencias: Cristian Garcia, Fernando Aceves, Julissa de González<br>Abstentions/Abstenciones: None/ninguna<br>The motion passed with five votes. / La moción pasó con cinco votos.     |                   |                 |
| I.D.a.                                          | Approval of April 23, 2021 Board Meeting Minutes<br>Aprobación de los Minutos de la Mesa Directiva                                              | A motion was made to approve the April 23, 2021 minutes<br>Se hizo una moción para aprobar las minutas del 23 de abril del 2021<br><br>1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Pedro León<br>2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Nadeen Ruíz<br>Absences/Ausencias: Cristian Garcia, Fernando Aceves, Julissa de González<br>Abstentions/Abstenciones: None/ninguna<br>The motion passed with five votes. / La moción pasó con cinco votos. |                   |                 |
| I.E                                             | Mission<br>Misión                                                                                                                               | The mission was read aloud. / La misión fue leída en voz alta.                                                                                                                                                                                                                                                                                                                                                                                              |                   |                 |
| II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                 |
| II.A.                                           | Public Comments<br>Comentarios Públicos                                                                                                         | Alex Hayes, LAS teacher, provided and Student Council Update and thanked the board, administrations and staff representatives for their work.<br><br>Alex Hayes, maestro en LAS, proveo un reporte de actualización del Concilio de estudiantes y agradeció a la mesa directiva, administración y representantes de personal por su trabajo.                                                                                                                |                   |                 |

| III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| III.1                                                                                               | <b>Parent Council/Association Representative</b><br><i>Representante del concilio y asociación de padres</i>                                                                                                                                                                                                                                                                                                                                                              | Eduardo de León shared an update regarding Parent Council and Parent Association.<br><i>Eduardo de León compartió un reporte sobre actividades del Concilio de padres y Asociación de padres.</i>                                                                                                                                                                                                                                                                                                     |
| V. CLOSED SESSION/SESION CERRADA                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| V                                                                                                   | <b>Conference with Legal Counsel – Anticipated Litigation:</b> Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2) or (3): 2 cases.<br><b>Conferencia con asesoría legal – Litigio anticipado:</b> Exposición significativa a litigios de conformidad con sección del código del gobierno 54956.9(d)(2) o (3): 2 casos.                                                                                                                  | Time entered/Hora que se comenzó: 5:45pm<br><br>No decisión was made during closed session.<br><i>No se tomó ninguna decisión durante la sesión cerrada.</i><br><br>Time exited/Hora que se terminó: 6:41pm                                                                                                                                                                                                                                                                                           |
| IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION<br>ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| IV.A                                                                                                | <b>LAS Distance Learning (DiLe) Plan - PACT.O 2.0 (Progress, Attendance, Communication, Teamwork, Opportunities) Update &amp; Return to LAS Plan (Part 9)/Actualización del Plan de Aprendizaje a Distancia (DiLe) de LAS – PACT.O 2.0 (Progreso, Asistencia, Comunicación, Trabajo en Equipo, Oportunidades) y Plan de Regreso a LAS (parte 9) December and March Check Registers/Registros de la cuenta bancaria de diciembre y marzo – School Leadership/Liderazgo</b> | School Leadership provided the Governing Board with a Return to LAS update, including highlights of hybrid instruction and gratitude for staff that have supported in the transition.<br><br><i>El liderazgo escolar proporcionó a la Mesa Directiva un reporte actualizado sobre el plan de regreso a LAS, incluyendo áreas de éxito del regreso al modelo híbrido y aprecio por el personal que han apoyado en la transición.</i>                                                                   |
|                                                                                                     | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                                                                                                                                                                                                                     | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| IV.B                                                                                                | <b>Expanded Learning Opportunity Grant (ELOG)/Subvención para oportunidades de aprendizaje ampliado– School Leadership</b>                                                                                                                                                                                                                                                                                                                                                | Teejay Bersola presented the ELOG Plan.<br><i>Teejay Bersola compartió el plan de ELOG.</i><br><br>A motion was made to approve the ELOG Plan<br><i>Se hizo una moción para aprobar el plan de ELOG</i><br><br>1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Pedro León<br>2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Nadeen Ruíz<br>Absences/Ausencias: Cristian Garcia<br>Abstentions/Abstenciones: None/ninguna<br>The motion passed with siete votes. / <i>La moción pasó con siete votos.</i> |
|                                                                                                     | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                                                                                                                                                                                                                     | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| IV.C                                                                                                | <b>Local Control and Accountability Plan (LCAP) Draft &amp; Public Hearing/Borrador del plan de control local y rendición de cuentas (LCAP) y audiencia pública – School Leadership</b>                                                                                                                                                                                                                                                                                   | Teejay Bersola provided the LCAP Annual Update, summary of stakeholder input, LCAP Draft and other items during the Public Hearing.<br><i>Teejay Bersola compartió la actualización anual de LCAP, resumen de juntas con partes interesadas, el borrador del LCAP y otros puntos importantes durante la audiencia pública.</i>                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV.D</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Anti-Racism at LAS</b><br><i>Anti-racismo en LAS</i>                                                                                                                                                                                                                  | School Leadership provided an update regarding Anti-Racism at LAS, including details about staff professional development and parent workshops. / <i>El liderazgo escolar compartió un reporte sobre el trabajo de anti-racismo que se está llevando a cabo en LAS, incluyendo detalles sobre el desarrollo profesional que está recibiendo el personal y talleres para familias.</i>                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV.E</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Bylaws/Policy Committee: 2021-2022 Governing Board Vacancies; Gender Inclusion Policy Draft (first read)/Comité de Estatutos/Pólizas: Vacantes en la Mesa Directiva 2021-2022; Borrador de póliza para la inclusión de género (primera lectura) – Aceves, de León</b> | An update was provided regarding upcoming Governing board vacancies and the Gender Inclusion Policy draft was presented as a first draft.<br>Se compartió una actualización sobre los vacantes que se aproximan para la mesa directiva y se presentó el borrador de la póliza de inclusión de género.                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV.F</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Monthly Financials/Finanzas mensuales</b>                                                                                                                                                                                                                             | Judy Morales provided an update regarding monthly financials.<br><i>Judy Morales dio un reporte actualizado sobre los estados financieros mensuales.</i>                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV.G</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>April 2021 Check register/Registro de la cuenta bancaria de abril 2021</b>                                                                                                                                                                                            | A motion was made to approve the April 2021 check register.<br><i>Se hizo una moción para aprobar el registro de abril de 2021.</i><br><br>1 <sup>st</sup> Motion/1 <sup>a</sup> Moción: Nadeen Ruíz<br>2 <sup>nd</sup> Motion/2 <sup>a</sup> Moción: Pedro León<br>Absences/Ausencias: Cristian Garcia<br>Abstentions/Abstenciones: Gemma Jáuregui<br>The motion passed with six votes. / <i>La moción pasó con seis votos.</i>     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV.H</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Curriculum Design Team</b><br><i>Equipo de diseño curricular</i>                                                                                                                                                                                                      | Gemma Jáuregui provided an update of committee meeting agenda items<br><i>Gemma Jáuregui dio un reporte sobre los temas que se han tocado dentro de las juntas del comité</i>                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV.I</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Executive Director Evaluation</b><br><i>Evaluación del director ejecutivo</i>                                                                                                                                                                                         | The Executive Director Evaluation Committee will review with Governing Board Members the process for submitting their feedback regarding the Executive Director's performance for the Academic Year 2020-21.<br><i>El Comité de Evaluación del Director Ejecutivo revisará con los miembros de la Mesa Directiva el proceso para enviar sus comentarios sobre el desempeño del Director Ejecutivo para el año académico 2020-21.</i> |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Public Comments</b><br><i>Comentarios Públicos</i>                                                                                                                                                                                                                    | None/Ninguno                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>VIII. FUTURE MEETINGS/PRÓXIMA JUNTA</b>                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1. Friday, August 27, 2021 Regular Board Meeting/viernes 27 de agosto del 2021 Junta Regular de la Mesa Directiva                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</b>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>VIII. ADJOURNMENT/CLAUSURA</b>                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i><br>1 <sup>st</sup> Motion/ 1 <sup>a</sup> Moción: Fernando Aceves<br>2 <sup>nd</sup> Motion / 2 <sup>a</sup> Moción: Nadeen Ruíz<br>Absences / Ausencias: None / Ninguna<br>Abstentions / Abstenciones: None / Ninguna<br>The motion passed with eight votes / <i>La moción pasó con ocho votos</i> |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |

The board meeting was adjourned at 8:18PM. / *La reunión de la Mesa se terminó a las 8:18PM.*





**Board Meeting Date:** May 28, 2021

**Subject:** Parent Council/Association

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

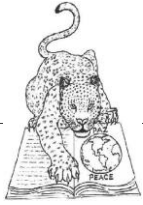
**Committee:** Parent Council, Parent Association, ELAC Advisory Representatives -Other Parent Items

**Parent Council:** The Parent Council met on Thursday, June 10th

- **Administration Updates-** Part two: Overview of our Local Control Accountability Plan (LCAP) as well as on the Expanded Learning Opportunities grant.
- **Grade Level Representatives Updates-** Kinder and 8<sup>th</sup> grade promotion celebrations.
- **Governing Board Update-**No updates at this time.
- **PC Budget Balance-** The Parent Council shared their balance.
- **Anti-Racism Parent Workshop Series-** Intersectionality: All of Us or None of Us, Immigration is a Black issue too. Our last workshop, 4 out of 4, will be on Wednesday, June 16<sup>th</sup>.
- **Miscellaneous/Reminders/Questions:** Parents are encouraged to use our LAS website and write in any Know/Want to Know/Comments. Parents are also encouraged to attend the Governing Board Meetings held monthly, every last Friday of the month.

**Parent Council:** Next meeting TBD.

**Parent Association Meeting:** No parent Association Meeting.



**Fecha de la Reunión:** 28 de mayo de 2021

**Tema:** Concilio de padres/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 jueves 10 de junio

- **Actualización de la Administración-** Segunda parte: Información general acerca del Plan de Control Local y Rendición de cuentas (LCAP) y de la Beca para Oportunidades de Aprendizaje Extendido.
- **Actualización de Representantes de Nivel de Grado-** Promoción de Kínder y de 8vo grado tendrán sus celebraciones.
- **Actualización de la Mesa Directiva-** No hay actualizaciones por ahora.
- **Balance del Concilio de padres-** El concilio de padres compartió su balance.
- **Serie de talleres para padres contra el racismo-** La interseccionalidad: todos o ninguno de nosotros, la inmigración también es un problema de los negros. El miércoles, 16 de junio tendremos nuestro último, 4 de 4, taller de anti-racismo.
- **Misceláneo/Recordatorios/Preguntas-** Se les anima a los padres a visitar la página web y escribir en Lo que se/Lo que quiero saber/Comentarios. También se le anima a asistir a la Mesa Directiva que se lleva a cabo mensualmente, el último viernes del mes.

**Concilio de padres:** Nuestra siguiente reunión será programada después.

**Junta de Asociación de padres:** No hubo reunión de Asociación de Padres.



**Board Meeting Date:** June 25, 2021

**Subject:** 2020-2021 School Year: DiLe, PACT.O & Return to LAS

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

**Information:** The Language Academy of Sacramento (LAS) remains steadfast in its commitment to fulfilling our charter mission. In the midst of the Covid-19 public health crisis, LAS will continue to pursue innovative ways and means to ensure that the three charter pillars: 1) Academics, 2) Business and Operations, and 3) Governance, work efficiently and efficaciously in tandem, to address the ever-dynamic emerging needs of its constituents. During the May 28, 2021 board meeting, school leadership provided an update regarding the following items:

- Grade level span return dates
- COVID-19 student testing schedule
- Planned Kindergarten and 8<sup>th</sup> Grade Promotion Events
- Information about the [LAS COVID-19 Dashboard](#)

The following are additional updates:

- LAS celebrated Kindergarten and 8<sup>th</sup> Grade Promotion Events
- Summer School Program launched for students in rising 1<sup>st</sup>-8<sup>th</sup> grades

With the anticipated distance learning statute expiring on June 30, 2021, school leadership is awaiting clarity at the state level before making any formal announcements to staff and families. While Governor Newsom has communicated an expectation for schools to open for full-time in-person instruction in the fall, we will await direction based on the final state budget announcement and local health and safety updates. Nonetheless, LAS is positioned to be ready to open in any of the stages ranging from distance learning to full-time in-person.

Next Steps:

- Await state level announcement on June 30, 2021 regarding school reopening fall 2021.
- Continue to meet with representatives from SDPH and SCOE, as well as other school leaders to learn about best practices
- Provide progress updates to the Governing Board and community
- Continue to update the [LAS COVID-19 Dashboard](#)

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 0621221

**Pertinent Pages in**  
( ) Charter, pgs \_\_\_\_\_ ( ) Bylaws, pgs \_\_\_\_\_  
( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_



**Fecha de la reunión:** 25 de junio de 2021

**Tema:** Plan de aprendizaje a distancia de LAS (DiLe) y actualización del Plan de regreso

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

**Información:** La Academia de Idiomas de Sacramento (LAS) se mantiene firme en su compromiso de cumplir con nuestra misión de nuestro chárter. En medio de la crisis de salud pública de Covid-19, LAS continuará buscando formas y medios innovadores para garantizar que los tres pilares del chárter: 1) Académicos, 2) Negocios y operaciones, y 3) Gobernanza funcionen en conjunto de manera eficiente y eficaz, para abordar las necesidades emergentes siempre dinámicas de sus miembros. Durante la junta de la mesa directiva del 28 de mayo de 2021, el liderazgo escolar proporcionó una actualización sobre los siguientes elementos:

- Fechas de regreso a LAS de acuerdo con el nivel de grado
- Horario de exámenes para estudiantes de COVID-19
- Eventos de promoción planeados para estudiantes de Kinder y 8º
- Información sobre la página de web [LAS COVID-19 Dashboard](#)

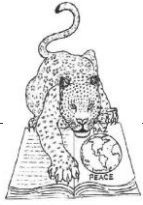
Las siguientes son actualizaciones adicionales:

- LAS celebró eventos de promoción planeados para estudiantes de Kinder y 8º
- Lanzamiento del programa de escuela de verano para estudiantes de 1º a 8º grado

Con el estatuto anticipado de aprendizaje a distancia que expira el 30 de junio de 2021, el liderazgo escolar está esperando claridad a nivel estatal antes de hacer cualquier anuncio formal al personal y las familias. Si bien el gobernador Newsom ha comunicado la expectativa de que las escuelas abran para recibir instrucción en persona a tiempo completo en el otoño, esperaremos instrucciones basadas en el anuncio final del presupuesto estatal y las actualizaciones locales de salud y seguridad. No obstante, LAS está posicionado para estar listo para abrirse en cualquiera de las etapas que van desde el aprendizaje a distancia hasta el tiempo completo en persona.

Próximos pasos:

- Espere el anuncio a nivel estatal el 30 de junio de 2021 sobre la reapertura de las escuelas en el otoño de 2021.
- Continuar reuniones con representantes de SDPH y SCOE, así como con otros líderes escolares para conocer las mejores prácticas
- Actualizar a la mesa directiva y a la comunidad sobre progreso
- Seguir actualizando la página de web [LAS COVID-19 Dashboard](#)



**Board Meeting Date:** June 25, 2021

**Subject:** LCAP Annual Update

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: June 25, 2021)
- ☒ Conference/Action
- ☐ Action

**Committee:** School Leadership

**Information:**

*Part 1: LCFF and LCAP*

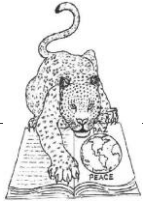
*California adopted a formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF).*

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

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

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

*On March 21, 2019, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. The recent LAS charter renewal work, which began in the Spring of 2017, involved school community reflection and involvement in the development of the Charter Mission, State Priorities and has been instrumental in the establishing the groundwork for the LCAP. Throughout the 2018-19 school year, stakeholder groups via Parent Association, Parent Council, English Learner Advisory Council, Staff Meetings, Professional Development, School Site Council Meetings, Board Committee Meetings, and Governing Board Meetings, continued to learn about, share feedback, and improve on the LAS LCAP.*



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## Part 2: Federal Funding (Title 1, Title 2 and Title 4) and Federal Addendum Plan

On an annual basis, LEAs can apply for federal funding through the consolidated application. Since its inception, LAS has received Title 1 and Title 2 funds and in addition this year, Title 4 funds. Compliance documents required for funding allocations has changed throughout the years. Last year, the state department created the federal addendum template. A recent approval of Assembly Bill No.716 on 9.18.18 states that *“Single school districts and charter schools may utilize the local control and accountability plan to serve as the SPSA, provided that the local control and accountability plan meets federal schools planning requirements and the stakeholder requirement established in subdivision (a) of Sections 52062. (Part 37, Section 5, 64001, j).* Beginning in the 2018-19 school year, LAS’s integrated LCAP and Federal Addendum serves as the School Strategic Plan/Single Plan for Student Achievement (SPSA). School funding allocation of LCFF and the federal title monies is delineated in the integrated LCAP and Federal Addendum document.

### **Attachments:**

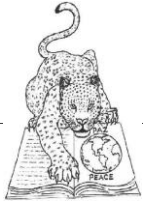
- 0) LAS LCAP Power point presentation
- 1) LAS LCAP Part1: Annual Update FY20 and FY21
- 2) LAS LCAP Part2 FY22-24 Plan
- 3) LAS LCAP Part3 Local Indicators

### **Recommendations:**

It is recommended that the LAS Board review and approve the LAS LCAP Parts 1, 2, and 3 before the required submission date of June 25, 2021.

**Estimated Time of Presentation:** 40 min  
**Submitted By:** Bersola  
**Date:** 062121

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



**Fecha de la Reunión:** 25 de junio de 2021

**Tema:** Actualizaciones anuales de LCAP

- ☐ Artículo de información
- ☐ Aprobación en la Agenda de Consentimiento
- ☐ Conferencia (solo para discutir)
- ☐ Conferencia/Primera lectura (Acción Anticipado: 25 de junio de 2021)
- ☒ Conferencia/Acción
- ☐ Acción

**Comité:** Liderazgo Escolar

**Información:**

***Parte 1: LCFF y LCAP***

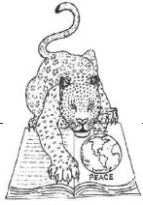
*California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).*

*Según la ley, cada distrito escolar recibe una cantidad por estudiante para fondos básicos, más fondos adicionales para aumentar o mejorar los servicios para sus Aprendices del Idioma Inglés, niños en cuidado temporal o niños de familias de bajos ingresos definidos como poblaciones de estudiantes no duplicados.*

*La mesa escolar local decidirá cómo usar mejor los fondos, con aportaciones de sus comunidades locales. La LCFF también requiere estatutos para crear un Plan de Control Local y Rendición de Cuentas (LCAP) que muestre cómo se gastará el fondo para proporcionar el programa y mejorar los resultados de los estudiantes.*

*El LCFF les brinda a los padres y a las comunidades escolares locales una oportunidad nueva e importante para participar en sus escuelas, proporcionar información y asegurar que se atiendan las necesidades de todos sus estudiantes locales.*

*El 21 de marzo de 2019, la petición de renovación de LAS fue aprobada por unanimidad por el SCUSD. El reciente trabajo de renovación de petición de LAS, que comenzó en la primavera de 2017, involucró la reflexión y participación de la comunidad escolar en el desarrollo de la Misión del Chárter, las Prioridades del Estado y ha sido fundamental para establecer las bases para el LCAP. A lo largo del año escolar 2018-19, los grupos de partes interesadas a través de la Asociación de Padres, el Concilio de Padres, el Comité Asesor para Aprendientes de Inglés, las reuniones del personal, desarrollo profesional, reuniones del Concilio de Sitio Escolar,*



A California ~~Public Schools~~ **del los Comités de la Mesa y las reuniones de la Mesa Directiva, continuaron aprendiendo acerca de, compartieron comentarios, y mejorar el LAS LCAP.**

## Parte 2: Financiamiento federal (Título 1, Título 2 y Título 4) y Plan de adenda federal

Anualmente, los LEA pueden solicitar fondos federales a través de la aplicación consolidada. Desde su inicio, LAS ha recibido fondos de Título 1 y Título 2 y, además, este año, fondos de Título 4. Los documentos de cumplimiento requeridos para las asignaciones de fondos han cambiado a lo largo de los años. El año pasado, el departamento de estado creó el formato de adenda federal. Una aprobación reciente del Proyecto de Ley de la Asamblea No. 716 en 9.18.18 establece que “los distritos escolares únicos y las escuelas autónomas pueden utilizar el plan de control y responsabilidad local para servir como SPSA, siempre que el plan de control y responsabilidad local cumpla con los requisitos de planificación de las escuelas federales y el requisito de las partes interesadas establecido en la subdivisión (a) de las Secciones 52062. (Parte 37, Sección 5, 64001, j). A partir del año escolar 2018-19, el LCAP integrado y el Adenda Federal de LAS sirven como Plan Estratégico Escolar/Plan Único para el Rendimiento Estudiantil (SPSA). La asignación de fondos escolares de la LCFF y el dinero del título federal se describe en el LCAP integrado y el documento del Adenda Federal.

### **Documentos adjuntos:**

- 0) Presentación LAS LCAP
- 1) LAS LCAP Parte 1: Actualización anual FY20 y FY21
- 2) Plan LAS LCAP Part2 FY22-24
- 3) Indicadores locales LAS LCAP Part3

### **Recomendación:**

Se recomienda que la Mesa Directiva de LAS revise y apruebe las Partes 1, 2 y 3 de LAS LCAP antes de la fecha de presentación requerida del 25 de junio de 2021.

**Tiempo estimado para la presentación:** 40 min.  
**Entregado por:** Bersola  
**Fecha:** 06.21.21

**Páginas pertinentes en:**  
( ) La constitución, páginas\_\_\_\_\_  
( ) MOU, páginas\_\_\_\_\_





**TEMA:** Misión del Chárter LAS, Prioridades Estatales, y Plan Local de Responsabilidad y Control (LCAP)  
Ciclo 1: 2014-17, Ciclo 2: 2017-2020

**QUÉ – CUÁNDO – DÓNDE:**

*PUNTO 1: Distribuir Encuestas de las Comunidades LAS*  
11 de marzo – 9 de mayo del 2019  
LAS

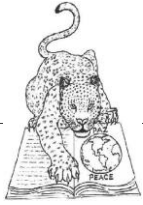
*PUNTO 2: LCAP disponible en el sitio de internet de LAS*  
No mas tardar del 10 de junio de 2019  
en el sitio web: [www.lasac.info](http://www.lasac.info)

Comunicación con los Grupos Interesados de LCAP y Fechas de Consulta 2018-2019:

| <b>Grupos Interesados</b>                                | <b>Fechas</b>                                                                           |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Reuniones de la Mesa Directiva y retiro                  | 2018: 8/31, 9/8, 9/28, 10/26, 11/30, 12/14<br>2019: 1/25, 2/22, 3/22, 5/7, 5/24, 6/21   |
| Reuniones de Concilio de Padres/Miembros Executivos      | 2018: 9/5, 10/1, 11/5, 12/3<br>2019: 1/14, 2/4, 3/4, 4/8, 5/6                           |
| Reuniones de Asociación de Padres y grupo de ELAC        | 2018: 9/12, 10/10, 11/7, 12/12<br>2019: 2/13, 3/13, 4/10, 5/8                           |
| Reunión de ELAC y Concilio del Sitio Escolar             | 2018: 11/30<br>2019: 2/26, 3/22                                                         |
| Reunión del Personal Escolar y de Desarrollo Profesional | 2018: 9/28, 10/4, 10/19, 11/9, 11/30, 12/7<br>2019: 1/18, 2/1, 2/15, 3/8, 4/5, 5/3, 6/4 |
| Reunión del Comité CDT                                   | 2018: 9/6, 10/4, 11/1, 12/6<br>2019: 2/7, 3/7, 4/4, 5/2, 6/6                            |

*PUNTO 3: Audiencia Pública de LAS*  
*Comentarios públicos son bienvenidos en todas las juntas de la mesa directiva*  
martes, 28 de mayo de 2019 y 21 de junio de 2019 @ 5:30PM  
LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826

Para más información llame al: 916.277.7137



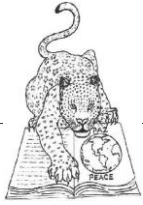
# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

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| <b>FY19 LAS Stakeholder Voices</b>                |                                                                                                                                                                                                                                                                      |                                               |                                                                                                                                              |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b># de Declaraciones:<br/>YO SÉ</b>              | <b>YO SÉ</b>                                                                                                                                                                                                                                                         | <b># de Declaraciones:<br/>QUISIERA SABER</b> | <b>QUISIERA SABER</b>                                                                                                                        |
| <b>Junta de Concilio de Padres 9.10.18</b>        |                                                                                                                                                                                                                                                                      |                                               |                                                                                                                                              |
| 1                                                 | 2018/2019- Año de renovación del chárter (15años)                                                                                                                                                                                                                    | 1                                             | Revisa la póliza federal en la pagina 21 en el manual de padres                                                                              |
| 2                                                 | el manual de padres es requerimiento federal                                                                                                                                                                                                                         | 2                                             | CAASPP- ¿Qué es DF3 o DFM?                                                                                                                   |
| 3                                                 | Todos los documentos están disponibles en lasac.info                                                                                                                                                                                                                 | 3                                             | ¿Podemos juntarnos respecto a los resultados de los exámenes de mis hijos?                                                                   |
| 4                                                 | Gracias muy informativo                                                                                                                                                                                                                                              | 4                                             | ¿Dónde puede ver o encontrar el reporte Estatal o "CA Dashboard" (Tablero de CA)?                                                            |
| 5                                                 | aprendí - fondos estatales y federales                                                                                                                                                                                                                               | 5                                             | ¿Qué pueden hacer los padres para ayudar a mejorar el puntaje de 3-7 en "ELA" (Artes del Lenguaje Inglés) y en matemáticas?                  |
| 6                                                 | aprendí nuestro presupuesto                                                                                                                                                                                                                                          | 6                                             | A mi me gustan las graficas- ¿Podrías compartirlas? ¿Correo electrónico?                                                                     |
| 7                                                 | siguiente año = aniversario de 20 años                                                                                                                                                                                                                               | 7                                             | Me gustaría saber más acerca del porcentaje de matemáticas. como podemos mejorar estas metas.                                                |
| 8                                                 | podemos comenzar a comparar puntuaciones en el 8vo grado                                                                                                                                                                                                             | 8                                             | pagina 21 m. de padres                                                                                                                       |
| 9                                                 | quiero saver si es posible si puede aser una JunTa para conoser los de la JunTa direcTiva para conoserlos aTodas porque no conosemos a muchos me gusTaria que pudieran aserlo Gracias                                                                                | 9                                             | necesitamos un plan para el estado o federal                                                                                                 |
| 10                                                | me gustaria una junta de padres con todas las Maestras y gente empleados de la escuela para que todos los padres los conozcamos y sepamos que hacen.                                                                                                                 | 10                                            | este año completamos 15 años                                                                                                                 |
| 11                                                | Quisiera saber si las personas que estan en la oficina estan capacitadas para ese puesto ya que en lo personal conmigo han tenido más de un error delicado                                                                                                           | 11                                            | el chárter es cada 5 años.                                                                                                                   |
| 12                                                | Tambien si la cafeteria tiene un horario muy corto ya que es muy tarde y muy poco tiempo para que los niños desayunen, la cafeteria esta demaciado "sucía" ami me gustaria saber quien son los encargados de mantenerla limpia y su hora de habrir Para el desayuno. | 12                                            | más del "LCAP" (Plan de Control Local y Rendición de Cuentas)                                                                                |
| <b>Junta de Asociación de Padres 9.12.18 A.M.</b> |                                                                                                                                                                                                                                                                      |                                               |                                                                                                                                              |
| 14                                                | Es buen idea que los padres les den el apoyo a sus hijo, darles atención, quitarles la tecnologia (telefono, tableta, etc.)                                                                                                                                          | 14                                            | como se gasta el dinero del estado/federal. comprendiendo las puntuaciones- y por que son lo que son .                                       |
| 15                                                | El distrito estará viendo puntuaciones acumuladas                                                                                                                                                                                                                    | 15                                            | yo quisiera saver si es posible saver si pasara la propuesta que se presento oy aserca de los eventos presentada bueno si es posible Gracias |
| 16                                                | El chárter necesita que ser renovado cada 5 años                                                                                                                                                                                                                     | 16                                            | el lenguaje de la presentación es difilic de entender.                                                                                       |



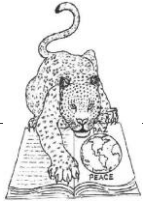
# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

### A California Public School

|                                                     |                                                                                                                   |    |                                                                                                                                                        |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17                                                  | El estado necesita que entender que nuestra escuela es bilingüe                                                   | 17 | me gustaria que el evento de Madres/Padres se hubiera votado hoy.                                                                                      |
| 18                                                  | Se renova el permiso de la escuela cada 5 años                                                                    | 18 | me gustaria ver una junta con todos los representantes del concilio para que todos los padres los conozcan.                                            |
| 19                                                  | el examen es en Ingles aunque a los niños les enseñan en 2 idiomas                                                | 19 | Si los maestros de ASES estan capacitados para ese puesto .                                                                                            |
| 20                                                  | Que la escuela tiene un porcentaje bajo rendimiento academico.                                                    | 20 | las 2 señoritas que estan en la oficina no estan lo suficientemente capacitadas ya que no saben dar nada bien informes tanto por telefono y personal.  |
| 21                                                  | Se de la participación de padres, tamaños de clases, maestros estudiantiles.                                      | 21 | Mi hijo esta perdiendo mucho tiempo en aprender ya que a tenido puro sustitutos y eso no les ayuda nada al contrario se desanibelan.                   |
| 22                                                  | podemos ayudar con tarea de matemáticas en los primeros años                                                      | 22 | ami me gustaria que en una junta se presentaran todos los representantes del concilio de padres ya que muchos no los conosco en persona.               |
| 23                                                  | Hay recursos como la Academia Khan para ayudar con matemáticas                                                    | 23 | Me gustaria mucho que aprobaran el proyecto de los eventos que se quieren realizar 1 vez al mes "Club de Padres"                                       |
| <b>Junta de Asociación de Padres 9.12.2018 P.M.</b> |                                                                                                                   |    |                                                                                                                                                        |
| 25                                                  | El estacionamiento es frustrante. Nunca hay suficiente estacionamiento en el plantel.                             | 25 | Podriamos ofrecer apoyo de matemáticas aún en casa                                                                                                     |
| 26                                                  | Que somos una escuela bilingue                                                                                    | 26 | Investigar en algunas alternativas para mejorar las puntuaciones de matemáticas                                                                        |
| 27                                                  | Que es una escuela autonoma                                                                                       | 27 | Posiblemente tener una clase de enriquecimiento enfocada en matemáticas                                                                                |
| 28                                                  | Que somos una pequeña comunidad escolar y nos sentimos como una familia                                           | 28 | Tener más talleres de padres para aprender como apoyar a nuestros hijos                                                                                |
| 29                                                  | Tiene muchas actividades escolares                                                                                | 29 | ¿Por que es importante saber acerca de los resultados de las pruebas?                                                                                  |
| 30                                                  | Que es una muy buena escuela.                                                                                     | 30 | Posibilidades de Aprobacion de Renovación.                                                                                                             |
| 31                                                  | Que han logrado muchas metas con muchos estudiantes.                                                              | 31 | como navegar y buscar libros al nivel de mi hijo-en libreria o por la internet.                                                                        |
| 32                                                  | El graduarse y ser bilingues abre muchas puertas ya sea en universidades como en trabajos.                        | 32 | puede ver una manera de tener mas ferias/eventos de lectura para los niños/estudiantes para que se puedan motivar mas a leer.                          |
| <b>Junta de Asociación de Padres 9-12-18 P.M.</b>   |                                                                                                                   |    |                                                                                                                                                        |
| 34                                                  | LAS tiene 15 años y esta aplicando para renovar su chárter (cada 5 años)                                          | 34 | Animar a los estudiantes para que participen en forma regular y demostrar enfrente de una audiencia grande para subir su confianza y dejar la timidez. |
| 35                                                  | Preocupado acerca de los resultados de matemáticas, pero estoy confundida de cuál es la tendencia para el cohorte | 35 | Desanimar a la gente de UCD para que se estacione enfrente de la calle. Se podra poner un limite de 2 horas en el otro lado de la calle.               |
| 36                                                  | Las puntuaciones de inglés mejoraron en cada grado                                                                | 36 | un cerco en medio de las lineas de bajar a los estudiantes podría acelerar el bajar a los estudiantes a la hora pico                                   |
| 37                                                  | tenemos más de 700 estudiantes en la lista de espera y 604 estudiantes matriculados                               | 37 | explicarnos los resultados de los exámenes estatales CAASPP                                                                                            |



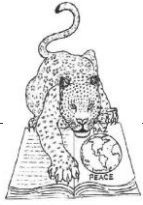
# Academia de Idiomas de Sacramento

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|                                                   |                                                                              |    |                                                                                                                                                                                                                                                    |
|---------------------------------------------------|------------------------------------------------------------------------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 38                                                | La instrucción de en Inglés de matemáticas comienza en el 5to grado          | 38 | Como preparan a los niños para los exámenes estatales.                                                                                                                                                                                             |
| 39                                                | Ayuda en Matemáticas                                                         | 39 | Como ayudan a los niños que tienen nivel bajo académico                                                                                                                                                                                            |
| 40                                                | se necesita la ayuda en matemáticas para nuestros estudiantes                | 40 | ¿Son difíciles los Estándares Estatales Básicos Comunes? ¿Podré ayudarles con su tarea cuando ellos crezcan?                                                                                                                                       |
| 41                                                | ¿qué podemos hacer para ayudar a que nuestros estudiantes mejoren?           | 41 | Sorprendida que la escuela en general tenga problemas de rendimiento en matemáticas.                                                                                                                                                               |
| 42                                                | ahora tenemos la renovación cada 5 años                                      | 42 | ¿Por que los estudiantes pierden su recreo? Debería haber otras consecuencias. Estar de acuerdo en otra forma de disciplina. También ocurre en el programa de ASES.                                                                                |
| 43                                                | las puntuaciones de matemáticas están bajas                                  | 43 | ¿Tal vez deberíamos tener tutoría de matemáticas?                                                                                                                                                                                                  |
| 44                                                | "ELA" (Artes del Lenguaje Inglés) comienza en el 3er grado                   | 44 | ¿Podríamos aumentar los minutos de matemáticas?                                                                                                                                                                                                    |
| 45                                                | Todos los exámenes son realizados en Inglés                                  | 45 | ¿Tenemos un bajo en matemáticas en un grado en particular?                                                                                                                                                                                         |
| 46                                                | No hace mucho tiempo que comenzarán los Estándares Estatales Básicos Comunes | 46 | ¿Aún se enseña letra cursiva?                                                                                                                                                                                                                      |
| 47                                                | Fondos Federales y Estatales                                                 | 47 | ¿Podrían tener los estudiantes bolas de estrés disponibles?                                                                                                                                                                                        |
| 48                                                | Aprendimos que la escuela cumple 15 años.                                    | 48 | Si en medio año podemos saber como estamos en matemáticas                                                                                                                                                                                          |
| 49                                                | La escuela es popular.                                                       | 49 | Que hacer para mejorar el porcentaje de matemáticas                                                                                                                                                                                                |
| 50                                                | Conocimos que hay 605 estudiantes.                                           | 50 | si se puede mejorar o ser Flexible con las actividades escolares                                                                                                                                                                                   |
| 51                                                | 700 niños en espera                                                          | 51 | Ampliar el horario o tiempo de comida porque se ha observado que muchos niños no alcanzan a comer porque tienen muy poquito tiempo.                                                                                                                |
| 52                                                | El grado que comienza aprender segundo idioma que es 3er.                    | 52 | Como podemos trabajar en equipo para mejorar o ampliar el estacionamiento                                                                                                                                                                          |
| 53                                                | El porcentaje Estándares Estatales Básicos Comunes                           | 53 | Si nos podran dar algunas técnicas para ayudar a nuestros hijos a mejorar su rendimiento.                                                                                                                                                          |
|                                                   |                                                                              | 54 | Que nos hagan saber el comportamiento de nuestros hijos                                                                                                                                                                                            |
|                                                   |                                                                              | 55 | Que hace la escuela como tal para hacerla un lugar seguro y evitar que algun desalmado inconciente nos pueda sorprender. mencionamos esto por tantos casos que se han visto en otros estados u otras escuelas de atentados contra los estudiantes. |
| <b>Junta de Asociación de Padres 9.12.18 P.M.</b> |                                                                              |    |                                                                                                                                                                                                                                                    |
|                                                   |                                                                              | 57 | me gustaría hablar con los estudiantes previos de LAS para saber como ha sido su experiencia                                                                                                                                                       |
|                                                   |                                                                              | 58 | me gustaría información acerca de los resultados( %graduados de la preparatoria, % que fue al colegio) para los graduados de La Academia.                                                                                                          |
|                                                   |                                                                              | 59 | información comparable a las escuelas cercanas                                                                                                                                                                                                     |
|                                                   |                                                                              | 60 | Como pueden ayudar los padres con la tarea de matemáticas cuando no saben                                                                                                                                                                          |
|                                                   |                                                                              | 61 | Como es que la tarea esta ayudando a los estudiantes                                                                                                                                                                                               |



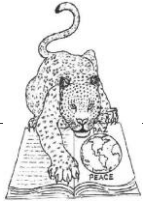
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|  |  |    |                                                                                                                                                |
|--|--|----|------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | 62 | como pueden los padres obtener ayuda con la tarea de los estudiantes si no tienen las habilidades en matemáticas                               |
|  |  | 63 | ¿historicamente cuales an sido nuestras tendencias?<br>¿Que hemos hecho para mejorar las puntuaciones?                                         |
|  |  | 64 | Como Mejor que los niños Aprendan la lectura mejor ahorita estan muy bajos en eso apesar de las intervenciones.                                |
|  |  | 65 | ¿Como (los padres) saben que los comentarios se contestan en el web? Padres no saben como meterse web. necesitan copias de respuestas.         |
|  |  | 66 | an hecho exámenes similares en español o esto se podría hacer para comparar datos.                                                             |
|  |  | 67 | Abogar por competencia lingüística                                                                                                             |
|  |  | 68 | Interesado en ver el éxito de los estudiantes de LAS una vez que se gradúan.                                                                   |
|  |  | 69 | hablar con los padres acerca de firmar la forma de Liberación de información para poder alcanzar a los estudiantes y ver como les está llendo. |
|  |  | 70 | Como podemos ayudar para mejorar el resultado.                                                                                                 |
|  |  | 71 | Como ayudar a los niños que solo hablan ingles                                                                                                 |



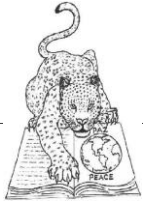
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| Voces de los Grupos Interesados de LCAP de LAS 2017-2018 |                                                                                                          |                                                                                                                                                                |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                          | KNOW                                                                                                     | WANT TO KNOW                                                                                                                                                   |
| <b>Reunión de Concilio de Padres 10.05.17</b>            |                                                                                                          |                                                                                                                                                                |
|                                                          | Planear para poder remover la constitución                                                               | ¿Quién es responsable?                                                                                                                                         |
|                                                          | Puede ser revocado (estatus de la constitución)                                                          | ¿Cómo puede ayudar el concilio de padres a mejorar?                                                                                                            |
|                                                          | Basado en requisitos de desempeño determinados por la Mesa Directiva e impuestos por el distrito escolar | ¿Cuál es el papel de los miembros de la Mesa Directiva?                                                                                                        |
|                                                          | LAS está mejorando cada año y está en camino a la renovación                                             | ¿Quién crea las preguntas de la encuesta?                                                                                                                      |
|                                                          | Cada 5 años se renueva el charter                                                                        | ¿Es un ejercicio efectivo?                                                                                                                                     |
|                                                          | Fondos vienen del sistema federal y estatal                                                              | ¿Qué beneficios tenemos como escuela independiente constitucional?                                                                                             |
|                                                          | Renovar cada año                                                                                         | Si la petición de renovación no es renovada, ¿Se puede hacer una apelación?                                                                                    |
|                                                          | metas y progreso                                                                                         | ¿Qué es el apéndice de LEA?                                                                                                                                    |
|                                                          | Escrito con la aportación de padres, maestros, personal, etc.                                            | ¿Qué pasa si las metas de LCAP no son logradas?                                                                                                                |
|                                                          | El bebé de TJ!                                                                                           | ¿Quién escribe la constitución?                                                                                                                                |
|                                                          | Nada!                                                                                                    | ¿LCAP?                                                                                                                                                         |
|                                                          | Es una constitución                                                                                      | Si la constitución no es renovada, ¿que pasa?                                                                                                                  |
|                                                          | Renovación cada 5 años                                                                                   |                                                                                                                                                                |
|                                                          | Fondos del estado y federal                                                                              |                                                                                                                                                                |
|                                                          | LCAP                                                                                                     |                                                                                                                                                                |
| <b>Reunión de Asociacion de padres 10.11.17</b>          |                                                                                                          |                                                                                                                                                                |
|                                                          | Tenían conocimiento de la renovación de los fondos federales y estatales                                 | Mayor información sobre la participación para elecciones de representantes.                                                                                    |
|                                                          | LCAP cada año                                                                                            | Si se puede anexas dentro de la información en noche de regreso a clases el gran apoyo que se requiere de los padres para el logro de las metas de la escuela. |
|                                                          | Constitución cada 5                                                                                      | ¿Bocadillos saludables durante el recreo? Mucha azúcar                                                                                                         |
|                                                          | LCAP proviene los fondos 85%                                                                             | Ventas por nivel de grado                                                                                                                                      |
|                                                          | Metas para padres                                                                                        | Vasos de fruta, voluntarios                                                                                                                                    |
|                                                          | Metas para padres                                                                                        | Mandar mensajes de la oficina sobre las boletas                                                                                                                |
|                                                          | Metas para maestros                                                                                      | Se necesita traer a mas familias a las reuniones                                                                                                               |
|                                                          | Metas para maestros                                                                                      | ¿Almuerzos saludables?                                                                                                                                         |
|                                                          | Renovar cada 5 años                                                                                      | ¿Cómo podemos enviar mas información a los padres? Adjunto al boletín                                                                                          |
|                                                          | \$ - estatal, federal                                                                                    | Beneficios de ser parte de un charter v.s. publico                                                                                                             |
|                                                          | metas académicas que lograr                                                                              | ¿Que pasa si no nos renueven el charter?                                                                                                                       |
|                                                          | Que el documento se renueva cada 5 años.                                                                 | ¿Come se compara nuestro nivel académico con las otras escuelas locales or en todo el estado?                                                                  |
|                                                          | El dinero viene del federal y el estado.                                                                 | ¿Que tipo de plan escolar tenemos?                                                                                                                             |
|                                                          | Mensajes de texto y correos electrónicos                                                                 | Cuales son las metas para el futuro?                                                                                                                           |



# Academia de Idiomas de Sacramento

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|                                                |                                                                                                                                      |                                                                                                                                 |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                                                | <i>Ambos son convenientes</i>                                                                                                        | <i>¿Para mensajes de voz, podemos tener un botón para repetir?</i>                                                              |
|                                                | <i>Correos de voz no lo son</i>                                                                                                      | <i>¿Para mensajes de voz, podemos tener un botón para repetir?</i>                                                              |
|                                                | <i>Como padres necesitamos saber las necesidades de nuestra escuela para que los voluntarios puedan elegir como o con que ayudar</i> | <i>Se necesita actualizar el calendario en el sitio de Internet</i>                                                             |
|                                                | <i>Se necesita mas anuncios para padres</i>                                                                                          | <i>Se necesita actualizar el calendario en el sitio de Internet</i>                                                             |
|                                                | <i>Se necesita un cuarto/espacio para padres</i>                                                                                     | <i>Tener cuidado infantil durante las reuniones</i>                                                                             |
|                                                |                                                                                                                                      | <i>Nominaciones de padres necesitan ser mas organizadas. Los procedimientos de concilio de padres necesitan ser explicados.</i> |
|                                                |                                                                                                                                      | <i>Se necesitan mas voluntarios</i>                                                                                             |
| <b>Reunión de Asociacion de padres 11.8.17</b> |                                                                                                                                      |                                                                                                                                 |
|                                                | <i>Sabemos que la escuela está haciendo un buen trabajo académicamente.</i>                                                          | <i>Queremos saber sobre el proceso de candidatura al Concilio de padres, la Mesa directiva, etc.</i>                            |
|                                                | <i>Tenemos buena participación de padres, pero puede mejorar.</i>                                                                    | <i>Como la escuela está tratando problemas de comportamiento, como el acoso durante clases y durante ASES.</i>                  |
|                                                | <i>Tenemos un ambiente estable para estudiantes, sin problemas sociales extremos.</i>                                                | <i>La escuela sigue a sus estudiantes una vez que se graduan del octavo grado?</i>                                              |
|                                                | <i>RFEPS (estudiantes redesignados) - Para el octavo grado, tienen mejores niveles que el distrito.</i>                              | <i>Están los resultados en el Internet?</i>                                                                                     |
|                                                | <i>La escuela es buena</i>                                                                                                           | <i>¿Cómo podemos hacer que más padres sepan estos resultados?</i>                                                               |
|                                                | <i>Han logrado las metas</i>                                                                                                         | <i>¿Podemos mandarlo en el boletín?</i>                                                                                         |
|                                                | <i>Nivel más que el distrito y el estado</i>                                                                                         | <i>¿Los grados menores usan tecnología?</i>                                                                                     |
|                                                | <i>Los grados mayores usan mucha tecnología</i>                                                                                      | <i>¿Cómo es el nuevo examen para aprendices de inglés?</i>                                                                      |
|                                                | <i>Que la escuela LAS tiene un buen nivel académico.</i>                                                                             | <i>Información para consejería.</i>                                                                                             |
|                                                | <i>Hay padres de familia que nos representan.</i>                                                                                    | <i>Información de la estructura de la escuela. (Adquirir información).</i>                                                      |
|                                                | <i>Hay poca diversidad de estudiantes.</i>                                                                                           | <i>Estan pensando en hacer una high school?</i>                                                                                 |
|                                                | <i>Los dos grupos en los que se elige son: La mesa directiva y el Concilio de Padres.</i>                                            |                                                                                                                                 |
|                                                | <i>Que LAS rebasó el promedio estatal.</i>                                                                                           |                                                                                                                                 |
|                                                | <i>Sabemos que la escuela está haciendo un buen trabajo académicamente.</i>                                                          | <i>Queremos saber sobre el proceso de candidatura al Concilio de padres, la Mesa directiva, etc.</i>                            |
|                                                | <i>Tenemos buena participación de padres, pero puede mejorar.</i>                                                                    | <i>Como la escuela está tratando problemas de comportamiento, como el acoso durante clases y durante ASES.</i>                  |
|                                                | <i>Tenemos un ambiente estable para estudiantes, sin problemas sociales extremos.</i>                                                | <i>La escuela sigue a sus estudiantes una vez que se graduan del octavo grado?</i>                                              |
|                                                | <i>RFEPS (estudiantes redesignados) - Para el octavo grado, tienen mejores niveles que el distrito.</i>                              | <i>Están los resultados en el Internet?</i>                                                                                     |
|                                                | <i>La escuela es buena</i>                                                                                                           | <i>¿Cómo podemos hacer que más padres sepan estos resultados?</i>                                                               |
|                                                | <i>Han logrado las metas</i>                                                                                                         | <i>¿Podemos mandarlo en el boletín?</i>                                                                                         |
|                                                | <i>Nivel más que el distrito y el estado</i>                                                                                         | <i>¿Los grados menores usan tecnología?</i>                                                                                     |

**Annual Update for Developing the 2021-22 Local Control and Accountability Plan: PART 1** (Draft v052621 3PM)

**Annual Update for the 2019–20 Local Control and Accountability Plan Year**

| Local Educational Agency (LEA) Name      | Contact Name and Title                              | Email and Phone                                                              |
|------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------|
| The Language Academy of Sacramento (LAS) | Teejay Bersola<br>Director, Academic Accountability | <a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a><br>916.277.7137 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

**Goal 1**

|                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New Goal <b>This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</b>                                                                                                                                                                                                           |
| <b>Goal 1: ACADEMIC PERFORMANCE - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</b> |

State and/or Local Priorities addressed by this goal:

|                                                                                                                                                                                                                                                    |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| State Priorities: [List State Priorities Here] State Priorities: <b>1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; 5) Pupil Engagement; 6) School Climate; 7) Course Access; 8) Other Student Outcomes</b> | <b>4)</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|

**Annual Measurable Outcomes**

| Expected | Actual |
|----------|--------|
|          |        |



| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Actual                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ELA</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA:</u></p> <p><u>G3.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A</u> All Students: 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</p> <p><u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p> | <p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> <p>G3.3 To be redefined by SPED Team for FY22-24</p> |

| Expected                                                                                                                                                                                     | Actual                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| SLA<br>EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level<br>Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score | FY20 No SBAC Data due to C19 closure<br><br>FY20 No LAS Data due to C19 closure |

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| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Actual                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MATH</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math-</u> New; First year implementation. LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u></p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p> | <p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> <p>G4.3 To be redefined by SPED Team for FY22-24</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actual                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p>ELL</p> <p>External Accountability:</p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Internal Accountability:</p> <p>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 year reading assessment data</p> <p>G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p> | <p>FY20 No SBAC Data due to C19 closure</p> <p>FY20 No LAS Data due to C19 closure</p> |

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| Planned<br>Action/Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Budgeted<br>Expenditures                                                                                                               | Actual<br>Expenditures                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p> | <p>\$ 4,154,938;</p> <p>Title 1: \$116,081 (OC:1100); \$5,600 (OC:1101); \$17,220 (OC:1920) and</p> <p>Title 2: \$15,000 (OC:5863)</p> | <p>FY20:<br/>OC 1000-3000, 5000 series<br/>\$4,061,305<br/>EPA, SPED, LCFF, Title 1 &amp; 2</p> <p>FY21:<br/>OC 1000-3000, 5000 series<br/>\$4,621,648<br/>EPA, SPED, LCFF, Title 1 &amp; 2</p> |
| <p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Continue administration of Gr8 diagnostic College Board exams in Spanish</p>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                        |                                                                                                                                                                                                 |
| <p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>                                                                                                     |                                                                                                                                        |                                                                                                                                                                                                 |

|                                                                                                                                                                                                                       |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| ELL                                                                                                                                                                                                                   |  |  |
| Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators                                                 |  |  |
| Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed                                                                                                |  |  |
| All core subjects instruction are based on Common Core State Standards                                                                                                                                                |  |  |
| Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials                                                                 |  |  |
| School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners. |  |  |
| Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session                                                             |  |  |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 1 is about Academic Performance and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of the administration of the College Board Spanish SAT and AP practice tests, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. Teaching and learning: assessment (state and schoolwide) and evaluation, have changed dramatically and overall, have presented insurmountable demand of preparation time and effort from all stakeholders. Fortunately, LAS works well as a collective and has embedded cultural habits of collaboration in a cooperative working environment. Together, via the LAS PACT.O Agreement (Progress, Attendance, Communication, Teamwork, and Opportunities), LAS is successfully navigating the interruption caused by the COVID-19 global pandemic. As of April 2021, student attendance is remains high at 97% with chronic

absenteeism at about 3%. LAS will continue to research and analyze the ramifications of the schooling interruptions of students during the FY21 school year and design programs the would be focused on learning recovery both academically and social-emotionally.

## Goal 2

|                                                                                               |                                                                                                                                  |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| New Goal                                                                                      | <b>This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</b> |
| <b>Goal 2: ACADEMIC ENGAGEMENT – LAS G1. Low Chronic Absenteeism and High Attendance Rate</b> |                                                                                                                                  |

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; **5) Pupil Engagement;** 6) School Climate; **7) Course Access;** 8) Other Student Outcomes

## Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                                                                                                                      | Actual                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% (<i>Annual middle school dropout rate</i>)</p> | <p>G1.0 and 1.1 Goals met: 96% for FY20 (Ending on March13, 2020 due to C19 closure)</p> <p>Goals met for Chronic Absenteeism rates and Middle school dropout rate</p> |



## Actions / Services

| Planned Action/Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Budgeted Expenditures          | Actual Expenditures                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas</p> | \$ 542,744 (Codes: 2000, 5000) | <p>FY20:<br/>OC 2000, 5000 series<br/>\$302,619<br/>LCFF, SPED</p> <p>FY21:<br/>OC 2000, 5000 series<br/>\$364,942<br/>LCFF, SPED</p> |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LAS Goal 2 is about Academic Engagement and the drivers for this goal's trajectory is the LAS staff: certificated and classified personnel. With the exception of replacing meeting venues from live, in-person gatherings to majority being ZOOM meetings, all services and actions were implemented either in distance learning, in-person, or hybrid scenarios.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LAS continues to be vigilant in checking via its stakeholders surveys: students, families, and staff, as it designs teaching and learning scenarios in the context of unpredictable COVID-19 pandemic. Keenly aware of the importance of social-emotional well-being and

sense of connection, LAS staff continued with focus its MTSS, IPT to reengage students as well as various family outreach via Parent as Partners and Anti-Racism workshops during the year. All parent governing bodies continued to meet, setting and implementing goals for the school.

### Goal 3

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

**Goal 3: CONDITIONS AND CLIMATE – LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey**

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here] State Priorities: 1. **Basic**; 2. Implementation of Standards; 3. **Parent Involvement**; 4) **Pupil Achievement**; 5) **Pupil Engagement**; 6) **School Climate**; 7) Course Access; 8) Other Student Outcomes

### Annual Measurable Outcomes

| Expected                                                                                                                              | Actual                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| G2.0 Suspension rate lower than 2%                                                                                                    |                                                                                         |
| G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.                                | No Data for FY20 due to C19 Closure; FY21 TBD                                           |
| <i>High participation rate</i>                                                                                                        |                                                                                         |
| G6.0 Student Annual Survey Data:<br>90% or higher of students will agree with the statement, “I like my school.”                      | No Data for FY20 due to C19 Closure                                                     |
| G6.1 Family Annual Survey Data:<br>90% or higher of families will agree with the statement, “I would recommend the school to others.” | Goals met in FY2: Survey Data as of April, 2021<br>G6.0: 92%<br>G6.1: 96%<br>G6.2: 100% |
| G6.2 Staff Annual Survey Data:<br>90% or higher of staff will agree with the statement, “I would recommend the school to others.”     |                                                                                         |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                | Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Maintain or increase current data of annual total number of volunteer hours</p> <p><i>(LCAP reported items:</i></p> <p><i>Annual total number of volunteer hours)</i></p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p> | <p>No Data for FY20 due to C19 Closure</p> <p>Goals Met: FY21 Data is based on the number of Parent Association (7 mtgs), Parent Council (9 mtgs) and LAS Board (14 mtgs), via zoom. Meetings average 2-3 hrs with an average of 15-30 attendees.</p> <p>Not Met: FY21 Board Nov.2020 Election participation: 29% (Conducted when school was in full distance learning)</p> <p>Not Met: FY21 Family April Survey participation: 71% (Conducted when school was in full distance learning)</p> <p>Goal Met: All board family and community member positions are filled and represented</p> |

## Actions / Services

| Planned<br>Action/Service                                                                                                                                                                                                                                                                                                                                    | Budgeted<br>Expenditures                                                                           | Actual<br>Expenditures                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Continue high level of student engagement academically and socio-emotionally<br>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups<br>Continue close monitoring of subgroups and areas of need via MTSS process<br>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups | \$ 1,413,948;<br>Title 1: \$25,000<br>(OC:4100);<br>\$39,060<br>(OC:4200);<br>\$1,000<br>(OC:5800) | FY20:<br>OC 2000, 5000<br>series<br>\$302,619<br>LCFF, SPED<br><br>FY21:<br>OC 2000, 5000<br>series<br>\$364,942<br>LCFF, SPED |
| Continue administering stakeholder survey data annually and monitor for areas of improvement                                                                                                                                                                                                                                                                 |                                                                                                    |                                                                                                                                |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services delineated in this section were implemented to its fullest possibility given the COVID-19 school closures and consequent interruptions to teaching and learning. The data for the suspension rate seem irrelevant given that LAS's focus this year is student engagement and re-engagement, particularly during distance learning. This year, additional expenditures for staffing were allocated for expanded learning as well of establishments of in-person learning hubs as the county gave permission and made them allowable.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As mentioned earlier, the greatest challenge in the implementation of the actions/services to achieve this goal is the unpredictability of the schooling settings allowable during the global pandemic. That said, LAS remains steadfast in fulfilling its school mission and collectively, work together to adapt to the quick changes to the health and safety mandates while complying with the new legislations that dictate the requirements for schooling during the COVID-19 crisis. Overall, LAS has definitely become more sophisticated in using various communication modes to reach out to students, families, and staff, in order to get our collective work done and continue the teaching and learning integrity of the dual language program.

### Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

| Description                                                                                                                                                                                                                                                                                                             | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Covid-19 Health and Safety Materials: Health Screening Tools: Thermometers, Personal Protective Equipment: Face coverings, soap, hand sanitizer; Disinfecting Materials: Paper towels, goggles, disinfectant, spray bottles; Plexi-glass: Barriers for scenarios of 1:1 teaching/testing sessions – i.e. ELPAC Initials | 14,035               | 14,035                        | N            |
| Handwashing Stations: Additional set ups                                                                                                                                                                                                                                                                                | 40,000               | 40,000                        | Y            |
| HVAC/Air Filters in classrooms                                                                                                                                                                                                                                                                                          | 14,000               | 14,000                        | Y            |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Aside from the changes in planned versus actual timeline when these listed actions were completed, all of the above were accomplished before students arrived for hybrid schooling in the spring.

### **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The challenges for in-person instruction set up whether it is for learning hubs or for hybrid begin and end with the health and safety mitigation factors requirements (and its changing nature from the federal, state, to county) and their actual implementation. So much of the mitigation factors implementation successes rely on individual compliance and this is always difficult to predict and/or navigate at the schoolwide level. Nonetheless, LAS works well as team and have found ways and means to make coming back to school after spring break happen for students and staff.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Additional technology for DiLe: Wifi- hotspots, headsets, and laptops/devices for staff                                                                                                                                                                                                                                                                                                                                                                                                          | 170,000              | 170,000                       | Y            |
| Special Education support staff: Instructional Assistants, Psychologists, Counselor                                                                                                                                                                                                                                                                                                                                                                                                              | 215,060              | 215,060                       | Y            |
| Homeless- Identification, Outreach and Services: Expansion of efforts to ensure access to devices and connectivity, especially during living situations transitions.                                                                                                                                                                                                                                                                                                                             | 160,853              | 160,853                       | Y            |
| Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.                                                                                                       | 166,900              | 166,900                       | Y            |
| Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards –aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID. | 225,258              | 225,258                       | Y            |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All delineated planned actions and budgeted expenditures for the distance learning program continues to be implemented as planned with the exception of the line item on Homeless Outreach and Services. Although the actions and services described on this item continues, there may be some difference in the budgeted amount as written, depending on the number of actual students who qualify under the subgroup.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

LAS staff utilized the LAS PACT.O Agreement as its guide in the implementation of all actions related to the various Distance Learning Program areas: 1) Continuity of Instructions, 2) Access to Devices and Connectivity, 3) Pupil Participation and Progress, 4) Distance Learning Professional Development, 5) Staff Roles and Responsibilities, and 6) Support for Pupils with Unique Needs. By doing so, the entire staff understood the same compass and hence, parameters of our individual and collective decisions and actions and how these contributed to our work as a team. Of all the areas above, LAS's main focus at this time is understanding the learning recovery support in academics and in social-emotional well-being that students need, depending on their grade level, developmental stage, and linguistic needs and various exceptionalities. Fortunately, LAS now has an expanded way to respond to these needs and design programs for various venues: distance learning, im-person, and hybrid.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

| Description                                                                                                                                              | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| LAS Summer Programs: Online summer programs offered to various grade level students identified as needing more support                                   | 19,983               | 19,983                        | Y            |
| Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation | 15,964               | 15,964                        | Y            |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.



All delineated items for this section continue to be implemented. LAS looks forward to expanding learning recovery programs such as summer programs with the integration of funding from various sources such as the Expanded Learning Opportunities Grant (ELOG) and ESSER funds.

### **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

LAS recognizes the challenge of implementing assessments designed for in-person administration during a distance learning setting. Consequently, LAS will be implementing MAP Growth for English and Spanish Reading this spring with hope to gain a more accurate picture of the needs for learning recovery academically. Note: LAS will continue its second full year implementation of MAP Growth mathematics assessment for the same purpose mentioned above.

### **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

LAS has an established SEL daily classroom expectations school-wide. During the spring closures, teachers witnessed firsthand the crucial role of SEL in creating a safe, nurturing environment for students during distance learning. LAS recognizes that the SEL community culture of our school will help us transition to the various stages of the LAS Continuum, depending on the COVID-19 state and county measures. To date, LAS has conducted several surveys checking with families about the mental well-being of their students. Excerpt from LAS LCP regarding end-of year, Family Survey data (June, 2020) states that, *“About 52% of families noticed a change in mood or emotional state.”* As of the April, 2021 Family Survey, *“54% of families”* responded the same way. In both surveys, 71% of families stated that they *“are aware of resources for emotional support on the LAS website.”* This is an important place of trajectory for our research and work in delving more about understanding the landscape of mental health and social-emotional well-being of our students. Our work continues.

### **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Last spring, all of LAS mobilized to ensure barriers to learning engagement during distance learning that can be addressed, changed, and improved by LAS acted on. Throughout this year, all of LAS, once again, collectively responded to the needs of our students and their families to maintain engagement. The following are strategies specific to the various levels of re-engagement protocols needed with the key assumption that the underlying protocols are implemented from the foundational supports level or base of the tiered triangle: 1) Tier 1- Students with regular attendance are continued to be encouraged via positive relationships, consistent caring communication and recognition of effort, 2) Tier 2- Students with attendance gaps will receive phone calls home, email communication to families, additional support with technology access, 3) Tier 2 – Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact – Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed. There continues to be challenges in reaching particular families but LAS is determined and continues to find means and ways to outreach and reengage them.

### Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Language Academy of Sacramento (LAS) contracts nutrition services from our sponsoring district, Sacramento City Unified School District (SCUSD). This partnership has proven to be beneficial on both parties and it has created a seamless process to ensure our students who need such support is provided with consistency.

### Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section                                                                        | Description                                                                                                                                                                                              | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Multiple Areas: Academic Progress, Mental Health and Socio Emotional Wellbeing | School Psychologist: An important staff role in order to support assessment, screening, and identification of learning exceptionalities as well as in leading the LAS MTSS and IPT schoolwide processes. | 125,736              | 125,736                       | Y            |

| Section                                    | Description                                                                                                                                                                                                                                                                                                    | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| and Pupil and Family Engagement            |                                                                                                                                                                                                                                                                                                                |                      |                               |              |
| Mental Health and Socioemotional Wellbeing | Counselor and Office Staff: Focus group on the schoolwide implementation of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) program initiatives and its expansion to address distance learning. Lead in professional development on addressing trauma induced by COVID. | 250,177              | 250,177                       | Y            |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

These two additional actions are placed here because they apply for both the sections on Mental Health and Social-Emotional Well-being and Pupil and Family Engagement. Please refer to the written statements above.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There are two binding threads that have sustained our work at LAS during this challenging year: 1) Collectively understanding of our PACT.O Agreement, and 2) Constant check-ins and communication. Everything that has been accomplished thus far has been a result of individuals who have chosen to work for the good of the whole. At LAS, staff, students and families remained connected via ZOOM and made decisions on how to move forward to various stages of school re-opening stages, by “talking together” often, and for very long blocks of time via Parent Meetings, and Staff and PD Meetings.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

LAS will continue to abide by its charter petition external and internal accountability assessment and evaluation metrics. Moreover, it will implement for the first time, MAP Growth in English and Spanish Reading from Grades 3-8. The goal is that by the start of Fall 2021, LAS will have a MAP Growth baseline in Math and Reading in both languages and hence, from that point, design expanded learning opportunities for all students to begin their learning recovery in academics.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

LAS has yet to gather assessment data and conduct analysis of the impact of the actions and services identified as contributing towards meeting the increased or improved services requirement versus those that are actually implemented. As FY21 comes to an end, LAS looks forward to disaggregating various data sets such as after-school intervention program data as to compare performances of students from LAS subgroups: EL, RFEP, Latino, SED, and SWD versus those students who do not belong in such subgroups.

### **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

LAS FY19 LCAP goals are designed to mirror the CA Dashboard accountability categories: 1) Academic Performance, 2) Academic Engagement, 3) Conditions and Climate. These categories will continue to serve as an organizing framework for our new LAS FY22-24 LCAP. The LAS Learning Continuity Plan (LCP) will forever serve as our initial draft, drawing board per se, for what a hybrid schooling scenario could look like. Elements of distance learning design from the LCP will definitely be integrated in the new LCAP as it is the only logical way to now make plans for teaching and learning in the era of fragile unpredictability due to crisis of enormous magnitude such as a global pandemic.



## Local Control and Accountability Plan: PART2: LCAP (Draft v062121 7PM)

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                              | Email and Phone                                                              |
|-------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------|
| The Language Academy of Sacramento  | Teejay Bersola<br>Director, Academic Accountability | <a href="mailto:tbersola@lasac.info">tbersola@lasac.info</a><br>916.277.7137 |

### Plan Summary [FY21-22]

#### General Information

A description of the LEA, its schools, and its students.

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 611 for the 2020-21 school year. As of June 2021, there are 802 children on the LAS waiting list.

#### LAS Demographics

For 2020-21, LAS demographic data constitutes 72% Socioeconomically Disadvantaged, 43% English Learners and 12% qualifying for Special Education services. About 92% of the students are Latino, 2% Black/African Americans, 4% White, 0.7% Asian, 0.5% Filipino, and 0.3% other. Fifty-eight (58%) of the families at LAS identify Spanish as their primary language while others identify as 41% English, 0.16% Cantonese and 0.16% Russian.

#### LAS Mission

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

#### LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 17<sup>th</sup> 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.

**Two-Way Immersion  
90-10 Model**

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

**Reflections: Successes**

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

CA Dashboard Data for FY20 is not available due to COVID-19 school closure. LAS will update this section as soon as CA Dashboard Data becomes available for FY21. Moreover, LAS is still in the midst of gathering academic growth performance internal data for Math and Reading. TBD

**Reflections: Identified Need**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although final end-of-year data is not yet available, LAS has had an on-going conversation as a community as to the emerging learning recovery needs of students academically and socio-emotionally. There is definitely a need for a more efficient school wide assessment in the core subjects that can provide academic performance data with expediency and at the same time be flexible enough to be administered in-person, remotely, or hybrid. Furthermore, staff needs professional development time to learn about these assessment settings as well as its analysis and reporting elements. LAS also needs to consider expanding its teacher leadership and identifying core staff members for possible one-year special assignment positions with the intent to build leadership capacity for various components of the charter school such as learning recovery program development and opportunities. LAS' schoolwide expanded learning programs need to continue to be innovative and all -encompassing in nature, in order to address wholistically the needs of students. In FY21, LAS implemented intervention cycles and are in the midst of analyzing program efficacy and possibilities of replication for the upcoming school year.

**LCAP Highlights**

A brief overview of the LCAP, including any key features that should be emphasized.

Academics:

- Congruent to dual immersion research, and based on LAS historical data, 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 acquiring literacy in 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 completed a state of the art gymnasium and two-story structure for middle school.
- (Update) As of 2021, 100% of LAS teachers have two years or more classroom teaching experience and 87% have five or more years of teaching experience.

- As of 2021, the access to technology for students in Grades TK-8 is a 1:1 ratio.

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 recently, based on the 2021 survey, 92% 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 96% stating they would recommend the school to others (Based on 2021 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).

### Comprehensive Support and Improvement (Not Applicable to LAS)

### Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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**WHAT – WHEN - WHERE:**

*ITEM 1: LAS Community Survey Distribution*

March 23 - April 3, 2021

LAS

*ITEM 2: LCAP available on LAS Website for Feedback*

By June 11, 2021

online at: [www.lasac.info](http://www.lasac.info)

LCAP Stakeholder Outreach and Consultation Dates 2020-2021:

| Stakeholder Group                   | Date                                                                                                                  |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Governing Board Meeting and Retreat | 2020: 8/28, 9/25, 10/30, 11/20, 12/18<br>2021: 1/22, 2/27, 3/5, 3/26, 4/21, 5/28, 6/25                                |
| Parent Council Meeting/ELAC/SSC     | 2020: 9/2, 9/23, 10/14, 11/14, 12/2<br>2021: 3/11, 4/1, 5/6, 6/10                                                     |
| Parent Association Meeting          | 2020: 9/2, 9/23, 10/14, 11/4<br>2021: 1/13, 2/10, 3/1, 3/10, 4/21, 5/12                                               |
| Staff Meeting and PD Meetings       | 2020: 9/3, 9/4, 9/10, 9/17, 10/8, 10/22, 12/18<br>2021: 1/14, 1/15, 2/4, 3/5, 3/26, 4/2, 4/29, 5/13, 5/27, 6/15, 6/17 |
| CDT Committee Meeting               | 2020: 10/1, 10/2, 11/12, 11/17, 12/10<br>2021: 2/4, 3/11, 4/14, 5/6, 5/20                                             |

*ITEM 3: LAS Public Hearing*

*Public comments are welcome at all monthly*

*Governing Board Meetings*

Friday, May 28, 2021 and June 25, 2021 @ 5:30PM

LAS - 2850 49<sup>th</sup> Street, Sacramento, CA 95826

For more information call: 916.277.7137 or  
provide feedback online via the LAS Stakeholder Surveys Know/Want to Know

[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

A summary of the feedback provided by specific stakeholder groups.

TBD for the FY21 Feedback Analysis: LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for FY20 and FY21::

- 1) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relation to the school's overall budget.
- 2) A continuation from previous year, LAS LCAP advisory group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 3) As of May 2021, LAS has collected 424 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, Yr5: 50, Yr6: 29 and Yr7: 28) "What I Know" and 383 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43, Yr5: 67, Yr6: 32 and Yr7: 21) "What I Want to Know" statements. Thus far, 697 total comments have been

verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.

An emerging theme from the stakeholder comments is the area of Conditions and Climate. Families want to know how schooling will look like after a year full of uncertainties. Moreover, families are beginning to share glimpses of socio-emotional and academic concerns such as lack of practice for the target language in a more authentic way and not just via ZOOM, and decrease in overall oral participation in discussions as well as greater hesitation to take risks in using the target language for the second language learners.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Of the three main LAS LCAP and CA Dashboard categories, 1) Academic Performance and 2) Conditions and Climate related concerns dominate the FY21 stakeholder feedback. There is a consensus that students even before the pandemic need support to bridge performance gaps, particularly in reading and mathematics and even much more so after the year spent mostly learning remotely. From the teachers perspective, there is a huge gap in the subject of writing. Not only has distance learning created an enormous challenge to teach it but also to provide feedback and conduct evaluation, particularly with the primary grade students. Issues that directly affect academic performance is teacher training and readiness to adapt to the ever-changing teaching and learning scenarios, This year, teachers have been “pilots trying to fly their planes while building them.” Furthermore, the socio-emotional ramifications of experiencing a collective trauma – global pandemic, have exuberated the recovery needs of students and their families. Lastly, stakeholders continue to show concern about the overall conditions and climate of the school facility, more specifically about the implementation of the health and safety mitigation factors and the school facility’s logistical set up to ensure a high standard of hygiene and cleanliness schoolwide.

## Goals and Actions

### Goal: Academic Performance Goal 1 (AP.G1)

| Goal 1 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AP.G1  | <p>This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.</p> <p>Goal 1: ACADEMIC PERFORMANCE (AP) - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</p> |

#### An explanation of why the LEA has developed this goal.

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

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| Metric | Baseline (FY21) | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24 |
|--------|-----------------|-----------------------|-----------------------|-----------------------|-----------------------------|
|--------|-----------------|-----------------------|-----------------------|-----------------------|-----------------------------|

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|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AP.G1.3</p> <p>ELA: State SBAC and Verifiable Data MAP Growth</p> | <p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>(TBD based on FY21 data) G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><b>Internal Accountability:</b></p> <p><b>MAP Growth English Reading based on Student Growth Summary Report – Percent Met Projection (PMP) Column</b></p> <p><i>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</i></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> |  |  | <p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>(TBD based on FY21 data) G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><b>Internal Accountability:</b></p> <p><b>MAP Growth English Reading based on Student Growth Summary Report – Percent Met Projection (PMP) Column</b></p> <p><i>*(PMP = The percentage of students whose end-term RIT scores met or exceeded their individual growth projections)</i></p> <p><u>G3.21 LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 29%</p> |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



| Metric | Baseline (FY21)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p>FY21: PMP English Reading</p> <p>Gr5= Not yet available</p> <p>Gr6= 35%</p> <p>Gr7= 43%</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP English Reading for ELLs</p> <p>Gr5= Not yet available</p> <p>Gr6= 31%</p> <p>Gr7= 53%</p> <p>TBD for subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p> |                       |                       |                       | <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP English Reading</p> <p>Gr5= Not yet available</p> <p>Gr6= 35%</p> <p>Gr7= 43%</p> <p><u>G3.21B Subgroups: LAS Benchmark MAP Growth English Reading-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 40%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP English Reading for ELLs</p> <p>Gr5= Not yet available</p> <p>Gr6= 31%</p> <p>Gr7= 53%</p> <p>TBD for subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G3.31 SWD Subgroup LAS IEP</u></p> |

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|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AP.G1.3</p> <p>SLA: MAP Growth Spanish Reading</p> | <p>New Assessment: <b>MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</b></p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 24%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Spanish Reading</p> <p>Gr5= Not yet available</p> <p>Gr6= 16%</p> <p>Gr7= 19%</p> <p><u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth Spanish Reading</u>- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 20%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Spanish Reading for ELLs</p> <p>Gr5= Not yet available</p> <p>Gr6= 8%</p> <p>Gr7= 25%</p> <p>TBD for subgroups:</p> <ul style="list-style-type: none"> <li>Latino</li> </ul> |  |  | <p>New Assessment: MAP Growth Spanish Reading based on Student Growth Summary Report – <i>Percent Met Projection</i> (PMP) Column</p> <p><u>G3.21 LAS Benchmark MAP Growth Spanish Reading</u>- Baseline FY21: End of Stage 3 Gr8, PMP= 24%</p> <p><u>G3.21A</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Spanish Reading</p> <p>Gr5= Not yet available</p> <p>Gr6= 16%</p> <p>Gr7= 19%</p> <p><u>G3.21B</u> Subgroups: <u>LAS Benchmark MAP Growth Spanish Reading</u>- Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 20%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Spanish Reading for ELLs</p> <p>Gr5= Not yet available</p> <p>Gr6= 8%</p> <p>Gr7= 25%</p> <p>TBD for subgroups:</p> |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Metric | Baseline (FY21)                                                                                              | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                    |
|--------|--------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>• SED</li> <li>• SWD</li> </ul> <u>TBD G3.31 SWD Subgroup LAS IEP</u> |                       |                       |                       | <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <u>TBD G3.31 SWD Subgroup LAS IEP</u> |

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|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>AP.G1.4</p> <p>MATH: State SBAC and Verifiable Data MAP Growth Math</p> | <p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><b>Internal Accountability:</b></p> <p><b>MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column</b></p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Mathematics</p> <p>Gr5= 21%</p> <p>Gr6= 35%</p> <p>Gr7= 44%</p> |  |  | <p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><b>Internal Accountability:</b></p> <p><b>MAP Growth Mathematics Summary Report – Percent Met Projection (PMP) Column</b></p> <p><u>G4.0 LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8, PMP= 43%</p> <p><u>G4.1</u> By End of Stage 3 Gr8, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Mathematics</p> |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Metric | Baseline (FY21)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p><u>G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Mathematics for ELLs</p> <p>Gr5= 24%</p> <p>Gr6= 8%</p> <p>Gr7= 33%</p> <p>TBD for subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G4.3 SWD Subgroup LAS IEP</u></p> |                       |                       |                       | <p>Gr5= 21%</p> <p>Gr6= 35%</p> <p>Gr7= 44%</p> <p><u>G4.2 Subgroups: LAS Benchmark MAP Growth Mathematics-</u> Baseline FY21: End of Stage 3 Gr8 ELLs, PMP= 53%</p> <p>By End of Stage 3 Gr8 ELLs, cohort will show an upward trajectory from its Gr5 MAP baseline FY21.</p> <p>FY21: PMP Mathematics for ELLs</p> <p>Gr5= 24%</p> <p>Gr6= 8%</p> <p>Gr7= 33%</p> <p>TBD for subgroups:</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• SED</li> <li>• SWD</li> </ul> <p><u>TBD G4.3 SWD Subgroup LAS IEP</u></p> |

| Metric                                                                             | Baseline (FY21)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AP.G1.5<br>ELL: State SBAC, ELPAC, and Verifiable Data MAP Growth Reading and Math | <p><b>External Accountability:</b></p> <p>TBD based on FY21 Data G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p><b>Internal Accountability:</b></p> <p>G5.1 <u>LAS MAP English Reading Benchmark</u>- See above MAP Growth English Reading baseline and goal for ELLs</p> <p>G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs</p> |                       |                       |                       | <p><b>External Accountability:</b></p> <p>TBD based on FY21 Data G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p><b>Internal Accountability:</b></p> <p>G5.1 <u>LAS MAP English Reading Benchmark</u>- See above MAP Growth English Reading baseline and goal for ELLs</p> <p>G5.2 LAS MAP Math- See above MAP Growth Mathematics baseline and goal for ELLs</p> |

## Actions

Note: Based on, FY21 NWEA Assessment Summary (Illuminate Data), there is clearly a learning loss/recovery opportunity in Reading and Mathematics from the Fall to the Spring during the year. Also, there is a significant discrepancy between the overall achievement of ELLs vs. EOs and SED vs. Not SED students.

Basic Principle for Actions at LAS is to prioritize the identification and selection of significant subgroups in intervention program participation.

| Action # | Title                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total Funds                                                                          | Contributing |
|----------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| AP.G1.3a | ELA                       | <p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p> | <p>OC 1000-3000, 5000 series)<br/>\$ 5,036,019;</p> <p>EPA, SPED, LCFF , Title 1</p> | N            |
| AP.G1.4a | SLA                       | <p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Analyze SLA achievement data by schoolwide, grade level and subgroups</p>                                                                                                                                                                                                                                                                                                                                            | See above                                                                            | N            |
| AP G1.5a | MATHEMATICS               | <p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p>Analysis of schoolwide and subgroup data from MAP Math Benchmark</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>                                                                                                     | See above                                                                            | N            |
| AP.G1.6a | English Language Learners | <p>ELL</p> <p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p>                                                                                                                                                                                                                                                                                                                                  | See above                                                                            | N            |

| Action # | Title      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds                                                                           | Contributing |
|----------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------|
| AP G1.7a | Schoolwide | <p>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</p> <p>All core subjects instruction are based on Common Core State Standards</p> <p>Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials</p> <p>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.</p> <p>Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session</p> <p>Research the feasibility of establishing program teacher leaders for expanded learning opportunities and schoolwide programmatic finetuning using one-time funding for learning recovery due to school closure</p> | See detailed budget below for items that increase and improve services to ELs and SED | Y            |
|          |            | <i>Increased services: Literacy Coach and intervention</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | OC 1100, 3100-3600: \$119,761<br>LCFF, Title 1                                        | Y            |
|          |            | <i>Increased services: (One Year Only) Teacher on special assignment; release time for additional literacy coaching in middle school</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | OC 1100: \$41,000<br>LCFF, In-Person, ELOG                                            | Y            |
|          |            | <i>Increased services: (One Year Only) 3 PT Instructional Aides</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | OC 2100: \$40,000<br>LCFF, ELOG                                                       | Y            |
|          |            | <i>Increased services: Intervention Tutors (School year)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | OC 1102: \$48,716<br>LCFF, Title 4, ELOG                                              | Y            |



| Action # | Title | Description                                                                                                   | Total Funds                                                                      | Contributing |
|----------|-------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------|
|          |       | <i>Increased services: Extensive Summer School Personnel (FY22, FY23, FY24)</i>                               | OC 1920, 3300, 3500, 3600, 4355: \$103,669<br><br>LCFF, Title 1, ELOG, ESSER 2&3 | Y            |
|          |       | <i>Improved services: Professional development (ELD, GLAD, SEAL, Anti-Racism, Responsive Classrooms, SEL)</i> | OC 5210, 5215, 5220, 5305, 5863: \$89,694<br><br>LCFF, Title 1&2                 | Y            |

### Goal Analysis [FY19-20 and FY20-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Prior to COVID-19 schooling interruption, LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments, including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. Nonetheless, LAS is looking forward to analyzing the spring SBAC and MAP Growth results for the FY21 and to planning consequent actions to address emerging needs. A highlight during the FY21 year, is the collective effort to mobilize support personnel in all aspects of teaching and learning – i.e. instructional support staff and additional tutoring.

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

Major differences between budgeted expenditures and estimated actual expenditures are evident in 1) increase in staffing -particularly in instructional support -i.e, learning hubs, intervention support, 2) professional development stipends for curation of distance learning teaching and assessment portfolios and remote administration, 3) increase in digital platform needs for teaching and learning, including purchase of MAP Growth and MAP Accelerator.

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

MAP Growth Math's initial implementation was insightful in terms of the efficacy of having a flexible setting (in-person or remote) for administration and expeditious results for analysis. Consequently, LAS is expanding the use of this type of assessment.

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

A milestone realization for LAS is that our assessments need to have the flexibility for remote administration in the case of school closures. Hence, LAS has expanded MAP Growth to include English and Spanish Reading in addition to Mathematics. This decision also aligns with the charter school's required provision under AB1505 to have an additional verifiable, state approved data such as MAP Growth for charter renewal purposes.

#### Goal: Academic Engagement Goal 2 (AE.G2)

| Goal 2 | Description                                                                                                                                                                                                          |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AE.G2  | This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.<br>Goal 2: ACADEMIC ENGAGEMENT (AE) – LAS G1. Low Chronic Absenteeism and High Attendance Rate |

An explanation of why the LEA has developed this goal.

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school had a slight drop in attendance in FY19. With distance learning redefining attendance protocols in FY21, LAS is looking forward to the final analysis of how attendance has been affected due to the pandemic schooling interruption.

## Measuring and Reporting Results

| Metric                                                | Baseline (FY21)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AE.G2<br>Illuminate and<br>CALPADS Attendance<br>Data | <p>FY21: Preliminary Data Attendance Rate of 97% with 3% chronic absenteeism</p> <p>FY17 and FY18 Historical Data:</p> <p>All Students: Attendance rate Actual: 97% and 97%</p> <p>Subgroups:</p> <ol style="list-style-type: none"> <li>1) Latino: 97.4% and 97.3%</li> <li>2) EL: 97.2% and 97.2%</li> <li>3) SED: 97.2% and 97.2%</li> <li>4) SWD: 97% and 97.1%</li> </ol> <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> <li>1) Latino: 3.3%</li> <li>2) EL: 3.4%</li> <li>3) SED: 3.6%</li> <li>4) SWD: 2.7%</li> </ol> <p>Dropout for middle school at zero rate</p> |                       |                       |                       | <p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1% (<i>Annual middle school dropout rate</i>)</p> |

## Actions

| Action # | Title                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds                                                         | Contributing |
|----------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------|
| AE.G2.1a | Attendance and Reengagement Support | <p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS)</p> <p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p> <p>Continue review of annual student survey data for improvement areas</p> | <p>OC 2000 and 5000 series</p> <p>\$401,751</p> <p>SPED, LCFF</p>   | Y            |
|          | <i>ASES Program</i>                 | <i>Increased services: Continuation of ASES program</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>OC 2905, 3000 series, 4354</p> <p>\$26,039</p> <p>LCFF, ASES</p> | Y            |
|          | <i>Enrichment Program</i>           | <i>Increased services: Continuation of Enrichment program</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>OC 2905</p> <p>\$11,450</p> <p>LCFF</p>                          | Y            |
|          | <i>SEL Support</i>                  | <i>Increase services: (One Year Only) Additional 0.8 PT Counselor</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>OC 5880</p> <p>\$30,625</p> <p>LCFF, ESSER 2</p>                 | Y            |
|          |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                     |              |

## Goal Analysis [FY19-20 and FY20-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of attendance and engagement.

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

The material difference between Budgeted Expenditures and Estimated Actual Expenditures is mostly reflected on shifting allocations for in-person professional development training, fieldtrips, after-school enrichment towards an emergency response to the need to build the infrastructure for a premier distance learning teaching and learning such as ensuring personnel focused on student/family reengagement and attendance monitoring as well as additional counseling support.

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

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

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

LAS awaits direction from the state legislature about the requirements for schooling in terms of in-person vs. distance learning attendance and the gathering of attendance data overall. FY19-20 and FY20-21 have been truly unique attendance gathering settings; neither can be used for parallel comparison since both years are very different scenarios. LAS have yet to see what the next school year requirements will be for schooling in CA.

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

| Goal 3 | Description                                                                                                                                                                                                                            |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CC.G3  | This section will reflect the LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.<br>Goal 3: CONDITIONS AND CLIMATE – LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey |

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric                                 | Baseline (FY21)                                                                                                                                                                   | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                  |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| CC.G3.2<br>Illuminate and CALPADS Data | FY21 Data: 0% suspension rate<br><br>G2.0 Suspension rate lower than 2%<br>G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal. |                       |                       |                       | G2.0 Suspension rate lower than 2%<br>G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal. |

| Metric                                                                                      | Baseline (FY21)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CC.G3.6</p> <p>LAS: Stakeholder Satisfaction</p> <p>(Annual stakeholder survey data)</p> | <p>High participation rate: 90% or higher</p> <p>FY21 data: 95% Gr3-8 student participation</p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92%</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96%</p> <p>G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100%</p> |                       |                       |                       | <p>High participation rate: 90% or higher</p> <p>FY21 data: 95% Gr3-8 student participation</p> <p>G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.” FY21 data: 92%</p> <p>G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.” FY21 data: 96%</p> <p>G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.” FY21 data: 100%</p> |

| Metric                                                                                | Baseline (FY21)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 1 Outcome (FY22) | Year 2 Outcome (FY23) | Year 3 Outcome (FY24) | Desired Outcome for 2023–24                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CC.G3.7</p> <p><i>LAS: Volunteerism</i></p> <p><i>LAS: Voter participation</i></p> | <p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p> |                       |                       |                       | <p>Maintain or increase current data of annual total number of volunteer hours</p> <p>FY21 data: Not available due to COVID-19 mandates</p> <p>Maintain or increase current percentage of voter participation in governance elections</p> <p>FY21 data: 10/2020 Board election, 29% voter participation</p> <p><i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i></p> <p>Governance membership lists and representations</p> |
| <p>CC.G3.8a</p> <p><i>Local Indicator</i></p>                                         | <p>FY21: Met goal</p> <p>Maintain state expectation on Teacher Quality</p>                                                                                                                                                                                                                                                                                                                                                                                               |                       |                       |                       | <p>Maintain state expectation on Teacher Quality</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>CC.G3.8b</p> <p><i>Local Indicator</i></p>                                         | <p>FY21: Met goal</p> <p>Maintain state expectation on Instructional and Curriculum Materials</p>                                                                                                                                                                                                                                                                                                                                                                        |                       |                       |                       | <p>Maintain state expectation on Instructional and Curriculum Materials</p>                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>CC.G3.8c</p> <p><i>Local Indicator</i></p>                                         | <p>FY21: Met goal</p> <p>Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards</p>                                                                                                                                                                                                                                                                                                                                      |                       |                       |                       | <p>Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards</p>                                                                                                                                                                                                                                                                                                                                                            |



## Actions

| Action #                    | Title                                                    | Description                                                                                                                                                                                                                                                                                                                                                                     | Total Funds                                                                                        | Contributing |
|-----------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------|
| CC.G3.2a                    | AE: Low Suspension                                       | <p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p> | <p>OC 2000 and 5000 series</p> <p>\$646,593</p> <p>SPED, LCFF (duplicate from Goal2- AE.G2.1a)</p> | Y            |
| CC.G3.6a                    | AE: Survey Participation                                 | Continue administering stakeholder survey data annually and monitor for areas of improvement                                                                                                                                                                                                                                                                                    |                                                                                                    | N            |
| CC.G3.7                     | <p>LAS: Volunteerism</p> <p>LAS: Voter participation</p> | Improved services: Childcare for Parent Meetings: ELAC, SSC, Board, Parent Council, Parent Association, Parent Orientations                                                                                                                                                                                                                                                     | <p>OC 2925</p> <p>\$2,307</p> <p>LCFF, Title 1</p>                                                 | Y            |
|                             |                                                          | Improved services: Parent Trainings (Topics: Charter, LCAP, Parent Involvement, Anti-Racism, SEL)                                                                                                                                                                                                                                                                               | <p>OC 5804</p> <p>\$1,020</p> <p>LCFF, Title 1</p>                                                 | Y            |
| CC.G3.8b<br>Local Indicator | Instructional/Curriculum Materials                       | <p>Improved services: Expanded books, reference materials, library resources, educational software, computer replacements</p> <p><i>*FY21 Distance learning has illuminated the realities of the disproportional level of disadvantage that ELs and SED students and their families have in having access to learning materials.</i></p>                                        | <p>OC 4200, 4201, 4320, 4325, 4420</p> <p>\$382,800</p> <p>LCFF, In-Person, ELOG</p>               | Y            |

| Action #                           | Title                                                                    | Description                                                                                                                                                                                                                                                         | Total Funds                                  | Contributing |
|------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| CC.G3.8c<br><i>Local Indicator</i> | Facility Quality per new health and safety COVID-19 mitigation standards | Improved services: Maintain state expectation on Facility Quality per new health and safety COVID-19 mitigation standards (Supply of appropriate PPE gears and cleaning materials, printing and reproduction of health and safety protocols in English and Spanish) | OC 4315<br>\$30,000<br>LCFF, ASES, In-Person | Y            |

### Goal Analysis [FY19-20 and FY20-21]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantial difference in planned actions and actual implementation of these actions can be summed up in a single sentence: Schooling interruption and distance learning due to the global pandemic have dramatically changed the definition of suspension, parent engagement, learning conditions and basic infrastructure of facilities in distance learning and hybrid settings.

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

There is not a remarkable material difference between the Budgeted Expenditures and Estimated Actual Expenditures in this particular goal as the staff personnel stayed the same in number; however, their jobs have clearly shifted to accommodate the distance learning context that happened in FY21.

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

Base on parent participation during ZOOM meetings and orientation workshops and stakeholder survey satisfaction data, the LAS community has done an exemplary job responding efficiently and efficaciously to the incredible challenges presented to all schools this year. Although learning loss as well as decrease in student engagement are inevitable consequences of interrupted schooling due to a pandemic, LAS has created an infrastructure that can be used to build learning recovery and expanding community connections and relationships.

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

LAS at this point, is positioned for a more expansive communication process and meeting settings to ensure continued high family engagement. Moreover, LAS will continue its established high standards on facility maintenance and care as inspired by the state health and safety mitigations for COVID-19 return to school mandates.

DRAFT

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [FY2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 27%                                        | \$1,328,259.00                                                                                             |

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

*Note: Based on Preliminary FY21 NWEA Assessment Summary (Illuminate Data), there is clearly a learning loss/recovery opportunity in Reading and Mathematics from the Fall to the Spring during the year. Also, there is a significant discrepancy between the overall achievement of ELLs vs. EOs (Math % achieving average or higher): 26% vs 51% and SED vs. Not SED students (Math % achieving average or higher): 33% vs. 42%). Basic Principle for Actions at LAS is to prioritize the identification and selection of significant subgroups in intervention program participation.*

Based on SBE formula calculator, LAS's FY21 LCFF Supplemental and Concentration Grant is projected to be \$1,328,258.00. The increase in Supplemental and Concentration funds will continue to be utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6) and new for FY20, under the CA Dashboard categories of: 1) Academic Performance (AP), 2) Academic Engagement (AE), and 3) Conditions and Climate (CC).

Research (C.1) and Professional Development (C.2) LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school.

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. These recent years, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. Two years ago, LAS implemented an online math benchmark assessment to monitor student content mastery mid-year progress and

provide timely interventions, particularly those from unduplicated student groups: EL, SED, Foster Youth. This spring, LAs is expanding MAP Growth for Reading in both English and Spanish.

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

FY21 budget projection includes object codes which focus on increasing/improving services for unduplicated pupils (1000-5000 series). Below are subtotals of these object codes delineated within the three CA Dashboard categories mentioned above: 1) Academic Performance = \$442,840, 2) Academic Engagement = \$469,865, and 3) Conditions and Climate = \$416,127. Together, these subtotals amount to the estimated supplemental and concentration grant of \$1,328,832.00.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as the MAP Growth and the Developmental Reading Assessment (DRA -English) and the Evaluación de lectura (EDL - Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. Of the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 21 students for special education in the FY21, the school psychologist completed one (FY20) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 50 students referred by parents/teachers due to academic/behavior/social-emotional concerns in FY21. In addition, school psychologist along with two education specialists and school literacy coach created the LASER (Language Academy of Sacramento Essentials of Reading) focus group. The team regularly met to discuss best practices for teaching reading at a tier 1 level as well as improving intervention support for students struggling with learning how to read at the tier 2/3 level. Literacy interventions are provided to students identified via the MTSS and Intervention Progress Team (IPT) process. 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. In summary, the FY21 focus is learning recovery via: extensive academic interventions, expanded access to learning materials/devices, support in socio-emotional wellness, particularly, closing the disproportionate learning loss gap of foster youth, ELs and low-income students as preliminarily indicated in MAP Growth end-of-year results.

Tier 2 – Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact – Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed.

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, with deliberate focus on prioritizing foster youth, English Learners, and low-income students/socio-economic disadvantaged students.

## **The Language Academy of Sacramento (LAS)**

### **LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062121**

#### **OVERVIEW: Local Performance Indicator Quick Guide**

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***(Not Applicable to LAS) Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### ***(Not Applicable to LAS) Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.



## The Language Academy of Sacramento (LAS)

### LCAP Part 3: CA Dashboard Local Indicators Data and Summary v062121

#### Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

#### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

#### **Datos de Prioridad 1 de LAS:**

| <b><i>Indicador</i></b>                                                                                                                                                                                                   | <b><i>Respuesta</i></b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <ul style="list-style-type: none"><li>• <i>Número/ porcentaje de asignaciones incorrectas de maestros de aprendices de inglés, total de asignaciones incorrectas de maestros y puestos de maestros vacantes</i></li></ul> | <i>0</i>                |
| <ul style="list-style-type: none"><li>• <i>Número / porcentaje de estudiantes sin acceso a sus propias copias de materiales instructivos alineados con los estándares para usar en la escuela y en el hogar</i></li></ul> | <i>0</i>                |
| <ul style="list-style-type: none"><li>• <i>Número de casos identificados en los que las instalaciones no cumplen con el estándar de "buen estado" (incluidas deficiencias y deficiencias extremas)</i></li></ul>          | <i>0</i>                |

*Comentario adicional:*

*Hasta la fecha, el acceso a la tecnología para los estudiantes en toda la escuela es una proporción de 1:1. Todos los estudiantes tienen acceso a sus propias copias de materiales de instrucción, así como a una instrucción ejemplar con maestros calificados. A partir de 2015, LAS completó un gimnasio de última generación y una estructura de dos pisos para la escuela secundaria. A partir de 2021, el 100% de los maestros de LAS tiene dos años o más de experiencia en la enseñanza en el salón y el 87% tiene cinco o más años de experiencia en la enseñanza.*

DRAFT

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### LAS Prioridad 2 Datos y resumen:

#### **OPCIÓN 2: Herramienta de reflexión**

##### **Estándares académicos y / o marcos curriculares recientemente adoptados**

**Califique el progreso de la LEA en la provisión de aprendizaje profesional para la enseñanza según los estándares académicos recientemente adoptados y / o los marcos curriculares identificados a continuación. Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad**

| Estándares académicos                                               | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------|---|---|---|---|---|
| ELA - Estándares estatales básicos comunes para ELA                 |   |   |   |   | 5 |
| ELD (alineado con los estándares de ELA)                            |   |   | 3 |   |   |
| Matemáticas - Estándares estatales básicos comunes para matemáticas |   |   |   |   | 5 |
| Estándares de ciencia de Next Generation                            |   |   | 3 |   |   |
| Historia-Ciencias Sociales                                          |   |   | 3 |   |   |

1. **Califique el progreso de la LEA en la elaboración de materiales instructivos que estén alineados con los estándares académicos recientemente adoptados y / o los marcos curriculares identificados a continuación disponibles en todas las aulas donde se enseña la materia. Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad**

| Estándares académicos                                               | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------|---|---|---|---|---|
| ELA - Estándares estatales básicos comunes para ELA                 |   |   |   |   | 5 |
| ELD (alineado con los estándares de ELA)                            |   | 2 |   |   |   |
| Matemáticas - Estándares estatales básicos comunes para matemáticas |   |   |   |   | 5 |
| Estándares de ciencia de Next Generation                            |   | 2 |   |   |   |
| Historia-Ciencias Sociales                                          |   | 2 |   |   |   |

2. **Califique el progreso de la LEA en la implementación de pólizas o programas para apoyar al personal en la identificación de áreas en las que pueden mejorar en la entrega de instrucción alineada con los estándares académicos recientemente adoptados y / o los marcos curriculares identificados a continuación (por ejemplo, tiempo de colaboración, tutoriales enfocados en el salón, emparejamiento de maestros).**

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

| <b>Estándares académicos</b>                                               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|----------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <i>ELA - Estándares estatales básicos comunes para ELA</i>                 |          |          |          |          | 5        |
| <i>ELD (alineado con los estándares de ELA)</i>                            |          |          |          | 4        |          |
| <i>Matemáticas - Estándares estatales básicos comunes para matemáticas</i> |          |          |          |          | 5        |
| <i>Estándares de ciencia de Next Generation</i>                            |          | 2        |          |          |          |
| <i>Historia-Ciencias Sociales</i>                                          |          | 2        |          |          |          |

#### **Otros estándares académicos adoptados**

3. **Califique el progreso de la LEA en la implementación de cada uno de los siguientes estándares académicos adoptados por la junta estatal para todos los estudiantes.**

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

| <b>Estándares académicos</b>                                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---------------------------------------------------------------|----------|----------|----------|----------|----------|
| <i>Educación de carrera técnica</i>                           | 1        |          |          |          |          |
| <i>Estándares de contenido de educación para la salud</i>     |          |          | 3        |          |          |
| <i>Estándares de contenido del modelo de educación física</i> |          |          |          |          | 5        |
| <i>Artes visuales y escénicas</i>                             |          |          | 3        |          |          |
| <i>Lenguaje mundial</i>                                       |          |          |          |          | 5        |

#### **Apoyo para maestros y administradores**

4. **Califique el éxito de la LEA al participar en las siguientes actividades con maestros y administradores escolares durante el año escolar anterior (incluido el verano anterior al año escolar anterior).** Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad

| <b>Actividades</b>                                                                                                 | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <i>Identificar las necesidades de aprendizaje profesional de grupos de maestros o del personal en su conjunto.</i> |          |          |          |          | 5        |
| <i>Identificar las necesidades de aprendizaje profesional de los profesores individuales</i>                       |          |          |          |          | 5        |
| <i>Brindar apoyo a los maestros en los estándares que aún no dominan.</i>                                          |          |          |          | 4        |          |

### ***Parent and Family Engagement (LCFF Priority 3)***

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

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

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

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

For each statement in the table below:

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

### **Datos y resumen de Prioridad 3 de LAS:**

#### ***Construyendo relaciones***

*Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad*

| <b>Construyendo relaciones</b>                                                                                                                                                                                                                                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. Califique el progreso de la LEA en el desarrollo de la capacidad del personal (es decir, administradores, maestros y personal clasificado) para construir relaciones de confianza y respeto con las familias.                                                  |          |          |          |          | 5        |
| 2. Califique el progreso de la LEA en la creación de entornos acogedores para todas las familias de la comunidad.                                                                                                                                                 |          |          |          | 4        |          |
| 3. Califique el progreso de la LEA en el apoyo al personal para aprender sobre las fortalezas, culturas, idiomas y metas de cada familia para sus hijos.                                                                                                          |          |          |          |          | 5        |
| 4. Califique el progreso de la LEA en el desarrollo de múltiples oportunidades para que la LEA y las escuelas participen en una comunicación bidireccional entre familias y educadores utilizando un lenguaje que sea comprensible y accesible para las familias. |          |          |          | 4        |          |

#### **Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*Durante los cierres obligatorios de escuelas y la implementación del aprendizaje a distancia completo, LAS dependió de su relación sólida y bien establecida existente con los estudiantes y sus familias para mantener el impulso de la enseñanza y el aprendizaje. Comunicación bilingüe constante a través de: encuestas continuas, aplicación REMIND, boletines de LAS, alcance familiar diario de 360 grados para garantizar la asistencia, fechas de distribución de material regular y reuniones / orientación ZOOM para padres, las familias se sintieron bienvenidas y conectadas durante el año a pesar del contexto de aprendizaje a distancia. Las familias que necesitaban un acercamiento adicional lo recibieron junto con el MTSS / IPT y el personal administrativo y de apoyo de la oficina. Por último, LAS comenzó su implementación integral de desarrollo profesional antirracista donde el personal y las familias recibieron un taller interactivo continuo sobre el tema durante todo el año.*

## Construyendo asociaciones para los resultados de los estudiantes

Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad

| Construyendo relaciones                                                                                                                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 5. Califique el progreso de la LEA en la provisión de apoyo y aprendizaje profesional a los maestros y directores para mejorar la capacidad de la escuela para asociarse con las familias.                                                                                            |   |   |   | 4 |   |
| 6. Califique el progreso de la LEA al proporcionar a las familias información y recursos para apoyar el aprendizaje y el desarrollo de los estudiantes en el hogar.                                                                                                                   |   |   |   | 4 |   |
| 7. Califique el progreso de la LEA en la implementación de pólizas o programas para que los maestros se reúnan con las familias y los estudiantes para discutir el progreso de los estudiantes y las formas de trabajar juntos para apoyar los mejores resultados de los estudiantes. |   |   |   | 4 |   |
| 8. Califique el progreso de la LEA en el apoyo a las familias para que comprendan y ejerzan sus derechos legales y defiendan a sus propios estudiantes y a todos los estudiantes.                                                                                                     |   |   |   | 4 |   |

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*LAS se aseguró de tener un Concilio de Padres en pleno funcionamiento que revisó la Poliza de Participación de Padres durante el año y que estaba plenamente consciente de los rápidos cambios en la enseñanza y el aprendizaje según lo delineado en el acuerdo del LAS PACT.O sobre la implementación del aprendizaje a distancia. Además, LAS utilizó fondos de LLMF en el otoño para desarrollar talleres concurrentes de desarrollo profesional para maestros y padres a través del Programa Padres como Socios sobre las expectativas de los estándares de prioridad de aprendizaje*



a través de varias plataformas digitales: ZOOM, SeeSaw, Google Classroom, etc., así como la importancia del aprendizaje socioemocional y la crianza de los hijos en medio de una pandemia. Se dio prioridad a la participación de las familias, en particular aquellas en riesgo de desvinculación.

### Buscando información para la toma de decisiones

Escala de calificación (de menor a mayor): 1 - Fase de exploración e investigación; 2 - Desarrollo inicial; 3 - Implementación inicial; 4 - Implementación completa; 5 - Implementación total y sostenibilidad

| Buscando información                                                                                                                                                                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 9. Califique el progreso de la LEA en el desarrollo de la capacidad y el apoyo de los directores y el personal para involucrar a las familias de manera efectiva en los grupos asesores y en la toma de decisiones.                                                                                |   |   |   |   | 5 |
| 10. Califique el progreso de la LEA en el desarrollo de la capacidad y el apoyo de los miembros de la familia para participar de manera efectiva en grupos de asesoría y toma de decisiones.                                                                                                       |   |   |   | 4 |   |
| 11. Calificar el progreso de la LEA en brindar a todas las familias oportunidades para brindar información sobre pólizas y programas, e implementar estrategias para alcanzar y buscar información de cualquier grupo menos representado en la comunidad escolar.                                  |   |   |   | 4 |   |
| 12. Califique el progreso de la LEA en brindar oportunidades para que las familias, los maestros, los directores y los administradores del distrito trabajen juntos para planificar, diseñar, implementar y evaluar las actividades de participación familiar a nivel de la escuela y el distrito. |   |   |   |   | 5 |

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

*PARTICIPACIÓN DE LOS PADRES Y SU PAPEL EN APOYAR EL CUMPLIMIENTO DE LA MISIÓN DE LAS* Datos de la encuesta 1 (abril de 2021): 71% de las familias completaron la encuesta escolar anual. Datos de la encuesta 2 (abril de 2021): el 96% de las familias afirmaron que recomendarían la escuela a otras personas. HORARIO DE PADRES VOLUNTARIOS (cierres Pre-COVID, junio de 2018): 4930.50 horas / año con el 62% de las familias participando. ELECCIONES DE LA MESA DIRECTIVA PARTICIPACIÓN DE VOTANTES: 2014-2015: 8/2015: 69% 10/2015: 47% 2015-2016: Mejorado 5/2016: 70% 6/2016 = \* 74% (\* Registro más alto) 2016-2017: 6 / 2017 = 62% 2017-2018: 5/2018 = 57%, 2020-21: 10.2020 = \* 29% (Registro más bajo debido al cierre de COVID-19)

### **School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### **Resumen de datos de Prioridad 6 de LAS:**

*Extracto de la Actualización Anual de LAS LCAP (Aprobado por la Mesa Directiva, junio de 2021)*  
**PARTICIPACIÓN DE LOS ESTUDIANTES Y CONSTRUYENDO CONFIANZA Y HABILIDADES DE VIDA:** DATOS 1 - Meta del índice de asistencia 95% o más (LAS Actual: 97%) DATOS 2-95% de los estudiantes de Gr3-8 participaron en la encuesta de estudiantes DATOS 3 - P1: El 92% dijo: "Me gusta mi escuela". P3: El 95% dijo estar de acuerdo en que sí, "Los maestros y otros adultos de LAS quieren que hagas tu mejor esfuerzo". P4: El 96% respondió afirmativamente a la pregunta: "¿Sigues haciendo tu trabajo escolar incluso cuando te resulta difícil?" P5: El 80% dijo que sí a la pregunta "¿Terminas tus tareas escolares?" El área de investigación adicional sería Q5, donde el 20% de los estudiantes tuvo dificultades para completar el trabajo real. La pregunta sigue siendo, ¿es esto el resultado del contexto de aprendizaje a distancia, el uso de la plataforma digital, socioemocional o una combinación de variables?

### **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

#### **Resumen de la Prioridad 7 de LAS:**

*LAS utiliza Illuminate Education para su sistema de información estudiantil (SIS). A través de este sistema, todos los estudiantes, incluidos los de grupos de estudiantes no duplicados y las personas con necesidades excepcionales, el acceso y la inscripción en un curso de estudio amplio según lo requerido por EdCode son rastreados y monitoreados dentro del año escolar dado.*

*LAS es una escuela K-8 de un solo sitio que simplifica la capacidad de la escuela para garantizar que todos los estudiantes estén en el camino correcto para tener acceso a un curso de estudio amplio según lo definido por EdCode. Con algunas variaciones durante el año fiscal 21 debido al cierre de escuelas, en un año escolar típico dado, todos los estudiantes de LAS reciben materias básicas en Artes del Lenguaje, Matemáticas, Ciencias, Ciencias Sociales, Salud y Educación Física. LAS es un programa de inmersión en dos idiomas; todos los grados 1-8 aprenden un idioma extranjero, español. Además, los estudiantes de secundaria tienen acceso a través de cursos electivos en bloque en Artes Visuales, Ciencias Ambientales, Estudios Étnicos, Codificación, Liderazgo, Destrezas de Estudio y Tutoría (MCAT).*

*No existen barreras evidentes que impidan que LAS proporcione acceso a un amplio curso de estudio para todos los estudiantes. Idealmente, LAS quisiera ofrecer más variedad, lo cual, por supuesto, depende en gran medida de encontrar instrucciones calificadas para enseñar cursos de nivel de secundaria CTE.*

*N/A. LAS continuará asegurándose de que todos los estudiantes reciban un curso de estudio amplio de calidad para todos los estudiantes, incluida la investigación continua de cursos ideales para estudiantes de secundaria.*

DRAFT



**Welcome to School Year 2020-21**

**The YEAR of INNOVATION and TEAMWORK!**

**Bienvenidos al año escolar 2020-21**

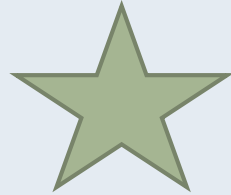
**¡El AÑO de INOVACIÓN y TRABAJO EN EQUIPO!**



# LAS Together Series: (June vo61021)

## *"Let's learn and thrive, together!"*

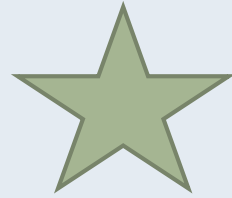
Learning Point:



The LAS Process: Study-Think-Share

**Serie de LAS:** (junio vo61021)  
***"Aprendamos y prosperemos juntos!"***

Punto de aprendizaje:



**El proceso de LAS: Estudiar- Pensar- Compartir**

# Steps to Plan for LCAP

## Calendar Board approval and public hearing dates

- Backwards plan stakeholder engagement & survey dates
- Solicit input on plan developments

## Work on Annual Updates

- 19-20 LCAP
- 20-21 Learning Continuity Plan

## Plan 21-24 LCAP

- Changes to measures: surveys, assessments, numeric targets
- Changes to programmatic elements (potentially influenced by pandemic)
  - Distance learning innovations
  - Social Emotional Learning
  - Pupil and Family Engagement

# Próximos pasos recomendados para planificar LCAP

(\*Plan de Control Local y Rendición de Cuentas)

## Fechas de aprobación del tablero del calendario y de audiencia pública

- Planificar hacia atrás la participación de las partes interesadas y las fechas de la encuesta
- Solicitar información sobre el desarrollo del plan

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad de aprendizaje

## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - innovaciones de aprendizaje a distancia
  - aprendizaje socioemocional
  - participación del alumno y de la familia

# Learning Points

## Academics

### All

- Math
- English LA
- Spanish LA

### English Learners

- Progress
- Redesignation Rate (RFEP Status)

## Climate

- Survey Data
- *Suspension*
- *Expulsion*

## Engagement

- Student Attendance
- Parent Engagement

# Puntos de Aprendizaje

## Académico

### Todos

- Matemáticas
- ELA
- SLA

### Estudiantes de inglés

- Progreso
- Tasas de reclasificación

## Clima

- Datos de la encuesta
- *Suspensión*
- *Expulsión*

## Participación

- Asistencia de estudiantes
- Participación de padres

# Plan for LCAP

## Calendar Board approval and public hearing dates

- Backwards plan stakeholder engagement & survey dates
- Solicit input on plan developments

## Work on Annual Updates

- 19-20 LCAP
- 20-21 Learning Continuity Plan (LCP)
- 20-21 Single Plan for School Achievement (SPSA)

FY20 LCAP, FY21 LCP, FY21 SPSA:  
Total Combined Number: **80 GOALS**

### Percentage of GOALS MET:

YES = 45%

NO = 3%

TBD = 18%

*No Data due to COVID-19 closure = 35%*

## Plan 21-24 LCAP

- Changes to measures: surveys, assessments, numeric targets
- Changes to programmatic elements (potentially influenced by pandemic)
  - Distance learning innovations
  - Social Emotional Learning
  - Pupil and Family Engagement

FY21-24 *New* LCAP

### Status of the 80 GOALS in the *new* LCAP:

DISCONTINUE = 15%

KEEP & STILL RELEVANT = 33%

REVISED/NEED TO FINE-TUNE = 51%

# Plan para el LCAP

## Aprobación de la Mesa del Calendario y fechas de audiencia pública

- Participación de las partes interesadas del plan y fechas de la encuesta
- Solicitar información sobre los desarrollos del plan

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad del aprendizaje (LCP, por sus siglas en inglés)
- 20-21 Plan único para el rendimiento escolar (SPSA)

FY20 LCAP, FY21 LCP, FY21 SPSA:  
Numero combinado total: **8o METAS**

## Porcentaje de METAS ALCANZADAS:

**SÍ = 45%**

**NO = 3%**

**POR DETERMINARSE = 18%**

***Sin datos debido al cierre de COVID-19 = 35%***

## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - Innovaciones de aprendizaje a distancia
  - Aprendizaje socioemocional
  - Participación del alumno y la familia

FY21-24 LCAP *Nuevo*

## Estado de las 8o METAS en el nuevo LCAP :

**DISCONTINUAR = 15%**

**MANTENER Y SIGUE PERTINENTE = 33%**

**REVISADO / NECESITA AJUSTAR = 51%**



## Work on Annual Updates

- 19-20 LCAP
- 20-21 Learning Continuity Plan (LCP)
- 20-21 Single Plan for School Achievement (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:  
Total Combined Number:  
80 GOALS

### Percentage of GOALS MET:

**YES = 45%**

NO = 3%

POR DETERMINARSE = 18%

**No Data due to COVID-19  
closure = 35%**

## Plan for LCAP

- 1) Continuity of Instruction: Implementation of \*PACT.O 2.0 Elements:
- 2) Access of Devices and Connectivity (\*PACT.O)
- 3) Pupil Participation and Progress \*
- 4) DiLe Professional Development \*
- 5) Staff Roles and Responsibilities \*
- 6) Support for Pupils with Unique Needs \*

Special Education support staff: Instructional Assistants, Psychologists, Counselor

**Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.**

Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards –aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID.

**LAS Summer Programs: Online summer programs offered to various grade level students identified as needing more support**

Student Information System: Maintenance of data systems that integrate attendance, assessment data, progress reports, and support services participation

**100% of teachers will have a consistent time to meet and collaborate during the week.**

### **G1.0 Attendance rate of 95% or above**

G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.

**Middle school dropout rate at less than 1% (Annual middle school dropout rate)**

School Psychologist: An important staff role in order to support assessment, screening, and identification of learning exceptionalities as well as in leading the LAS MTSS and IPT schoolwide processes.

### **G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school."**

G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others."

### **G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."**

**Set-up of Covid-19 Health and Safety Materials: Health Screening Tools: Thermometers, Personal Protective Equipment: Face coverings, soap, hand sanitizer; Disinfecting Materials: Paper towels, goggles, disinfectant, spray bottles; Plexi-glass: Barriers for scenarios of 1:1 teaching/testing sessions – i.e. ELPAC Initials**

**Set up of handwashing Stations: Additional set ups**

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad del aprendizaje (LCP)
- 20-21 Plan único para el rendimiento escolar (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:  
Numero combinado total :  
8o METAS

**Porcentaje de METAS  
ALCANZADAS:**

**SÍ = 45%**

**NO = 3%**

**POR DETERMINARSE = 18%**

**Sin datos debido al cierre de  
COVID-19 = 35%**

## Plan para el LCAP

- 1) Continuidad de la instrucción: Implementación de los elementos de \*PACT.O 2.o :
- 2) Acceso de dispositivos y conectividad (\*PACT.O)
- 3) Participación y progreso de los alumnos \*
- 4) Desarrollo profesional de DiLe \*
- 5) Funciones y responsabilidades del personal \*
- 6) Apoyo para alumnos con necesidades unicos \*

Personal de apoyo de educación especial: asistentes de instrucción, psicólogos, consejero

**Evaluaciones (selección del maestro por materia, implementación y refinamiento del proceso para el entorno de DiLe): el enfoque de apoyo 360 práctico para estudiantes con necesidades únicas ahorra tiempo para que los miembros del personal pertinentes colaboren semanalmente en formas de evaluar el progreso, pérdida de aprendizaje y respuesta a necesidades emergentes de estudiantes no duplicados durante el aprendizaje a distancia.**

Capacitadores de lectoescritura, asistentes de instrucción e intervencionistas del día principal: utilización completa de los capacitadores de lectoescritura para apoyar el aprendizaje del personal de la entrega efectiva de prácticas de instrucción alineadas con estándares y basadas en investigaciones, así como evaluaciones apropiadas y efectivas para DiLe. Esta base de conocimientos es crucial para determinar las necesidades académicas y / o las brechas de aprendizaje emergentes de los estudiantes, particularmente aquellos que son más vulnerables a impactos desproporcionados debido a COVID.

**Programas de verano de LAS: Programas de verano en línea ofrecidos a varios estudiantes de nivel de grado identificados con necesidad de más apoyo**

Sistema de información del estudiante: mantenimiento de sistemas de datos que integran asistencia, datos de evaluación, informes de progreso y participación en servicios de apoyo.

**El 100% de los maestros tendrán un tiempo constante para reunirse y colaborar durante la semana.**

### **G1.o Tasa de asistencia del 95% o más**

G1.1 La tasa de asistencia de los subgrupos de LAS estará dentro de un margen del 2% de la meta de asistencia de toda la escuela.

**Tasa de abandono de la secundaria menos del 1% (tasa anual de abandono de la secundaria)**

Psicólogo escolar: un papel importante en el personal para apoyar la evaluación, detección e identificación de las excepciones de aprendizaje, así como para liderar los procesos de LAS MTSS e IPT en toda la escuela.

### **G6.o Datos de la encuesta anual de estudiantes: 90% o más de los estudiantes estarán de acuerdo con la afirmación "Me gusta mi escuela"**

G6.1 Datos de la encuesta anual familiar: 90% o más de las familias estarán de acuerdo con la afirmación, "Recomendaría la escuela a otros".

### **G6.2 Datos de la encuesta anual del personal: el 90% o más del personal estará de acuerdo con la afirmación "Recomendaría la escuela a otros".**

**Set-up of Covid-19 Health and Safety Materials: Health Screening Tools: Thermometers, Personal Protective Equipment: Face coverings, soap, hand sanitizer; Disinfecting Materials: Paper towels, googles, disinfectant, spray bottles; Plexi-glass: Barriers for scenarios of 1:1 teaching/testing sessions – i.e. ELPAC Initials Instalación de Materiales de salud y seguridad de Covid-19: Herramientas de control de salud: Termómetros, Equipo de protección personal: Cubiertas faciales, jabón, desinfectante de manos; Materiales desinfectantes: toallas de papel, gafas, desinfectante, botellas de spray; Plexi-glass:**

**Barreras para escenarios de sesiones de enseñanza / evaluación 1: 1, es decir, evaluaciones iniciales de ELPAC**

**Configuración de estaciones de lavado de manos: configuraciones adicionales**

# Plan for LCAP

## Work on Annual Updates

- 19-20 LCAP
- 20-21 Learning Continuity Plan (LCP)
- 20-21 Single Plan for School Achievement (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:  
Total Combined Number:  
**80 GOALS**

### Percentage of GOALS MET:

**YES = 45%**

**NO = 3%**

TBD = 18%

*No Data due to COVID-19  
closure = 35%*

*Maintain or increase current percentage of voter participation in governance elections*

All Students: Chronic Absenteeism rate **of less than 3%**

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad del aprendizaje (LCP)
- 20-21 Plan único para el rendimiento escolar (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:

Numero combinado total :  
**8o METAS**

### Porcentaje de METAS

#### ALCANZADAS:

SÍ = 45%

**NO = 3%**

POR DETERMINARSE = 18%

*Sin datos debido al cierre de  
COVID-19 = 35%*

## Plan para el LCAP

*Mantener o aumentar el porcentaje actual de participación de los votantes en las elecciones de gobernancia.*

Todos los estudiantes: Tasa de absentismo crónico **de menos del 3%**

# Plan for LCAP

## Work on Annual Updates

- 19-20 LCAP
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FY20 LCAP, FY21 LCP, FY21  
SPSA:

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closure = 35%*

*MAP Growth English Reading: Establish baseline for Schoolwide, LAS 3 Stages, Subgroups.*

*MAP Growth Spanish Reading: Establish baseline for Schoolwide, LAS 3 Stages, Subgroups.*

*MAP Growth Mathematics: Establish baseline for Schoolwide, LAS 3 Stages, Subgroups.*

*Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.*

*More than 50% of teaching staff will participate in at least once follow up consultation with support staff (i.e. Literacy Coach(es))*

*85% or above of After-school Intervention Program students show progress in PRE-POST assessment.*

*Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate*

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad del aprendizaje (LCP)
- 20-21 Plan único para el rendimiento escolar (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:

Numero combinado total :  
**80 METAS**

**Porcentaje de METAS**  
**ALCANZADAS:**

SÍ = 45%

NO = 3%

**POR DETERMINARSE = 18%**

*Sin datos debido al cierre de  
COVID-19 = 35%*

## Plan para el LCAP

*Lectura en inglés de MAP Growth: Establecer una línea de base para toda la escuela, LAS 3 etapas, subgrupos.*

*Lectura en español de MAP Growth: Establecer una línea de base para toda la escuela, LAS 3 etapas, subgrupos.*

*Matemáticas de MAP Growth: Establecer una línea de base para toda la escuela, las 3 etapas, subgrupos.*

*Los estudiantes con discapacidades alcanzarán al menos el 80% de las metas del IEP según lo determinado por las reuniones anuales del IEP.*

*Más del 50% del personal docente participará en al menos una consulta de seguimiento con el personal de apoyo (es decir, capacitadores de lectoescritura)*

*El 85% o más de los estudiantes del Programa de Intervención Después de la Escuela muestran progreso en la evaluación PRE-POST.*

*Tasa de subgrupos identificados dentro del margen del 2% de la tasa baja de absentismo crónico en toda la escuela*

## Work on Annual Updates

- 19-20 LCAP
- 20-21 Learning Continuity Plan (LCP)
- 20-21 Single Plan for School Achievement (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:  
Total Combined Number:  
**80 GOALS**

### Percentage of GOALS MET:

**YES = 45%**

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***No Data due to COVID-19  
closure = 35%***

## Plan for LCAP

External Accountability: By the End of Stage 3 Gr8 achievement goals:

G3.o **SBAC % of students** who met/exceeded ELA standards-

G3.o SBAC % of students who met/exceeded ELA standards-

G3.oB Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

G3.oC All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

G3.1 **SBAC Difference from Met (DFM) points** in ELA:

G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data

G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data

Internal Accountability: G3.2 LAS Benchmark DRA/EDL-

G3.2A All Students: 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**

G3.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.

Gr8 Diagnostic **SAT Subject Test in Spanish/ AP Spanish Test:** Comparable data with College Board average score

G4.o SBAC % of students who met/exceeded Math standards-

G4.oA All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline

G4.oC All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

G4.1 SBAC Difference from Met (DFM) points in Math:

G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data

External Accountability: **G5.o Cohort reclassification rate of** 70% or higher by the End of Stage 3 Gr8.

(See EL and RFEP applicable goals above: 3.oB, 3.oC, 3.1B, 3.2B and 4.oB, 4.oC, 4.1B, 4.2B)

G5.1 LAS Reading Benchmark- 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 year reading assessment data

G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad del aprendizaje (LCP)
- 20-21 Plan único para el rendimiento escolar (SPSA)

FY20 LCAP, FY21 LCP, FY21  
SPSA:

Numero combinado total :  
**8o METAS**

Porcentaje de METAS  
ALCANZADAS:

SÍ = 45%

NO = 3%

POR DETERMINARSE = 18%

*Sin datos debido al cierre de  
COVID-19 = 35%*

## Plan para el LCAP

Responsabilidad externa: Objetivos de logro para el final de la etapa 3 de Gr8:

G3.o **SBAC% de estudiantes** que cumplieron / superaron los estándares de ELA-

G3.o SBAC% de estudiantes que cumplieron / superaron los estándares de ELA-

G3.oB Subgrupos: Al final de la etapa 3 Gr8, los subgrupos del grupo Gr8 mostrarán una trayectoria ascendente desde la línea de base de ELA SBAC de Gr5

G3.oC Todos los estudiantes y subgrupos: al final de la etapa 3 Gr8, todos los datos del grupo de Gr8 de los estudiantes y subgrupos serán comparables / superiores a los del estado, distrito y escuelas vecinas

G3.1 **Diferencia en SBAC de puntos Alcanzados (DFM)** en ELA :

G3.1A Todos los estudiantes: al final de la etapa 3 de Gr8, el grupo de Gr8 mostrará un crecimiento positivo en los puntos DFM de sus datos de referencia del grupo de Gr6

G3.1A Todos los estudiantes: al final de la etapa 3 de Gr8, el grupo de Gr8 mostrará un crecimiento positivo en los puntos DFM de sus datos de referencia del grupo de Gr6

Responsabilidad interna: G3.2 Punto de referencia de LAS DRA / EDL-

G3.2A Todos los estudiantes: 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, datos de evaluación de lectura en inglés y español**

G3.3 Metas del estudiante con IEP de LAS del subgrupo SWD: Los estudiantes con discapacidades alcanzarán al menos el 80% de las metas del IEP según lo determinen las reuniones anuales del IEP.

Gr8 Prueba de diagnóstico de asignatura **SAT en español / Prueba de español AP**: datos comparables con el puntaje promedio de College Board

G4.o SBAC % de los estudiantes que cumplieron / superaron los estándares de matemáticas -

G4.oA Todos los estudiantes: Al final de la etapa 3 Gr8, el grupo de Gr8 mostrará una trayectoria ascendente desde la línea de base de matemáticas de Gr5 SBAC

G4.oC Todos los estudiantes y subgrupos: al final de la etapa 3 Gr8, todos los datos de los estudiantes y subgrupos del grupo Gr8 serán comparables / superiores a los del estado, distrito y escuelas vecinas

G4.1 Diferencia en SBAC de puntos Alcanzados (DFM) en matemáticas :

G4.1A Todos los estudiantes: Al final de la etapa 3 de Gr8, el grupo de Gr8 mostrará un crecimiento positivo en los puntos DFM de sus datos de referencia del grupo de Gr6

Responsabilidad externa: **G5.o Tasa de reclasificación de grupos del** 70% o más al final de la etapa 3 Gr8.

(Consulte las metas aplicables de EL y RFEP arriba : 3.oB, 3.oC, 3.1B, 3.2B and 4.oB, 4.oC, 4.1B, 4.2B)

G5.1 Punto de referencia de lectura de LAS: Al final de la etapa 2, el 70% o más de los estudiantes EL de 6° grado mostrarán un crecimiento desde el comienzo del año hasta el final de los datos de evaluación de lectura.

G5.2 LAS MAP Matemáticas- Nuevo; Implementación del primer año. LAS establecerá metas de referencia en 2019 para el subgrupo EL y el subgrupo RFEP



# Plan for LCAP

## Calendar Board approval and public hearing dates

- Backwards plan stakeholder engagement & survey dates
- Solicit input on plan developments

## Work on Annual Updates

- 19-20 LCAP
- 20-21 Learning Continuity Plan (LCP)
- 20-21 Single Plan for School Achievement (SPSA)

FY20 LCAP, FY21 LCP, FY21 SPSA:  
Total Combined Number: **80 GOALS**

### Percentage of GOALS MET:

YES = 45%

NO = 3%

TBD = 18%

*No Data due to COVID-19 closure = 35%*

## Plan 21-24 LCAP

- Changes to measures: surveys, assessments, numeric targets
- Changes to programmatic elements (potentially influenced by pandemic)
  - Distance learning innovations
  - Social Emotional Learning
  - Pupil and Family Engagement

FY21-24 *New* LCAP

### Status of the 80 GOALS in the *new* LCAP:

DISCONTINUE = 15%

KEEP & STILL RELEVANT = 33%

REVISED/NEED TO FINE-TUNE = 51%

# Plan para el LCAP

## Calendar Board approval and public hearing dates

- Backwards plan stakeholder engagement & survey dates
- Solicit input on plan developments

## Trabajar en actualizaciones anuales

- 19-20 LCAP
- 20-21 Plan de continuidad del aprendizaje (LCP)
- 20-21 Plan único para el rendimiento escolar (SPSA)

FY20 LCAP, FY21 LCP, FY21 SPSA:  
Numero combinado total : **80 METAS**

### Porcentaje de METAS ALCANZADAS:

**SÍ = 45%**

**NO = 3%**

**POR DETERMINARSE = 18%**

***Sin datos debido al cierre de COVID-19 = 35%***

## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - Innovaciones de aprendizaje a distancia
  - Aprendizaje socioemocional
  - Participación del alumno y la familia

**FY21-24 LCAP *Nuevo***

### **Estado de las 80 METAS en el nuevo LCAP :**

**DISCONTINUAR = 15%**

**MANTENER Y SIGUE PERTINENTE = 33%**

**REVISADO / NECESITA AJUSTAR = 51%**

# Plan for LCAP

G3.1 SBAC Difference from Met (DFM) points in ELA:

***G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data***

Internal Accountability: G3.2 LAS Benchmark DRA/EDL -

G3.2A All Students: 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

G3.2B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish

Internal Accountability: EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level

***Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score***

G4.1 SBAC Difference from Met (DFM) points in Math:

G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data

***Distance Learning PD: 90% or above of teachers will participate in scheduled PDs.***

## Plan 21-24 LCAP

- Changes to measures: surveys, assessments, numeric targets
- Changes to programmatic elements (potentially influenced by pandemic)
  - Distance learning innovations
  - Social Emotional Learning
  - Pupil and Family Engagement

FY21-24 New LCAP

**Status of the 80 GOALS in the new LCAP:**

**DISCONTINUE = 15%**

KEEP & STILL RELEVANT = 33%  
REVISED/NEED TO FINE-TUNE =  
51%

# Plan para el LCAP

G3.1 Diferencia en SBAC de puntos Alcanzados (DFM) en ELA :

***G3.1A Todos los estudiantes: al final de la etapa 3 de Gr8, el grupo de Gr8 mostrará un crecimiento positivo en los puntos DFM de sus datos de referencia del grupo de Gr6***

Responsabilidad interna: G3.2 LAS Benchmark DRA / EDL-

G3.2A Todos los estudiantes: 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, datos de evaluación de lectura en inglés y español

G3.2B Subgrupos: Al final de la Etapa 2 Gr6, el 70% o más de los subgrupos de estudiantes de Gr6 mostrarán un crecimiento desde el comienzo del año hasta el final de los datos de evaluación de lectura en inglés y español

Responsabilidad interna: Datos de lectura en español de EDL al final de la etapa 2 (Gr6): 75% a nivel de grado

***Prueba de diagnóstico de asignatura SAT de Gr8 en español / Prueba de español AP: datos comparables con el puntaje promedio de College Board***

G4.1 Diferencia de SBAC de puntos Alcanzados (DFM) en matemáticas

G4.1A Todos los estudiantes: Al final de la etapa 3 de Gr8, el grupo de Gr8 mostrará un crecimiento positivo en los puntos DFM de sus datos de referencia del grupo de Gr6

***Desarrollo profesional de aprendizaje a distancia: el 90% o más de los maestros participarán en los PD programados.***

## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - Innovaciones de aprendizaje a distancia
  - Aprendizaje socioemocional
  - Participación del alumno y la familia

FY21-24 LCAP Nuevo

**Estado de las 8o METAS en el nuevo LCAP :**

**DISCONTINUAR = 15%**

**MANTENER Y SIGUE**

**PERTINENTE = 33%**

**REVISADO / NECESITA AJUSTAR  
= 51%**

# Plan for LCAP

G4.2 ***LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019***

G4.2A All Students: To be determined

G4.2B Subgroups: To be determined

G4.3 SWD Subgroup LAS IEP Student Goals-

***85% or above of After-school Intervention Program students show progress in PRE-POST assessment.***

***G1.0 Attendance rate of 95% or above***

G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.

All Students: Chronic Absenteeism rate of less than 3%

Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate

Middle school dropout rate at less than 1% (Annual middle school dropout rate)

***School Psychologist: An important staff role in order to support assessment, screening, and identification of learning exceptionalities as well as in leading the LAS MTSS and IPT schoolwide processes.***

Counselor and Office Staff: Focus group on the schoolwide implementation of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) program initiatives and its expansion to address distance learning. Lead in professional development on addressing trauma induced by COVID.

The following are strategies specific to the various levels of re-engagement protocols needed with the key assumption that the underlying protocols are implemented from the foundational supports level or base of the tiered triangle: 1) Tier 1- Students with regular attendance are continued to be encouraged via positive relationships, consistent caring communication and recognition of effort, 2) Tier 2- Students with attendance gaps will receive phone calls home, email communication to families, additional support with technology access, 3) Tier 2 – Students who miss 60% of weekly attendance chronically will receive all of the protocols mentioned previously as well as parent and school leadership communication and MTSS referral and, Tier 3- Students with no contact – Protocols followed per tier stages, home visits, SARB, LAS Board family interview and/or referral to outside agencies, if needed.

***G2.0 Suspension rate lower than 2%***

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

***G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school."***

G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others."

***G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."***

Maintain or increase current data of annual total number of volunteer hours

***Maintain or increase current percentage of voter participation in governance elections***

Governance membership lists and representations

***2) Access of Devices and Connectivity (\*PACT.O)***

Continued set up: The Language Academy of Sacramento (LAS) contracts nutrition services from our sponsoring district, Sacramento City Unified School District (SCUSD).

## Plan 21-24 LCAP

- Changes to measures: surveys, assessments, numeric targets
- Changes to programmatic elements (potentially influenced by pandemic)
  - Distance learning innovations
  - Social Emotional Learning
  - Pupil and Family Engagement

## FY21-24 New LCAP

### Status of the 80 GOALS in the new LCAP:

DISCONTINUE = 15%

**KEEP & STILL RELEVANT = 33%**

REVISED/NEED TO FINE-TUNE =  
51%

# Plan para el LCAP

G4.2 **LAS MAP Matemáticas- Nuevo; Implementación del primer año. LAS establecerá metas de referencia en 2019**

G4.2A Todos los estudiantes: Por determinarse

G4.2B Subgrupos: Por determinarse

G4.3 Metas del estudiante del IEP de LAS del subgrupo SWD-

**El 85% o más de los estudiantes del Programa de Intervención Después de la Escuela muestran progreso en la evaluación PRE-POST.**

**G1.o Tasa de asistencia del 95% o más**

G1.1 La tasa de asistencia de los subgrupos de LAS estará dentro de un margen del 2% de la meta de asistencia de toda la escuela.

Todos los estudiantes: tasa de absentismo crónico de menos del 3%

Tasa de subgrupos identificados dentro del margen del 2% de la tasa baja de absentismo crónico en toda la escuela

Tasa de abandono de la escuela secundaria menos de 1% (Tasa anual de abandono de la escuela secundaria)

**Psicólogo escolar: un papel importante en el personal para apoyar la evaluación, detección e identificación de las excepciones de aprendizaje, así como para liderar los procesos de LAS MTSS e IPT en toda la escuela.**

Consejero y personal de la oficina: Grupo de enfoque sobre la implementación en toda la escuela de las iniciativas del programa de Apoyo e Intervención de Conducta Positiva (PBIS) y Aprendizaje Social Emocional (SEL) y su expansión para abordar el aprendizaje a distancia. Liderar el desarrollo profesional para abordar el trauma inducido por COVID.

Las siguientes son estrategias específicas para los distintos niveles de protocolos de reincorporación necesarios con el supuesto clave de que los protocolos subyacentes se implementan desde el nivel de apoyos fundamentales o la base del triángulo escalonado: 1) Nivel 1- Los estudiantes con asistencia regular continúan siendo alentado a través de relaciones positivas, comunicación afectiva constante y reconocimiento del esfuerzo, 2) Nivel 2- Los estudiantes con brechas de asistencia recibirán llamadas telefónicas a casa, comunicación por correo electrónico a las familias, apoyo adicional con acceso a la tecnología, 3) Nivel 2 - Estudiantes que pierden el 60% de La asistencia semanal de forma crónica recibirá todos los protocolos mencionados anteriormente, así como la comunicación de los padres y el liderazgo escolar y la referencia de MTSS y, Nivel 3: Estudiantes sin contacto: protocolos seguidos por etapas de nivel, visitas domiciliarias, SARB, entrevista familiar de la Mesa de LAS y / o derivación a agencias externas, si es necesario.

**G2.o Tasa de suspensión menos del 2%**

G2.1 La tasa de suspensión de los subgrupos de LAS estará dentro de un margen del 2% de la meta de suspensión baja de toda la escuela.

**G6.o Datos de la encuesta anual de estudiantes: 90% o más de los estudiantes estarán de acuerdo con la afirmación "Me gusta mi escuela"**

G6.1 Datos de la encuesta anual familiar: 90% o más de las familias estarán de acuerdo con la afirmación, "Recomendaría la escuela a otros".

**G6.2 Datos de la encuesta anual del personal: El 90% o más del personal estará de acuerdo con la afirmación "Recomendaría la escuela a otros".**

Mantener o aumentar los datos actualizados del número total anual de horas voluntarias.

**Mantener o aumentar el porcentaje actual de participación de los votantes en las elecciones de gobernanza.**

Listas y representaciones de miembros de la gobernanza

**2) Acceso de dispositivos y conectividad (\*PACT.O)**

Configuración continua: La Academia de Idiomas de Sacramento (LAS) contrata servicios de nutrición de nuestro distrito patrocinador, el Distrito Escolar Unificado de la Ciudad de Sacramento (SCUSD).

## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - Innovaciones de aprendizaje a distancia
  - Aprendizaje socioemocional
  - Participación del alumno y la familia

FY21-24 LCAP *Nuevo*

**Estado de las 8o METAS en el**  
**nuevo LCAP :**

DISCONTINUAR = 15%

**MANTENER Y SIGUE**

**PERTINENTE = 33%**

REVISADO / NECESITA AJUSTAR  
= 51%

# Plan for LCAP

External Accountability: By the End of Stage 3 Gr8 achievement goals:

G3.o **SBAC % of students** who met/exceeded ELA standards-

G3.oA All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline

G3.oB Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline

G3.oC All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

G3.3 **SWD Subgroup LAS IEP Student Goals**- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.

MAP Growth English Reading: Establish baseline for Schoolwide, LAS 3 Stages, Subgroups.

MAP Growth Spanish Reading: Establish baseline for Schoolwide, LAS 3 Stages, Subgroups.

External Accountability: By the End of Stage 3 Gr8 achievement goals:

G4.o **SBAC % of students** who met/exceeded Math standards-

G4.oA All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline

G4.oB Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline

G4.oC All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools

**Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.**

External Accountability: G5.o **Cohort reclassification rate of 70%** or higher by the End of Stage 3 Gr8.

(See EL and RFEP applicable goals above: 3.oB, 3.oC, 3.1B, 3.2B and 4.oB, 4.oC, 4.1B, 4.2B)

G5.1 LAS Reading Benchmark- 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 year reading assessment data

1) **Continuity of Instruction: Implementation of \*PACT.O 2.o Elements:**

2) **Access of Devices and Connectivity (\*PACT.O)**

3) **Pupil Participation and Progress \***

4) **DiLe Professional Development \***

5) **Staff Roles and Responsibilities \***

6) **Support for Pupils with Unique Needs \***

Assessments (Teacher curation per subject matter, implementation and refining of process for DiLe setting) : All hands-on-deck 360 support approach for students with unique needs carve time for pertinent staff members to collaborate on a weekly basis on ways to assessing progress, learning loss, and response to emerging needs of unduplicated students during distance learning.

**Literacy Coaches, Instructional Aides, and Core-day Interventionists: Full utilization of literacy coaches to support staff learning of effective delivery of researched-based and standards-aligned instructional practices as well as appropriate and effective assessments for DiLe. This knowledge base is crucial in determining the academic needs of and/or emerging learning gaps of students, particularly those who are most vulnerable to disproportionate impacts because of COVID.**

LAS Summer Programs: Online summer programs offered to various grade level students identified as needing more support

**100% of teaching and support staff with direct interaction with students will complete the assessment archive (Identification of assessments conducive and informative in DiLe context)**

## Plan 21-24 LCAP

- Changes to measures: surveys, assessments, numeric targets
- Changes to programmatic elements (potentially influenced by pandemic)
  - Distance learning innovations
  - Social Emotional Learning
  - Pupil and Family Engagement

## FY21-24 New LCAP

### Status of the 8o GOALS in the new LCAP:

DISCONTINUE = 15%

KEEP & STILL RELEVANT = 33%

**REVISED/NEED TO FINE-TUNE**  
**= 51%**



# Plan para el LCAP

Responsabilidad externa: Al final de la etapa 3 Objetivos de logro de Gr8:

G3.o **SBAC% de estudiantes** que cumplieron / superaron los estándares de ELA-

G3.oA Todos los estudiantes: al final de la etapa 3 Gr8, el grupo de Gr8 mostrará una trayectoria ascendente desde la línea de base de ELA SBAC de Gr5

G3.oB Subgrupos: Al final de la etapa 3 Gr8, los subgrupos del grupo de Gr8 mostrarán una trayectoria ascendente desde la línea base de ELA SBAC de Gr5

G3.oC Todos los estudiantes y subgrupos: al final de la etapa 3 Gr8, todos los datos del Gr8 de los estudiantes y subgrupos serán comparables / superiores a los del estado, distrito y escuelas vecinas

G3.3 **Metas del estudiante del IEP LAS del subgrupo SWD**: Los estudiantes con discapacidades alcanzarán al menos el 80% de las metas del IEP según lo determinen las reuniones anuales del IEP.

Lectura en inglés de MAP Growth: Establecer una línea de base para toda la escuela, LAS 3 etapas, subgrupos.

Lectura en español de MAP Growth: Establecer una línea de base para toda la escuela, LAS 3 etapas, subgrupos.

Responsabilidad externa: Al final de la etapa 3 Objetivos de logro de Gr8:

G4.o **SBAC% de estudiantes** que cumplieron / superaron los estándares de matemáticas

G4.oA Todos los estudiantes: al final de la etapa 3 Gr8, el grupo de Gr8 mostrará una trayectoria ascendente desde la línea de base de matemáticas de Gr5 SBAC

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

G4.oC Todos los estudiantes y subgrupos: al final de la etapa 3 Gr8, todos los datos del grupo de Gr8 de los estudiantes y subgrupos serán comparables / superiores a los del estado, distrito y escuelas vecinas

**Los estudiantes con discapacidades alcanzarán al menos el 80% de las metas del IEP según lo determinado por las reuniones anuales del IEP.**

Responsabilidad externa: G5.o **Tasa de reclasificación de grupos del 70%** o más al final de la etapa 3 Gr8.

(Vea las metas aplicables de EL y RFEP arriba : 3.oB, 3.oC, 3.1B, 3.2B and 4.oB, 4.oC, 4.1B, 4.2B)

G5.1 Punto de referencia de lectura de LAS: al final de la etapa 2, el 70% o más de los estudiantes EL de 6° grado mostrarán un crecimiento desde el comienzo del año hasta el final de los datos de evaluación de lectura.

1) **Continuidad de la instrucción: Implementación de los elementos \* PACT.O 2.o:**

2) **Acceso de dispositivos y conectividad (\*PACT.O)**

3) **Participación y progreso de los alumnos\***

4) **Desarrollo profesional de DiLe \***

5) **Funciones y responsabilidades del personal\***

6) **Apoyo para alumnos con necesidades especiales \***

Evaluaciones (selección del maestro por materia, implementación y refinamiento del proceso para el entorno DiLe): el enfoque de apoyo 360 práctico para estudiantes con necesidades únicas ahorra tiempo para que los miembros del personal pertinentes colaboren semanalmente en formas de evaluar el progreso, pérdida de aprendizaje y respuesta a necesidades emergentes de estudiantes no duplicados durante el aprendizaje a distancia.

**Capacitadores de lectoescritura, asistentes de instrucción e intervencionistas del día principal: utilización completa de los capacitadores de lectoescritura para apoyar el aprendizaje del personal de la entrega efectiva de prácticas de instrucción alineadas con estándares y basadas en investigaciones, así como evaluaciones apropiadas y efectivas para DiLe. Esta base de conocimientos es crucial para determinar las necesidades académicas y / o las brechas de aprendizaje emergentes de los estudiantes, particularmente aquellos que son más vulnerables a impactos desproporcionados debido a COVID.**

Programas de verano de LAS: programas de verano en línea ofrecidos a varios estudiantes de nivel de grado identificados como que necesitan más apoyo

El 100% del personal docente y de apoyo con interacción directa con los estudiantes completará el archivo de evaluación (Identificación de

## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - Innovaciones de aprendizaje a distancia
  - Aprendizaje socioemocional
  - Participación del alumno y la familia

FY21-24 LCAP *Nuevo*

**Estado de las 8o METAS en el nuevo LCAP :**

DISCONTINUAR = 15%

MANTENER Y SIGUE

PERTINENTE = 33%

**REVISADO / NECESITA**

**AJUSTAR = 51%**



# Plan for LCAP

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## Plan 21-24 LCAP

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FY21-24 *New* LCAP

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KEEP & STILL RELEVANT = 33%

REVISED/NEED TO FINE-TUNE = 51%

# Plan para el LCAP

## Calendar Board approval and public hearing dates

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## Trabajar en actualizaciones anuales

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## Plan 21-24 LCAP

- Cambios en las medidas: encuestas, evaluaciones, objetivos numéricos
- Cambios en los elementos programáticos (potencialmente influenciados por la pandemia)
  - Innovaciones de aprendizaje a distancia
  - Aprendizaje socioemocional
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**FY21-24 LCAP *Nuevo***

### **Estado de las 80 METAS en el nuevo LCAP :**

**DISCONTINUAR = 15%**

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**REVISADO / NECESITA AJUSTAR = 51%**

## Learning Point: The LAS Process: Study-Think-Share

✓ Here is an Invitation to the LAS Process: Study-Think-Share.

- 1) *Think about what you just learned*
- 2) *Share your thoughts and complete the Know/Want to Know survey*

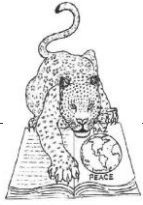
✓ **To Do: Complete the Know/Want to Know survey**  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)

## Punto de aprendizaje: El proceso de LAS: Estudiar- Pensar- Compartir

✓ Aquí hay una invitación al proceso LAS: Estudiar-Pensar-Compartir.

- 1) *Piense en lo que acaba de aprender*
- 2) *Comparta sus pensamientos y complete la encuesta Lo que se / Lo que quiero saber*

✓ Para hacer: Complete la encuesta Lo que se / Lo que quiero saber  
[https://www.surveymonkey.com/r/LCP\\_Surveys](https://www.surveymonkey.com/r/LCP_Surveys)



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

A California Public School

Agenda Item #IVC

**Board Meeting Date:** June 25, 2021

**Subject:** Finance Committee: 2021-2022 Budget and Monthly Financials

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

**Committee:** Sylvains, Garcia, de González, Castañeda, Hubbell, Macías, Morales, (non-voting), de León (non-voting)

**Recommendation:**

School Leadership and EdTec will present the final version of the 2021-2022 Budget for Governing Board approval and adoption.

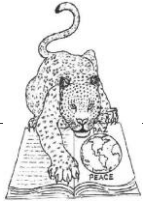
**Documents Attached:**

1. June 2021 EdTec Presentation
2. Proposed Budget 2021-2022
3. May 2021 Monthly Financials

| Approval of the 2021-22 Budget |     |     |         |        |
|--------------------------------|-----|-----|---------|--------|
| Members                        | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen                   |     |     |         |        |
| De González, Julissa           |     |     |         |        |
| Sylvains, Nina                 |     |     |         |        |
| Kokayi, Nailah                 |     |     |         |        |
| Aceves, Fernando               |     |     |         |        |
| García, Cristian               |     |     |         |        |
| Jáuregui, Gemma                |     |     |         |        |
| Leon, Pedro                    |     |     |         |        |
| Vacant                         |     |     |         |        |
| Totals:                        |     |     |         |        |

**Estimated Time of Presentation:** 20 min  
**Submitted By:** School Leadership  
**Date:** 06.21.2021

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



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

A California Public School

Agenda Artículo #IVC

**Fecha de la Reunión:** 25 de junio del 2021

**Tema:** Comité de Finanzas: Presupuesto 2021-2022 y finanzas mensuales

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

**Comité:** : Sylvians, Garcia, de González, Castañeda, Hubbell, Macías, Morales, (non-voting), de León (non-voting)

**Recomendación:** El Liderazgo Escolar y EdTec presentarán información sobre el presupuesto final para 2021-2022 año escolar para la aprobación y adopción de la Mesa Directiva.

**Documento adjunto:**

1. Presentación de EdTec, June 2021
2. Presupuesto 2021 – 2022
3. Presupuesto Mensuales de Mayo 2021

| Approval of the 2021-22 Budget |     |     |         |        |
|--------------------------------|-----|-----|---------|--------|
| Members                        | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen                   |     |     |         |        |
| De González, Julissa           |     |     |         |        |
| Sylvians, Nina                 |     |     |         |        |
| Kokayi, Nailah                 |     |     |         |        |
| Aceves, Fernando               |     |     |         |        |
| García, Cristian               |     |     |         |        |
| Jáuregui, Gemma                |     |     |         |        |
| Leon, Pedro                    |     |     |         |        |
| Vacant                         |     |     |         |        |
| Totals:                        |     |     |         |        |

**Tiempo estimado para la presentación:** 20 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 06.21.2021

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_

# The Language Academy of Sacramento

JUNE 25, 2021

BRIAN HOLMES

edtec





1. **2020-21 Forecast Update**
  - A. April vs. May Forecast
2. **May Revise**
  - A. Positive 21-22 May Revise
  - B. COVID Funding Cheat Sheet & Recap
3. **2021-22 Budget**
  - A. Assumptions
  - B. Multi-Year Projection
  - C. Multi-Year Cash Flow



# 2020-21 Forecast Update



# April vs May Forecast

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|                                                 |                               | 2020-21           | 2020-21           | Variance      |
|-------------------------------------------------|-------------------------------|-------------------|-------------------|---------------|
|                                                 |                               | Previous Forecast | Current Forecast  |               |
| Revenue                                         | LCFF Entitlement              | 5,948,803         | 5,948,803         | -             |
|                                                 | Federal Revenue               | 977,879           | 973,747           | (4,132)       |
|                                                 | Other State Revenues          | 731,354           | 753,349           | 21,995        |
|                                                 | Local Revenues                | 34,121            | 35,150            | 1,029         |
|                                                 | Fundraising and Grants        | 12,500            | 12,500            | -             |
|                                                 | <b>Total Revenue</b>          | <b>7,704,657</b>  | <b>7,723,549</b>  | <b>18,892</b> |
| Expenses                                        | Compensation and Benefits     | 4,846,777         | 4,846,777         | -             |
|                                                 | Books and Supplies            | 610,662           | 610,662           | -             |
|                                                 | Services and Other Operating  | 1,274,519         | 1,274,519         | -             |
|                                                 | Depreciation                  | 555,000           | 555,000           | -             |
|                                                 | Other Outflows                | -                 | -                 | -             |
|                                                 | <b>Total Expenses</b>         | <b>7,286,959</b>  | <b>7,286,959</b>  | <b>-</b>      |
|                                                 | <b>Operating Income</b>       | <b>417,698</b>    | <b>436,590</b>    | <b>18,892</b> |
|                                                 | Beginning Balance (Unaudited) | 9,867,341         | 9,867,341         | -             |
|                                                 | Operating Income              | 417,698           | 436,590           | 18,892        |
| <b>Ending Fund Balance (incl. Depreciation)</b> |                               | <b>10,285,039</b> | <b>10,303,931</b> | <b>18,892</b> |
| <b>Ending Fund Balance as % of Expenses</b>     |                               | <b>141.1%</b>     | <b>141.4%</b>     | <b>0.3%</b>   |

# May Revise



# Positive 2021-22 May Revise



## COLA

- 5.07%: LCFF Super COLA!
- 4.05%: SPED
- 1.70%: Other (State Nutrition, MBG)



## Additional Ongoing Funding

- \$1.1B: Additional staff for LEAs w/concentration grant, increase from 50% to 65% in LCFF formula
- \$1B: After School & Summer Enrichment for TK-6 w/highest UPP, five-year implementation, estimate of \$1100/ADA for 85% UPP in Y1



## One Time Funding

- \$3.3B: Teacher Initiatives including \$1.5B Educator Effectiveness
- \$2.6B: Research tested interventions, intensive tutoring, 4.2% of LCFF
- \$2B: COVID testing, vaccine initiatives, PPE, ventilation, 3.3% of LCFF
- \$278M for one-time IDEA, estimate of \$50/ADA

# Positive 2021-22 May Revise



## Deferrals

- Only June deferral remains
- 75-100% of June to be deferred, language unclear
- No early payback of Spring 2021 included



## In-Person Attendance

- Full day, in-person expected
- Amendments to independent study, more TBD on technology access, reengagement, daily participation tracking & teacher interaction



## Universal Transitional Kindergarten

- Starting in 2022-23 for 4-year-olds
- 3-year implementation

# COVID Funding Cheat Sheet



## So many sources, not enough time

|                         |                                                                                                               |
|-------------------------|---------------------------------------------------------------------------------------------------------------|
| SB117                   | <ul style="list-style-type: none"><li>• No specified timeline</li><li>• Resource 7388</li></ul>               |
| CARES ESSER I           | <ul style="list-style-type: none"><li>• March 13, 2020 – September 30, 2022</li><li>• Resource 3210</li></ul> |
| CARES LLM: GEER         | <ul style="list-style-type: none"><li>• March 13, 2020 – September 30, 2022</li><li>• Resource 3215</li></ul> |
| CARES LLM: CRF          | <ul style="list-style-type: none"><li>• March 1, 2020 – May 31, 2021</li><li>• Resource 3220</li></ul>        |
| CARES LLM: General Fund | <ul style="list-style-type: none"><li>• March 1, 2020 – June 30, 2021</li><li>• Resource 7420</li></ul>       |
| CARES ESSER II          | <ul style="list-style-type: none"><li>• March 13, 2020 – September 30, 2023</li><li>• Resource 3212</li></ul> |
| AB/SB 86                | <ul style="list-style-type: none"><li>• 2021* – August 31, 2022</li><li>• Resource tbd</li></ul>              |
| CARES ESSER III         | <ul style="list-style-type: none"><li>• March 13, 2020 – September 30, 2024</li><li>• Resource tbd</li></ul>  |

\*start date TBD

# COVID Funding Recap



## Different basis for funding shown across eligible fiscal years

|                                      | 2020-21               | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|--------------------------------------|-----------------------|---------|---------|---------|---------|
| LLM                                  | LCFF/SPED*            |         |         |         |         |
| ESSER I                              | 83% of FY20 Title I   |         |         |         |         |
| ESSER II                             | 3.36x of FY21 Title I |         |         |         |         |
| AB/SB 86<br>In-person<br>Instruction | 3.3% of LCFF          |         |         |         |         |
| AB/SB 86<br>Expanded<br>Learning     | 6.9% of LCFF          |         |         |         |         |
| ESSER III                            | 7.5x of FY21 Title I  |         |         |         |         |

# 2021-22 Preliminary Budget





# 2021-22 Assumptions



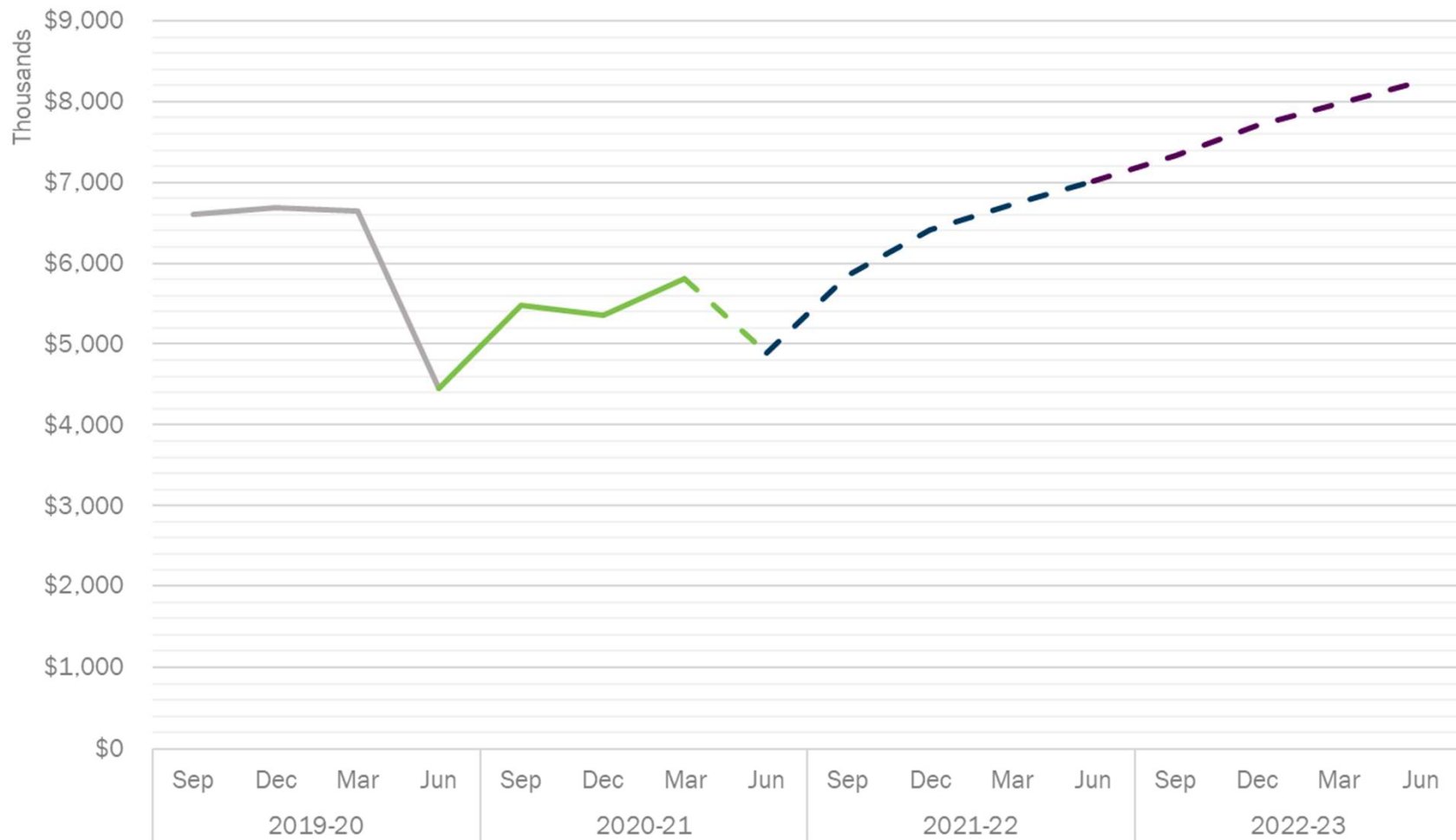
- **Student Data**
  - 613 Enrollment
  - 582 ADA (19-20 was 586)
  - 77.36% Unduplicated Pupil Rate
- **Revenue**
  - 5.07% LCFF Funding Rate (May Revise)
  - \$1.2M of COVID-19 relief funding (ELOG, IPLG, ESSER II)
- **Expenses**
  - Additional Compensation & Benefits, Books & Supplies, and Services & Other Operating expense increases in order to spend COVID funding

# 2021-22 Multi-Year Projection

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|                                                 |                              | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
|-------------------------------------------------|------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                 |                              | Current Forecast  | Projected Budget  | Projected Budget  | Projected Budget  |
| Revenue                                         | LCFF Entitlement             | 5,948,803         | 6,336,920         | 6,493,991         | 6,695,953         |
|                                                 | Federal Revenue              | 973,747           | 880,434           | 953,175           | 953,175           |
|                                                 | Other State Revenues         | 753,349           | 1,283,244         | 675,753           | 675,341           |
|                                                 | Local Revenues               | 35,150            | 48,300            | 48,300            | 48,300            |
|                                                 | Fundraising and Grants       | 12,500            | 25,000            | 25,000            | 25,000            |
|                                                 | <b>Total Revenue</b>         | <b>7,723,549</b>  | <b>8,573,898</b>  | <b>8,196,219</b>  | <b>8,397,769</b>  |
| Expenses                                        | Compensation and Benefits    | 4,846,777         | 5,318,748         | 5,139,762         | 5,288,811         |
|                                                 | Books and Supplies           | 610,662           | 648,748           | 438,410           | 447,178           |
|                                                 | Services and Other Operating | 1,274,519         | 1,364,327         | 1,373,874         | 1,401,929         |
|                                                 | Depreciation                 | 555,000           | 555,000           | 555,000           | 555,000           |
|                                                 | Other Outflows               | -                 | -                 | -                 | -                 |
|                                                 | <b>Total Expenses</b>        | <b>7,286,959</b>  | <b>7,886,823</b>  | <b>7,507,046</b>  | <b>7,692,919</b>  |
|                                                 | <b>Operating Income</b>      | <b>436,590</b>    | <b>687,075</b>    | <b>689,174</b>    | <b>704,850</b>    |
|                                                 | Beginning Balance (Audited)  | 9,705,249         | 10,141,839        | 10,828,914        | 11,518,088        |
|                                                 | Operating Income             | 436,590           | 687,075           | 689,174           | 704,850           |
| <b>Ending Fund Balance (incl. Depreciation)</b> |                              | <b>10,141,839</b> | <b>10,828,914</b> | <b>11,518,088</b> | <b>12,222,938</b> |
| <b>Ending Fund Balance as % of Expenses</b>     |                              | <b>139.2%</b>     | <b>137.3%</b>     | <b>153.4%</b>     | <b>158.9%</b>     |

# 2021-22 Multi-Year Cash Flow





# Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

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**Language Academy**  
**Multi-year Projection**  
**As of May FY2021**

|                                           | <b>Year 1</b>     | <b>Year 2</b>     | <b>Year 3</b>     | <b>Year 4</b>     | <b>Assumptions</b> |
|-------------------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
|                                           | <b>2020-21</b>    | <b>2021-22</b>    | <b>2022-23</b>    | <b>2023-24</b>    |                    |
| <b>SUMMARY</b>                            |                   |                   |                   |                   |                    |
| <b>Revenue</b>                            |                   |                   |                   |                   |                    |
| LCFF Entitlement                          | 5,948,803         | 6,336,920         | 6,493,991         | 6,695,953         |                    |
| Federal Revenue                           | 973,747           | 880,434           | 953,175           | 953,175           |                    |
| Other State Revenues                      | 753,349           | 1,283,244         | 675,753           | 675,341           |                    |
| Local Revenues                            | 35,150            | 48,300            | 48,300            | 48,300            |                    |
| Fundraising and Grants                    | 12,500            | 25,000            | 25,000            | 25,000            |                    |
| <b>Total Revenue</b>                      | <b>7,723,549</b>  | <b>8,573,898</b>  | <b>8,196,219</b>  | <b>8,397,769</b>  |                    |
| <b>Expenses</b>                           |                   |                   |                   |                   |                    |
| Compensation and Benefits                 | 4,846,777         | 5,318,748         | 5,139,762         | 5,288,811         |                    |
| Books and Supplies                        | 610,662           | 648,748           | 438,410           | 447,178           |                    |
| Services and Other Operating Expenditures | 1,274,519         | 1,364,327         | 1,373,874         | 1,401,929         |                    |
| Depreciation                              | 555,000           | 555,000           | 555,000           | 555,000           |                    |
| Other Outflows                            | -                 | -                 | -                 | -                 |                    |
| <b>Total Expenses</b>                     | <b>7,286,959</b>  | <b>7,886,823</b>  | <b>7,507,046</b>  | <b>7,692,919</b>  |                    |
| <b>Operating Income</b>                   | <b>436,590</b>    | <b>687,075</b>    | <b>689,174</b>    | <b>704,850</b>    |                    |
| <b>Fund Balance</b>                       |                   |                   |                   |                   |                    |
| Beginning Balance (Unaudited)             | 9,705,249         | 10,141,839        | 10,828,914        | 11,518,088        |                    |
| Audit Adjustment                          |                   |                   |                   |                   |                    |
| Beginning Balance (Audited)               | 9,705,249         | 10,141,839        | 10,828,914        | 11,518,088        |                    |
| Operating Income                          | 436,590           | 687,075           | 689,174           | 704,850           |                    |
| <b>Ending Fund Balance</b>                | <b>10,141,839</b> | <b>10,828,914</b> | <b>11,518,088</b> | <b>12,222,938</b> |                    |
| <b>Total Revenue Per ADA</b>              | <b>13,186</b>     | <b>14,723</b>     | <b>14,074</b>     | <b>14,420</b>     |                    |
| <b>Total Expenses Per ADA</b>             | <b>12,441</b>     | <b>13,543</b>     | <b>12,891</b>     | <b>13,210</b>     |                    |
| <b>Operating Income Per ADA</b>           | <b>745</b>        | <b>1,180</b>      | <b>1,183</b>      | <b>1,210</b>      |                    |
| <b>Fund Balance as a % of Expenses</b>    | <b>139%</b>       | <b>137%</b>       | <b>153%</b>       | <b>159%</b>       |                    |

**Language Academy**  
**Multi-year Projection**  
**As of May FY2021**

|                                              | Year 1<br>2020-21 | Year 2<br>2021-22 | Year 3<br>2022-23 | Year 4<br>2023-24 | Assumptions |
|----------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------|
| <b>Key Assumptions</b>                       |                   |                   |                   |                   |             |
| <b>Enrollment Breakdown</b>                  |                   |                   |                   |                   |             |
| K                                            | 89                | 84                | 84                | 84                |             |
| 1                                            | 66                | 66                | 66                | 66                |             |
| 2                                            | 66                | 66                | 66                | 66                |             |
| 3                                            | 66                | 66                | 66                | 66                |             |
| 4                                            | 66                | 66                | 66                | 66                |             |
| 5                                            | 66                | 66                | 66                | 66                |             |
| 6                                            | 65                | 67                | 67                | 67                |             |
| 7                                            | 65                | 66                | 66                | 66                |             |
| 8                                            | 65                | 66                | 66                | 66                |             |
| <b>Total Enrolled</b>                        | <b>614</b>        | <b>613</b>        | <b>613</b>        | <b>613</b>        |             |
| <b>ADA %</b>                                 |                   |                   |                   |                   |             |
| K-3                                          | 94.6%             | 95.0%             | 95.0%             | 95.0%             |             |
| 4-6                                          | 97.7%             | 95.0%             | 95.0%             | 95.0%             |             |
| 7-8                                          | 93.6%             | 95.0%             | 95.0%             | 95.0%             |             |
| <b>Average ADA %</b>                         | <b>95.4%</b>      | <b>95.0%</b>      | <b>95.0%</b>      | <b>95.0%</b>      |             |
| <b>ADA</b>                                   |                   |                   |                   |                   |             |
| K-3                                          | 272               | 268               | 268               | 268               |             |
| 4-6                                          | 192               | 189               | 189               | 189               |             |
| 7-8                                          | 122               | 125               | 125               | 125               |             |
| <b>Total ADA</b>                             | <b>586</b>        | <b>582</b>        | <b>582</b>        | <b>582</b>        |             |
| <b>Demographic Information</b>               |                   |                   |                   |                   |             |
| CALPADS Enrollment (for unduplicated % calc) | 614               | 613               | 613               | 613               |             |
| # Unduplicated (CALPADS)                     | 475               | 474               | 474               | 474               |             |
| # Free & Reduced Lunch (CALPADS)             | 460               | 459               | 459               | 459               |             |
| # ELL (CALPADS)                              | 253               | 253               | 253               | 253               |             |
| New Students                                 | 5                 | -                 | -                 | -                 |             |
| <b>School Information</b>                    |                   |                   |                   |                   |             |
| FTE's                                        | 124.8             | 125.2             | 124.8             | 124.8             |             |
| Teachers                                     | 47                | 48                | 48                | 48                |             |
| Certificated Pay Increases                   | 3%                | 3%                | 3%                | 3%                |             |
| Classified Pay Increases                     | 3%                | 3%                | 3%                | 3%                |             |
| # of school days                             | -                 | -                 | -                 | -                 |             |
| Default Expense Inflation Rate               |                   | 2%                | 2%                | 2%                |             |

**Language Academy**  
**Multi-year Projection**  
**As of May FY2021**

|                                                              | Year 1<br>2020-21 | Year 2<br>2021-22 | Year 3<br>2022-23 | Year 4<br>2023-24 | Assumptions |
|--------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------|
| <b>REVENUE</b>                                               |                   |                   |                   |                   |             |
| <b>LCFF Entitlement</b>                                      |                   |                   |                   |                   |             |
| 8011 Charter Schools General Purpose Entitlement - State Aid | 3,521,761         | 3,923,961         | 4,081,032         | 4,282,994         |             |
| 8012 Education Protection Account Entitlement                | 1,141,482         | 1,134,817         | 1,134,817         | 1,134,817         |             |
| 8096 Charter Schools in Lieu of Property Taxes               | 1,285,560         | 1,278,142         | 1,278,142         | 1,278,142         |             |
| <b>SUBTOTAL - LCFF Entitlement</b>                           | <b>5,948,803</b>  | <b>6,336,920</b>  | <b>6,493,991</b>  | <b>6,695,953</b>  |             |
| <b>Federal Revenue</b>                                       |                   |                   |                   |                   |             |
| 8181 Special Education - Entitlement                         | 80,607            | 76,750            | 76,625            | 76,625            |             |
| 8291 Title I                                                 | 175,690           | 175,690           | 175,690           | 175,690           |             |
| 8292 Title II                                                | 23,982            | 23,982            | 23,982            | 23,982            |             |
| 8294 Title IV                                                | 13,466            | 13,466            | 13,466            | 13,466            |             |
| 8299 All Other Federal Revenue                               | 680,002           | 590,546           | 663,412           | 663,412           |             |
| <b>SUBTOTAL - Federal Revenue</b>                            | <b>973,747</b>    | <b>880,434</b>    | <b>953,175</b>    | <b>953,175</b>    |             |
| <b>Other State Revenue</b>                                   |                   |                   |                   |                   |             |
| 8319 Other State Apportionments - Prior Years                | 6,098             | -                 | -                 | -                 |             |
| 8381 Special Education - Entitlement (State                  | 365,306           | 380,173           | 379,441           | 378,708           |             |
| 8382 Special Education Reimbursement (State                  | 35,809            | -                 | -                 | -                 |             |
| 8550 Mandated Cost Reimbursements                            | 9,875             | 10,080            | 10,273            | 10,593            |             |
| 8560 State Lottery Revenue                                   | 120,519           | 121,040           | 121,040           | 121,040           |             |
| 8590 All Other State Revenue                                 | 50,741            | 606,950           | -                 | -                 |             |
| 8596 Other State Revenue 6                                   | 165,000           | 165,000           | 165,000           | 165,000           |             |
| <b>SUBTOTAL - Other State Revenue</b>                        | <b>753,349</b>    | <b>1,283,244</b>  | <b>675,753</b>    | <b>675,341</b>    |             |
| <b>Local Revenue</b>                                         |                   |                   |                   |                   |             |
| 8632 Sale of Publications                                    | 488               | -                 | -                 | -                 |             |
| 8636 Uniforms                                                | 12,000            | 12,000            | 12,000            | 12,000            |             |
| 8638 Merchandise Sales                                       | 1,300             | 1,300             | 1,300             | 1,300             |             |
| 8639 All Other Sales                                         | 333               | -                 | -                 | -                 |             |
| 8660 Interest                                                | 9,000             | 9,000             | 9,000             | 9,000             |             |
| 8670 Fees and Contracts                                      | 6,000             | 6,000             | 6,000             | 6,000             |             |
| 8693 Field Trips                                             | -                 | 15,000            | 15,000            | 15,000            |             |
| 8699 All Other Local Revenue                                 | 6,029             | 5,000             | 5,000             | 5,000             |             |
| <b>SUBTOTAL - Local Revenue</b>                              | <b>35,150</b>     | <b>48,300</b>     | <b>48,300</b>     | <b>48,300</b>     |             |
| <b>Fundraising and Grants</b>                                |                   |                   |                   |                   |             |
| 8801 Donations - Parents                                     | 2,500             | 5,000             | 5,000             | 5,000             |             |
| 8802 Donations - Private                                     | 2,500             | 5,000             | 5,000             | 5,000             |             |
| 8803 Fundraising                                             | 7,500             | 15,000            | 15,000            | 15,000            |             |
| <b>SUBTOTAL - Fundraising and Grants</b>                     | <b>12,500</b>     | <b>25,000</b>     | <b>25,000</b>     | <b>25,000</b>     |             |
| <b>TOTAL REVENUE</b>                                         | <b>7,723,549</b>  | <b>8,573,898</b>  | <b>8,196,219</b>  | <b>8,397,769</b>  |             |

**Language Academy**  
**Multi-year Projection**  
**As of May FY2021**

|                                                       | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Assumptions</b> |
|-------------------------------------------------------|------------------|------------------|------------------|------------------|--------------------|
|                                                       | <b>2020-21</b>   | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |                    |
| <b>EXPENSES</b>                                       |                  |                  |                  |                  |                    |
| <b>Compensation &amp; Benefits</b>                    |                  |                  |                  |                  |                    |
| <b>Certificated Salaries</b>                          |                  |                  |                  |                  |                    |
| 1100 Teachers Salaries                                | 1,909,221        | 2,024,999        | 2,039,749        | 2,090,742        |                    |
| 1101 Teacher - Stipends                               | 226,500          | 218,237          | 45,993           | 47,143           |                    |
| 1102 Title I / SES Tutoring                           | 32,340           | 35,516           | 36,404           | 37,314           |                    |
| 1103 Teacher - Substitute Pay                         | 56,800           | 62,000           | 63,550           | 65,139           |                    |
| 1300 Certificated Supervisor & Administrator Salaries | 114,305          | 117,659          | 120,600          | 123,615          |                    |
| 1311 SPED Certificated                                | 366,345          | 360,193          | 369,198          | 378,428          |                    |
| 1920 Other Cert - Summer                              | 67,338           | 82,154           | 84,208           | 86,313           |                    |
| 1940 Academic Accountability & Intervention           | 113,466          | 112,821          | 115,642          | 118,533          |                    |
| <b>SUBTOTAL - Certificated Salaries</b>               | <b>2,886,314</b> | <b>3,013,579</b> | <b>2,875,343</b> | <b>2,947,227</b> |                    |
| <b>Classified Salaries</b>                            |                  |                  |                  |                  |                    |
| 2100 Classified Instructional Aide Salaries           | 44,456           | 141,576          | 80,933           | 83,361           |                    |
| 2103 SPED Classified                                  | 128,518          | 137,679          | 141,809          | 146,063          |                    |
| 2200 Classified Support Salaries                      | 80,034           | 135,184          | 74,932           | 77,180           |                    |
| 2300 Classified Supervisor & Administrator Salaries   | 118,143          | 118,346          | 121,896          | 125,553          |                    |
| 2400 Classified Clerical & Office Salaries            | 166,765          | 164,991          | 169,941          | 175,039          |                    |
| 2905 Other Classified - After School                  | 112,184          | 182,670          | 188,150          | 193,795          |                    |
| 2925 Other Classified - Childcare                     | 2,142            | 2,207            | 2,273            | 2,341            |                    |
| 2930 Other Classified - Maintenance/grounds           | 112,945          | 103,946          | 107,064          | 110,276          |                    |
| <b>SUBTOTAL - Classified Salaries</b>                 | <b>765,187</b>   | <b>986,599</b>   | <b>886,999</b>   | <b>913,609</b>   |                    |
| <b>Employee Benefits</b>                              |                  |                  |                  |                  |                    |
| 3100 STRS                                             | 448,446          | 486,292          | 528,729          | 541,948          |                    |
| 3300 OASDI-Medicare-Alternative                       | 107,181          | 125,771          | 113,822          | 116,738          |                    |
| 3400 Health & Welfare Benefits                        | 560,000          | 621,600          | 652,680          | 685,314          |                    |
| 3500 Unemployment Insurance                           | 18,920           | 19,682           | 19,301           | 19,373           |                    |
| 3600 Workers Comp Insurance                           | 43,818           | 48,002           | 45,148           | 46,330           |                    |
| 3900 Other Employee Benefits                          | 16,911           | 17,223           | 17,740           | 18,272           |                    |
| <b>SUBTOTAL - Employee Benefits</b>                   | <b>1,195,276</b> | <b>1,318,570</b> | <b>1,377,420</b> | <b>1,427,975</b> |                    |
| <b>Books &amp; Supplies</b>                           |                  |                  |                  |                  |                    |
| 4100 Approved Textbooks & Core Curricula Materials    | 53,454           | 56,212           | 57,336           | 58,483           |                    |
| 4101 SPED Textbooks                                   | 7,000            | 7,700            | 7,854            | 8,011            |                    |
| 4200 Books & Other Reference Materials                | 160,820          | 153,135          | 84,410           | 86,098           |                    |
| 4201 Library Resources                                | 7,552            | 15,025           | 15,325           | 15,632           |                    |
| 4315 Custodial Supplies                               | 21,360           | 30,000           | 30,600           | 31,212           |                    |
| 4320 Educational Software                             | 16,700           | 17,000           | -                | -                |                    |
| 4325 Instructional Materials & Supplies               | 40,000           | 97,950           | 93,789           | 95,665           |                    |
| 4330 Office Supplies                                  | 19,500           | 37,500           | 38,250           | 39,015           |                    |
| 4335 PE Supplies                                      | 3,000            | 9,000            | 9,180            | 9,364            |                    |



**Language Academy**  
**Multi-year Projection**  
**As of May FY2021**

|                                                            | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>  | <b>Assumptions</b> |
|------------------------------------------------------------|----------------|----------------|----------------|----------------|--------------------|
|                                                            | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |                    |
| 4340 Professional Development Supplies                     | 4,794          | 4,794          | 4,890          | 4,988          |                    |
| 4352 Garden                                                | 1,000          | 2,000          | 2,040          | 2,081          |                    |
| 4354 ASES Materials                                        | 3,000          | 6,000          | 6,120          | 6,242          |                    |
| 4355 Summer Preschool                                      | 2,700          | 9,900          | 10,098         | 10,300         |                    |
| 4356 SPED Consumables                                      | 25,582         | 9,782          | 9,978          | 10,177         |                    |
| 4410 Classroom Furniture, Equipment & Supplies             | 10,200         | 20,750         | 10,400         | 10,608         |                    |
| 4420 Computers: individual items less than \$5k            | 222,000        | 150,000        | 35,700         | 36,414         |                    |
| 4423 Classroom Noncapitalized items 1                      | 5,000          | 15,000         | 15,300         | 15,606         |                    |
| 4430 Non Classroom Related Furniture, Equipment & Supplies | 7,000          | 7,000          | 7,140          | 7,283          |                    |
| <b>SUBTOTAL - Books and Supplies</b>                       | <b>610,662</b> | <b>648,748</b> | <b>438,410</b> | <b>447,178</b> |                    |
| <b>Services &amp; Other Operating Expenses</b>             |                |                |                |                |                    |
| 5210 Conference Fees                                       | 5,000          | 17,605         | 17,957         | 18,316         |                    |
| 5215 Travel - Mileage, Parking, Tolls                      | 7,000          | 5,000          | 5,100          | 5,202          |                    |
| 5220 Travel and Lodging                                    | 8,000          | 17,589         | 17,941         | 18,300         |                    |
| 5305 Dues & Membership - Professional                      | 10,404         | 15,000         | 15,300         | 15,606         |                    |
| 5450 Insurance - Other                                     | 68,000         | 69,360         | 70,747         | 72,162         |                    |
| 5515 Janitorial, Gardening Services & Supplies             | 165,084        | 108,000        | 110,160        | 112,363        |                    |
| 5535 Utilities - All Utilities                             | 97,920         | 99,878         | 101,876        | 103,913        |                    |
| 5605 Equipment Leases                                      | 34,639         | 35,332         | 36,039         | 36,759         |                    |
| 5610 Rent                                                  | 99,210         | 101,195        | 103,218        | 105,283        |                    |
| 5615 Repairs and Maintenance - Building                    | 10,200         | 10,200         | 10,404         | 10,612         |                    |
| 5616 Repairs and Maintenance - Computers                   | 2,550          | 20,000         | 2,601          | 2,653          |                    |
| 5617 Repairs and Maintenance - Other Equipment             | 2,550          | 2,550          | 2,601          | 2,653          |                    |
| 5803 Accounting Fees                                       | 11,220         | 11,220         | 11,444         | 11,673         |                    |
| 5804 Parent Trainings                                      | 1,020          | 1,020          | 1,040          | 1,061          |                    |
| 5805 Administrative Fees                                   | 19,132         | 19,000         | 19,380         | 19,768         |                    |
| 5806 Assemblies                                            | 3,060          | 3,060          | 3,121          | 3,184          |                    |
| 5809 Banking Fees                                          | 428            | 437            | 446            | 455            |                    |
| 5812 Business Services                                     | 78,600         | 80,400         | 80,400         | 80,400         |                    |
| 5813 Board Development                                     | 4,000          | 5,600          | 5,712          | 5,826          |                    |
| 5818 SPED Legal Fees                                       | 1,000          | 5,500          | 5,610          | 5,722          |                    |
| 5824 District Oversight Fees                               | 60,678         | 65,929         | 68,915         | 72,479         |                    |
| 5826 Directors Contingency                                 | 42,000         | -              | -              | -              |                    |
| 5830 Field Trips Expenses                                  | -              | 56,092         | 57,213         | 58,358         |                    |
| 5833 Fines and Penalties                                   | 563            | -              | -              | -              |                    |
| 5836 Fingerprinting                                        | 816            | 1,000          | 1,020          | 1,040          |                    |
| 5839 Fundraising Expenses                                  | 36,700         | 36,700         | 37,434         | 38,183         |                    |
| 5843 Interest - Loans Less than 1 Year                     | 110,370        | 112,578        | 114,829        | 117,126        |                    |
| 5845 Legal Fees                                            | 10,200         | 10,200         | 10,404         | 10,612         |                    |
| 5851 Marketing and Student Recruiting                      | 1,224          | 1,224          | 1,248          | 1,273          |                    |
| 5857 Payroll Fees                                          | 15,300         | 15,606         | 15,918         | 16,236         |                    |
| 5860 Printing and Reproduction                             | 28,000         | 35,000         | 35,700         | 36,414         |                    |
| 5861 Prior Yr Exp (not accrued                             | 18,063         | -              | -              | -              |                    |
| 5863 Professional Development                              | 20,000         | 34,500         | 35,190         | 35,894         |                    |
| 5869 Special Education Contract Instructors                | 137,914        | 163,914        | 167,192        | 170,536        |                    |
| 5874 Sports                                                | -              | 15,529         | 15,840         | 16,156         |                    |

**Language Academy**  
**Multi-year Projection**  
**As of May FY2021**

|                                                       | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Assumptions</b> |
|-------------------------------------------------------|------------------|------------------|------------------|------------------|--------------------|
|                                                       | <b>2020-21</b>   | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |                    |
| 5875 Staff Recruiting                                 | 1,020            | 1,020            | 1,040            | 1,061            |                    |
| 5878 Student Assessment                               | 12,280           | 12,505           | 12,755           | 13,010           |                    |
| 5880 Student Health Services                          | 9,210            | 34,328           | 35,015           | 35,715           |                    |
| 5881 Student Information System                       | 15,964           | 16,257           | 16,582           | 16,914           |                    |
| 5884 Substitutes                                      | 26,000           | 56,000           | 57,120           | 58,262           |                    |
| 5887 Technology Services                              | 50,000           | 35,000           | 35,700           | 36,414           |                    |
| 5910 Communications - Internet / Website Fees         | 22,000           | 7,000            | 7,140            | 7,283            |                    |
| 5915 Postage and Delivery                             | 8,000            | 8,000            | 8,160            | 8,323            |                    |
| 5920 Communications - Telephone & Fax                 | 19,200           | 18,000           | 18,360           | 18,727           |                    |
| <b>SUBTOTAL - Services &amp; Other Operating Exp.</b> | <b>1,274,519</b> | <b>1,364,327</b> | <b>1,373,874</b> | <b>1,401,929</b> |                    |
| <b>Depreciation Expense</b>                           |                  |                  |                  |                  |                    |
| 6900 Depreciation                                     | 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>Other Outflows</b>                                 |                  |                  |                  |                  |                    |
| <b>SUBTOTAL - Other Outflows</b>                      | <b>-</b>         | <b>-</b>         | <b>-</b>         | <b>-</b>         |                    |
| <b>TOTAL EXPENSES</b>                                 | <b>7,286,959</b> | <b>7,886,823</b> | <b>7,507,046</b> | <b>7,692,919</b> |                    |

**Language Academy**  
**Income Statement**  
**As of May FY2021**

|                                           | Actual           |                  |                  | YTD              | Budget             |                   |                   |                                        |                                         |                          |
|-------------------------------------------|------------------|------------------|------------------|------------------|--------------------|-------------------|-------------------|----------------------------------------|-----------------------------------------|--------------------------|
|                                           | Mar              | Apr              | May              | Actual YTD       | Approved Budget v1 | Previous Forecast | Current Forecast  | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | % Current Forecast Spent |
|                                           |                  |                  |                  |                  |                    |                   |                   |                                        |                                         |                          |
| <b>SUMMARY</b>                            |                  |                  |                  |                  |                    |                   |                   |                                        |                                         |                          |
| <b>Revenue</b>                            |                  |                  |                  |                  |                    |                   |                   |                                        |                                         |                          |
| LCFF Entitlement                          | 954,205          | -                | 377,511          | 3,960,797        | 5,443,081          | 5,948,803         | 5,948,803         | -                                      | 505,722                                 | 67%                      |
| Federal Revenue                           | 207              | -                | 79,049           | 718,005          | 441,372            | 977,879           | 973,747           | (4,132)                                | 532,375                                 | 74%                      |
| Other State Revenues                      | 157,212          | 7,739            | 44,790           | 516,777          | 662,285            | 731,354           | 753,349           | 21,995                                 | 91,064                                  | 69%                      |
| Local Revenues                            | 882              | 1,815            | 7,535            | 17,629           | 33,300             | 34,121            | 35,150            | 1,029                                  | 1,850                                   | 50%                      |
| Fundraising and Grants                    | 300              | -                | 266              | 4,318            | 25,000             | 12,500            | 12,500            | -                                      | (12,500)                                | 35%                      |
| <b>Total Revenue</b>                      | <b>1,112,806</b> | <b>9,554</b>     | <b>509,151</b>   | <b>5,217,526</b> | <b>6,605,038</b>   | <b>7,704,657</b>  | <b>7,723,549</b>  | <b>18,892</b>                          | <b>1,118,511</b>                        | <b>68%</b>               |
| <b>Expenses</b>                           |                  |                  |                  |                  |                    |                   |                   |                                        |                                         |                          |
| Compensation and Benefits                 | 443,921          | 450,450          | 436,455          | 4,292,692        | 4,547,425          | 4,846,777         | 4,846,777         | -                                      | (299,352)                               | 89%                      |
| Books and Supplies                        | 14,943           | 40,146           | 38,082           | 529,181          | 298,630            | 610,662           | 610,662           | -                                      | (312,032)                               | 87%                      |
| Services and Other Operating Expenditures | 47,735           | 115,996          | 154,800          | 752,325          | 1,223,219          | 1,274,519         | 1,274,519         | -                                      | (51,300)                                | 59%                      |
| Depreciation                              | 46,427           | 77,635           | 42,742           | 515,084          | 555,000            | 555,000           | 555,000           | -                                      | -                                       | 93%                      |
| Other Outflows                            | 4,775            | -                | -                | 21,791           | -                  | -                 | -                 | -                                      | -                                       |                          |
| <b>Total Expenses</b>                     | <b>557,801</b>   | <b>684,227</b>   | <b>672,079</b>   | <b>6,111,074</b> | <b>6,624,275</b>   | <b>7,286,959</b>  | <b>7,286,959</b>  | <b>-</b>                               | <b>(662,684)</b>                        | <b>84%</b>               |
| <b>Operating Income</b>                   | <b>555,005</b>   | <b>(674,674)</b> | <b>(162,927)</b> | <b>(893,548)</b> | <b>(19,237)</b>    | <b>417,698</b>    | <b>436,590</b>    | <b>18,892</b>                          | <b>455,827</b>                          |                          |
| <b>Fund Balance</b>                       |                  |                  |                  |                  |                    |                   |                   |                                        |                                         |                          |
| Beginning Balance (Unaudited)             |                  |                  |                  |                  | 9,718,424          | 9,867,341         | 9,867,341         |                                        |                                         |                          |
| Operating Income                          |                  |                  |                  |                  | (19,237)           | 417,698           | 436,590           |                                        |                                         |                          |
| <b>Ending Fund Balance</b>                |                  |                  |                  |                  | <b>9,699,187</b>   | <b>10,285,039</b> | <b>10,303,931</b> |                                        |                                         |                          |
| Fund Balance as a % of Expenses           |                  |                  |                  |                  | 146%               | 141%              | 141%              |                                        |                                         |                          |

Language Academy  
Income Statement  
As of May FY2021

| Actual                    |     |     | YTD        | Budget             |                   |                  |                                        |                                         |                          |
|---------------------------|-----|-----|------------|--------------------|-------------------|------------------|----------------------------------------|-----------------------------------------|--------------------------|
| Mar                       | Apr | May | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | % Current Forecast Spent |
| <b>KEY ASSUMPTIONS</b>    |     |     |            |                    |                   |                  |                                        |                                         |                          |
| <b>Enrollment Summary</b> |     |     |            |                    |                   |                  |                                        |                                         |                          |
| K-3                       |     |     |            | 287                | 287               | 287              | -                                      | -                                       |                          |
| 4-6                       |     |     |            | 197                | 197               | 197              | -                                      | -                                       |                          |
| 7-8                       |     |     |            | 130                | 130               | 130              | -                                      | -                                       |                          |
| <b>Total Enrolled</b>     |     |     |            | <b>614</b>         | <b>614</b>        | <b>614</b>       | -                                      | -                                       |                          |
| <b>ADA %</b>              |     |     |            |                    |                   |                  |                                        |                                         |                          |
| K-3                       |     |     |            | 95.0%              | 94.6%             | 94.6%            | 0.0%                                   | -0.4%                                   |                          |
| 4-6                       |     |     |            | 95.0%              | 97.7%             | 97.7%            | 0.0%                                   | 2.7%                                    |                          |
| 7-8                       |     |     |            | 95.0%              | 93.6%             | 93.6%            | 0.0%                                   | -1.4%                                   |                          |
| <b>Average ADA %</b>      |     |     |            | <b>95.0%</b>       | <b>95.4%</b>      | <b>95.4%</b>     | <b>0.0%</b>                            | <b>0.4%</b>                             |                          |
| <b>ADA</b>                |     |     |            |                    |                   |                  |                                        |                                         |                          |
| K-3                       |     |     |            | 272.65             | 271.59            | 271.59           | -                                      | (1.06)                                  |                          |
| 4-6                       |     |     |            | 187.15             | 192.41            | 192.41           | -                                      | 5.26                                    |                          |
| 7-8                       |     |     |            | 123.50             | 121.73            | 121.73           | -                                      | (1.77)                                  |                          |
| <b>Total ADA</b>          |     |     |            | <b>583.30</b>      | <b>585.73</b>     | <b>585.73</b>    | -                                      | <b>2.43</b>                             |                          |

**Language Academy**  
**Income Statement**  
**As of May FY2021**

| Actual                            |                                                         |           |       | YTD        | Budget             |                   |                  |                                        |                                         |                          |      |
|-----------------------------------|---------------------------------------------------------|-----------|-------|------------|--------------------|-------------------|------------------|----------------------------------------|-----------------------------------------|--------------------------|------|
|                                   |                                                         |           |       |            |                    |                   |                  | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | % Current Forecast Spent |      |
| Mar      Apr      May             |                                                         |           |       | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast |                                        |                                         |                          |      |
| REVENUE                           |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
| LCFF Entitlement                  |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
| 8011                              | Charter Schools General Purpose Entitlement - State Aid | 467,728   | -     | 74,211     | 2,078,812          | 3,518,612         | 3,521,761        | 3,521,761                              | -                                       | 3,149                    | 59%  |
| 8012                              | Education Protection Account Entitlement                | -         | -     | 303,300    | 855,572            | 720,252           | 1,141,482        | 1,141,482                              | -                                       | 421,230                  | 75%  |
| 8096                              | Charter Schools in Lieu of Property Taxes               | 486,477   | -     | -          | 1,026,413          | 1,204,217         | 1,285,560        | 1,285,560                              | -                                       | 81,343                   | 80%  |
| SUBTOTAL - LCFF Entitlement       |                                                         | 954,205   | -     | 377,511    | 3,960,797          | 5,443,081         | 5,948,803        | 5,948,803                              | -                                       | 505,722                  | 67%  |
| Federal Revenue                   |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
| 8181                              | Special Education - Entitlement                         | -         | -     | -          | -                  | 76,125            | 80,607           | 80,607                                 | -                                       | 4,482                    | 0%   |
| 8291                              | Title I                                                 | -         | -     | 79,049     | 175,690            | 179,686           | 179,686          | 175,690                                | (3,996)                                 | (3,996)                  | 100% |
| 8292                              | Title II                                                | -         | -     | -          | -                  | 24,385            | 24,385           | 23,982                                 | (403)                                   | (403)                    | 0%   |
| 8294                              | Title IV                                                | -         | -     | -          | -                  | 13,199            | 13,199           | 13,466                                 | 267                                     | 267                      | 0%   |
| 8299                              | All Other Federal Revenue                               | 207       | -     | -          | 542,315            | 147,977           | 680,002          | 680,002                                | -                                       | 532,025                  | 80%  |
| SUBTOTAL - Federal Revenue        |                                                         | 207       | -     | 79,049     | 718,005            | 441,372           | 977,879          | 973,747                                | (4,132)                                 | 532,375                  | 74%  |
| Other State Revenue               |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
| 8319                              | Other State Apportionments - Prior Years                | -         | -     | 5,086      | 6,098              | -                 | 1,432            | 6,098                                  | 4,666                                   | 6,098                    | 100% |
| 8381                              | Special Education - Entitlement (State                  | 24,470    | 7,739 | 7,638      | 233,894            | 361,298           | 365,306          | 365,306                                | -                                       | 4,008                    | 64%  |
| 8382                              | Special Education Reimbursement (State                  | 17,329    | -     | -          | 35,809             | -                 | 18,480           | 35,809                                 | 17,329                                  | 35,809                   | 100% |
| 8550                              | Mandated Cost Reimbursements                            | -         | -     | -          | 9,875              | 9,875             | 9,875            | 9,875                                  | -                                       | -                        | 100% |
| 8560                              | State Lottery Revenue                                   | -         | -     | 32,066     | 64,947             | 126,111           | 120,519          | 120,519                                | -                                       | (5,592)                  | 54%  |
| 8590                              | All Other State Revenue                                 | -         | -     | -          | 50,741             | -                 | 50,741           | 50,741                                 | -                                       | 50,741                   | 100% |
| 8596                              | Other State Revenue 6                                   | 115,413   | -     | -          | 115,413            | 165,000           | 165,000          | 165,000                                | -                                       | -                        | 70%  |
| SUBTOTAL - Other State Revenue    |                                                         | 157,212   | 7,739 | 44,790     | 516,777            | 662,285           | 731,354          | 753,349                                | 21,995                                  | 91,064                   | 69%  |
| Local Revenue                     |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
| 8632                              | Sale of Publications                                    | -         | -     | -          | 488                | -                 | 488              | 488                                    | -                                       | 488                      | 100% |
| 8636                              | Uniforms                                                | -         | -     | -          | 199                | 12,000            | 12,000           | 12,000                                 | -                                       | -                        | 2%   |
| 8638                              | Merchandise Sales                                       | -         | -     | -          | -                  | 1,300             | 1,300            | 1,300                                  | -                                       | -                        | 0%   |
| 8639                              | All Other Sales                                         | -         | -     | -          | 333                | -                 | 333              | 333                                    | -                                       | 333                      | 100% |
| 8660                              | Interest                                                | 384       | 366   | 368        | 6,668              | 9,000             | 9,000            | 9,000                                  | -                                       | -                        | 74%  |
| 8670                              | Fees and Contracts                                      | -         | -     | -          | -                  | 6,000             | 6,000            | 6,000                                  | -                                       | -                        | 0%   |
| 8699                              | All Other Local Revenue                                 | -         | -     | 5,642      | 6,029              | 5,000             | 5,000            | 6,029                                  | 1,029                                   | 1,029                    | 100% |
| 8999                              | Uncategorized Revenue                                   | 498       | 1,449 | 1,524      | 3,912              | -                 | -                | -                                      | -                                       | -                        | -    |
| SUBTOTAL - Local Revenue          |                                                         | 882       | 1,815 | 7,535      | 17,629             | 33,300            | 34,121           | 35,150                                 | 1,029                                   | 1,850                    | 50%  |
| Fundraising and Grants            |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
| 8801                              | Donations - Parents                                     | 300       | -     | -          | 1,740              | 5,000             | 2,500            | 2,500                                  | -                                       | (2,500)                  | 70%  |
| 8802                              | Donations - Private                                     | -         | -     | -          | 2,000              | 5,000             | 2,500            | 2,500                                  | -                                       | (2,500)                  | 80%  |
| 8803                              | Fundraising                                             | -         | -     | 266        | 578                | 15,000            | 7,500            | 7,500                                  | -                                       | (7,500)                  | 8%   |
| SUBTOTAL - Fundraising and Grants |                                                         | 300       | -     | 266        | 4,318              | 25,000            | 12,500           | 12,500                                 | -                                       | (12,500)                 | 35%  |
| TOTAL REVENUE                     |                                                         |           |       |            |                    |                   |                  |                                        |                                         |                          |      |
|                                   |                                                         | 1,112,806 | 9,554 | 509,151    | 5,217,526          | 6,605,038         | 7,704,657        | 7,723,549                              | 18,892                                  | 1,118,511                | 68%  |

**Language Academy**  
**Income Statement**  
**As of May FY2021**

| Actual                           |                                                  |         |         | YTD        | Budget    |           |           |              |               |           |      |
|----------------------------------|--------------------------------------------------|---------|---------|------------|-----------|-----------|-----------|--------------|---------------|-----------|------|
|                                  |                                                  |         |         |            | Approved  | Previous  |           | Previous     | Approved      |           |      |
|                                  |                                                  |         |         |            | Budget v1 | Forecast  | Current   | Forecast vs. | Budget v1 vs. | % Current |      |
|                                  |                                                  |         |         | Actual YTD |           |           | Forecast  | Current      | Current       | Forecast  |      |
|                                  |                                                  |         |         |            | Budget v1 | Forecast  | Forecast  | Forecast     | Forecast      | Spent     |      |
| EXPENSES                         |                                                  |         |         |            |           |           |           |              |               |           |      |
| Compensation & Benefits          |                                                  |         |         |            |           |           |           |              |               |           |      |
| Certificated Salaries            |                                                  |         |         |            |           |           |           |              |               |           |      |
| 1100                             | Teachers Salaries                                | 178,194 | 181,592 | 179,034    | 1,643,201 | 1,909,221 | 1,909,221 | 1,909,221    | -             | -         | 86%  |
| 1101                             | Teacher - Stipends                               | 15,642  | 9,067   | 9,067      | 245,470   | 29,500    | 226,500   | 226,500      | -             | (197,000) | 108% |
| 1102                             | Title I / SES Tutoring                           | -       | -       | -          | -         | 17,325    | 32,340    | 32,340       | -             | (15,015)  | 0%   |
| 1103                             | Teacher - Substitute Pay                         | 10,384  | 5,270   | 6,568      | 49,414    | 56,800    | 56,800    | 56,800       | -             | -         | 87%  |
| 1300                             | Certificated Supervisor & Administrator Salaries | 11,904  | 9,686   | 9,686      | 106,550   | 110,905   | 114,305   | 114,305      | -             | (3,400)   | 93%  |
| 1311                             | SPED Certificated                                | 34,813  | 34,813  | 31,567     | 325,353   | 366,345   | 366,345   | 366,345      | -             | -         | 89%  |
| 1920                             | Other Cert - Summer                              | -       | -       | -          | 10,929    | 19,983    | 67,338    | 67,338       | -             | (47,355)  | 16%  |
| 1940                             | Academic Accountability & Intervention           | 13,354  | 11,382  | 11,382     | 102,223   | 104,166   | 113,466   | 113,466      | -             | (9,300)   | 90%  |
| SUBTOTAL - Certificated Salaries |                                                  | 264,292 | 251,811 | 247,304    | 2,483,139 | 2,614,244 | 2,886,314 | 2,886,314    | -             | (272,070) | 86%  |
| Classified Salaries              |                                                  |         |         |            |           |           |           |              |               |           |      |
| 2100                             | Classified Instructional Aide Salaries           | 3,410   | 5,399   | 4,393      | 32,715    | 32,984    | 44,456    | 44,456       | -             | (11,472)  | 74%  |
| 2103                             | SPED Classified                                  | 11,749  | 15,081  | 11,772     | 105,218   | 113,060   | 128,518   | 128,518      | -             | (15,458)  | 82%  |
| 2200                             | Classified Support Salaries                      | 19,618  | 27,329  | 26,353     | 159,996   | 82,998    | 80,034    | 80,034       | -             | 2,965     | 200% |
| 2300                             | Classified Supervisor & Administrator Salaries   | 11,789  | 8,874   | 8,874      | 98,456    | 108,334   | 118,143   | 118,143      | -             | (9,809)   | 83%  |
| 2400                             | Classified Clerical & Office Salaries            | 12,056  | 17,225  | 16,978     | 159,972   | 160,853   | 166,765   | 166,765      | -             | (5,912)   | 96%  |
| 2900                             | Classified Other Salaries                        | -       | -       | 812        | 812       | -         | -         | -            | -             | -         | -    |
| 2905                             | Other Classified - After School                  | 8,495   | 9,428   | 8,746      | 77,348    | 180,633   | 112,184   | 112,184      | -             | 68,449    | 69%  |
| 2925                             | Other Classified - Childcare                     | -       | -       | -          | -         | 2,142     | 2,142     | 2,142        | -             | -         | 0%   |
| 2930                             | Other Classified - Maintenance/grounds           | 8,235   | 13,408  | 10,674     | 93,160    | 107,648   | 112,945   | 112,945      | -             | (5,297)   | 82%  |
| SUBTOTAL - Classified Salaries   |                                                  | 75,351  | 96,744  | 88,601     | 727,677   | 788,653   | 765,187   | 765,187      | -             | 23,466    | 95%  |
| Employee Benefits                |                                                  |         |         |            |           |           |           |              |               |           |      |
| 3100                             | STRS                                             | 40,590  | 39,994  | 39,158     | 362,369   | 406,932   | 448,446   | 448,446      | -             | (41,514)  | 81%  |
| 3300                             | OASDI-Medicare-Alternative                       | 10,094  | 11,169  | 10,447     | 93,470    | 102,154   | 107,181   | 107,181      | -             | (5,027)   | 87%  |
| 3400                             | Health & Welfare Benefits                        | 49,098  | 47,894  | 48,536     | 567,225   | 560,000   | 560,000   | 560,000      | -             | -         | 101% |
| 3500                             | Unemployment Insurance                           | 168     | 170     | 165        | 1,586     | 17,331    | 18,920    | 18,920       | -             | (1,589)   | 8%   |
| 3600                             | Workers Comp Insurance                           | 2,131   | -       | -          | 35,083    | 40,835    | 43,818    | 43,818       | -             | (2,983)   | 80%  |
| 3700                             | Retiree Benefits                                 | 2,197   | 2,668   | 2,244      | 12,658    | -         | -         | -            | -             | -         | -    |
| 3900                             | Other Employee Benefits                          | -       | -       | -          | 9,485     | 17,276    | 16,911    | 16,911       | -             | 365       | 56%  |
| SUBTOTAL - Employee Benefits     |                                                  | 104,279 | 101,895 | 100,550    | 1,081,876 | 1,144,528 | 1,195,276 | 1,195,276    | -             | (50,748)  | 91%  |
| Books & Supplies                 |                                                  |         |         |            |           |           |           |              |               |           |      |
| 4100                             | Approved Textbooks & Core Curricula Materials    | 927     | 124     | -          | 59,641    | 37,454    | 53,454    | 53,454       | -             | (16,000)  | 112% |
| 4101                             | SPED Textbooks                                   | -       | -       | -          | -         | 7,000     | 7,000     | 7,000        | -             | -         | 0%   |
| 4200                             | Books & Other Reference Materials                | 400     | 1,010   | 4,691      | 118,912   | 79,820    | 160,820   | 160,820      | -             | (81,000)  | 74%  |
| 4201                             | Library Resources                                | -       | -       | 86         | 3,613     | 7,552     | 7,552     | 7,552        | -             | -         | 48%  |
| 4300                             | Materials & Supplies                             | -       | -       | -          | 63        | -         | -         | -            | -             | -         | -    |
| 4315                             | Custodial Supplies                               | 1,487   | 3,288   | 2,245      | 11,681    | 21,360    | 21,360    | 21,360       | -             | -         | 55%  |
| 4320                             | Educational Software                             | 3,782   | 7,364   | 326        | 17,389    | -         | 16,700    | 16,700       | -             | (16,700)  | 104% |
| 4325                             | Instructional Materials & Supplies               | 530     | 5,649   | 9,944      | 30,339    | 22,718    | 40,000    | 40,000       | -             | (17,282)  | 76%  |
| 4330                             | Office Supplies                                  | 180     | 1,147   | 980        | 12,798    | 19,500    | 19,500    | 19,500       | -             | -         | 66%  |
| 4335                             | PE Supplies                                      | -       | 96      | 22         | 323       | 3,000     | 3,000     | 3,000        | -             | -         | 11%  |
| 4340                             | Professional Development Supplies                | 187     | 31      | -          | 670       | 4,794     | 4,794     | 4,794        | -             | -         | 14%  |

**Language Academy**  
**Income Statement**  
**As of May FY2021**

|                                     |                                                       | Actual  |        |        | YTD        | Budget             |                   |                  |                                        |                                         |                          |
|-------------------------------------|-------------------------------------------------------|---------|--------|--------|------------|--------------------|-------------------|------------------|----------------------------------------|-----------------------------------------|--------------------------|
|                                     |                                                       | Mar     | Apr    | May    | Actual YTD | Approved Budget v1 | Previous Forecast | Current Forecast | Previous Forecast vs. Current Forecast | Approved Budget v1 vs. Current Forecast | % Current Forecast Spent |
| 4352                                | Garden                                                | -       | 797    | -      | 797        | 1,000              | 1,000             | 1,000            | -                                      | -                                       | 80%                      |
| 4354                                | ASES Materials                                        | -       | -      | 88     | 950        | 3,000              | 3,000             | 3,000            | -                                      | -                                       | 32%                      |
| 4355                                | Summer Preschool                                      | -       | -      | -      | -          | 2,700              | 2,700             | 2,700            | -                                      | -                                       | 0%                       |
| 4356                                | SPED Consumables                                      | 166     | 272    | 27     | 1,772      | 9,782              | 25,582            | 25,582           | -                                      | (15,800)                                | 7%                       |
| 4410                                | Classroom Furniture, Equipment & Supplies             | 96      | 15,561 | 4,109  | 22,094     | 10,200             | 10,200            | 10,200           | -                                      | -                                       | 217%                     |
| 4420                                | Computers: individual items less than \$5k            | -       | -      | 15,505 | 230,239    | 51,750             | 222,000           | 222,000          | -                                      | (170,250)                               | 104%                     |
| 4423                                | Classroom Noncapitalized items 1                      | -       | -      | -      | -          | 10,000             | 5,000             | 5,000            | -                                      | 5,000                                   | 0%                       |
| 4430                                | Non Classroom Related Furniture, Equipment & Supplies | 7,189   | 4,807  | 59     | 17,900     | 7,000              | 7,000             | 7,000            | -                                      | -                                       | 256%                     |
| SUBTOTAL - Books and Supplies       |                                                       | 14,943  | 40,146 | 38,082 | 529,181    | 298,630            | 610,662           | 610,662          | -                                      | (312,032)                               | 87%                      |
| Services & Other Operating Expenses |                                                       |         |        |        |            |                    |                   |                  |                                        |                                         |                          |
| 5210                                | Conference Fees                                       | 1,015   | -      | -      | 1,447      | 5,000              | 5,000             | 5,000            | -                                      | -                                       | 29%                      |
| 5215                                | Travel - Mileage, Parking, Tolls                      | -       | -      | -      | -          | 7,000              | 7,000             | 7,000            | -                                      | -                                       | 0%                       |
| 5220                                | Travel and Lodging                                    | -       | -      | -      | -          | 8,000              | 8,000             | 8,000            | -                                      | -                                       | 0%                       |
| 5305                                | Dues & Membership - Professional                      | 6,090   | -      | -      | 8,244      | 10,404             | 10,404            | 10,404           | -                                      | -                                       | 79%                      |
| 5450                                | Insurance - Other                                     | 6,696   | -      | -      | 81,229     | 51,000             | 68,000            | 68,000           | -                                      | (17,000)                                | 119%                     |
| 5515                                | Janitorial, Gardening Services & Supplies             | 1,750   | 71,254 | -      | 85,217     | 165,084            | 165,084           | 165,084          | -                                      | -                                       | 52%                      |
| 5535                                | Utilities - All Utilities                             | -       | -      | 92,591 | 99,991     | 97,920             | 97,920            | 97,920           | -                                      | -                                       | 102%                     |
| 5605                                | Equipment Leases                                      | 129     | 2,624  | 2,752  | 25,158     | 34,639             | 34,639            | 34,639           | -                                      | -                                       | 73%                      |
| 5610                                | Rent                                                  | -       | -      | -      | -          | 99,210             | 99,210            | 99,210           | -                                      | -                                       | 0%                       |
| 5615                                | Repairs and Maintenance - Building                    | 750     | 100    | 100    | 1,875      | 10,200             | 10,200            | 10,200           | -                                      | -                                       | 18%                      |
| 5616                                | Repairs and Maintenance - Computers                   | -       | -      | 347    | 347        | 2,550              | 2,550             | 2,550            | -                                      | -                                       | 14%                      |
| 5617                                | Repairs and Maintenance - Other Equipment             | 1,037   | -      | 2,069  | 3,106      | 2,550              | 2,550             | 2,550            | -                                      | -                                       | 122%                     |
| 5803                                | Accounting Fees                                       | -       | -      | -      | -          | 11,220             | 11,220            | 11,220           | -                                      | -                                       | 0%                       |
| 5804                                | Parent Trainings                                      | -       | -      | -      | -          | 1,020              | 1,020             | 1,020            | -                                      | -                                       | 0%                       |
| 5805                                | Administrative Fees                                   | (2,000) | -      | 1,515  | 18,891     | 19,132             | 19,132            | 19,132           | -                                      | -                                       | 99%                      |
| 5806                                | Assemblies                                            | -       | -      | 150    | 150        | 3,060              | 3,060             | 3,060            | -                                      | -                                       | 5%                       |
| 5809                                | Banking Fees                                          | -       | -      | -      | 46         | 428                | 428               | 428              | -                                      | -                                       | 11%                      |
| 5812                                | Business Services                                     | 7,000   | 6,550  | 6,550  | 83,821     | 78,600             | 78,600            | 78,600           | -                                      | -                                       | 107%                     |
| 5813                                | Board Development                                     | -       | -      | -      | -          | 4,000              | 4,000             | 4,000            | -                                      | -                                       | 0%                       |
| 5818                                | SPED Legal Fees                                       | -       | -      | -      | -          | 1,000              | 1,000             | 1,000            | -                                      | -                                       | 0%                       |
| 5824                                | District Oversight Fees                               | -       | -      | -      | -          | 55,519             | 60,678            | 60,678           | -                                      | (5,158)                                 | 0%                       |
| 5826                                | Directors Contingency                                 | 1,858   | 3,329  | 12,000 | 49,668     | 20,000             | 42,000            | 42,000           | -                                      | (22,000)                                | 118%                     |
| 5830                                | Field Trips Expenses                                  | 100     | 445    | 175    | 815        | (0)                | -                 | -                | -                                      | (0)                                     | -                        |
| 5833                                | Fines and Penalties                                   | -       | -      | -      | 26         | 563                | 563               | 563              | -                                      | -                                       | 5%                       |
| 5836                                | Fingerprinting                                        | -       | 140    | 614    | 1,581      | 816                | 816               | 816              | -                                      | -                                       | 194%                     |
| 5839                                | Fundraising Expenses                                  | 119     | 4,242  | 3,465  | 22,251     | 36,700             | 36,700            | 36,700           | -                                      | -                                       | 61%                      |
| 5843                                | Interest - Loans Less than 1 Year                     | -       | -      | -      | -          | 110,370            | 110,370           | 110,370          | -                                      | -                                       | 0%                       |
| 5845                                | Legal Fees                                            | -       | 1,070  | 546    | 6,508      | 10,200             | 10,200            | 10,200           | -                                      | -                                       | 64%                      |
| 5851                                | Marketing and Student Recruiting                      | -       | -      | -      | -          | 1,224              | 1,224             | 1,224            | -                                      | -                                       | 0%                       |
| 5857                                | Payroll Fees                                          | 1,138   | 1,478  | 1,169  | 13,442     | 15,300             | 15,300            | 15,300           | -                                      | -                                       | 88%                      |
| 5860                                | Printing and Reproduction                             | 362     | 675    | 1,443  | 10,933     | 28,000             | 28,000            | 28,000           | -                                      | -                                       | 39%                      |
| 5861                                | Prior Yr Exp (not accrued                             | -       | -      | -      | 18,063     | -                  | 18,063            | 18,063           | -                                      | (18,063)                                | 100%                     |
| 5863                                | Professional Development                              | -       | 260    | 8,295  | 16,245     | 20,000             | 20,000            | 20,000           | -                                      | -                                       | 81%                      |
| 5869                                | Special Education Contract Instructors                | 9,232   | 13,596 | 13,062 | 96,300     | 163,914            | 137,914           | 137,914          | -                                      | 26,000                                  | 70%                      |
| 5875                                | Staff Recruiting                                      | -       | -      | -      | -          | 1,020              | 1,020             | 1,020            | -                                      | -                                       | 0%                       |
| 5878                                | Student Assessment                                    | 5,520   | 4,300  | -      | 18,929     | 12,280             | 12,280            | 12,280           | -                                      | -                                       | 154%                     |
| 5880                                | Student Health Services                               | -       | -      | -      | 8,615      | 3,131              | 9,210             | 9,210            | -                                      | (6,079)                                 | 94%                      |
| 5881                                | Student Information System                            | -       | -      | -      | 9,037      | 15,964             | 15,964            | 15,964           | -                                      | -                                       | 57%                      |
| 5884                                | Substitutes                                           | -       | -      | -      | 520        | 56,000             | 26,000            | 26,000           | -                                      | 30,000                                  | 2%                       |

**Language Academy**  
**Income Statement**  
**As of May FY2021**

|                                            |                                          | Actual  |         |         | YTD        | Budget                |                      |                     |                                                 |                                                  |                                |
|--------------------------------------------|------------------------------------------|---------|---------|---------|------------|-----------------------|----------------------|---------------------|-------------------------------------------------|--------------------------------------------------|--------------------------------|
|                                            |                                          |         |         |         |            |                       |                      |                     | Previous<br>Forecast vs.<br>Current<br>Forecast | Approved<br>Budget v1 vs.<br>Current<br>Forecast | % Current<br>Forecast<br>Spent |
|                                            |                                          | Mar     | Apr     | May     | Actual YTD | Approved<br>Budget v1 | Previous<br>Forecast | Current<br>Forecast |                                                 |                                                  |                                |
| 5887                                       | Technology Services                      | 4,965   | 3,622   | 5,080   | 40,776     | 20,000                | 50,000               | 50,000              | -                                               | (30,000)                                         | 82%                            |
| 5910                                       | Communications - Internet / Website Fees | 520     | 528     | 8       | 8,889      | 19,200                | 22,000               | 22,000              | -                                               | (2,800)                                          | 40%                            |
| 5915                                       | Postage and Delivery                     | -       | 330     | 56      | 5,908      | 1,800                 | 8,000                | 8,000               | -                                               | (6,200)                                          | 74%                            |
| 5920                                       | Communications - Telephone & Fax         | 1,454   | 1,454   | 2,813   | 14,297     | 19,200                | 19,200               | 19,200              | -                                               | -                                                | 74%                            |
| SUBTOTAL - Services & Other Operating Exp. |                                          | 47,735  | 115,996 | 154,800 | 752,325    | 1,223,219             | 1,274,519            | 1,274,519           | -                                               | (51,300)                                         | 59%                            |
| Capital Outlay & Depreciation              |                                          |         |         |         |            |                       |                      |                     |                                                 |                                                  |                                |
| 6100                                       | Sites & Improvement of Sites             | 3,228   | 35,074  | -       | 39,351     | -                     | -                    | -                   | -                                               | -                                                |                                |
| 6900                                       | Depreciation                             | 43,198  | 42,561  | 42,742  | 475,734    | 555,000               | 555,000              | 555,000             | -                                               | -                                                | 86%                            |
| SUBTOTAL - Capital Outlay & Depreciation   |                                          | 46,427  | 77,635  | 42,742  | 515,084    | 555,000               | 555,000              | 555,000             | -                                               | -                                                | 93%                            |
| Other Outflows                             |                                          |         |         |         |            |                       |                      |                     |                                                 |                                                  |                                |
| 7999                                       | Uncategorized Expense                    | 4,775   | -       | -       | 21,791     | -                     | -                    | -                   | -                                               | -                                                |                                |
| SUBTOTAL - Other Outflows                  |                                          | 4,775   | -       | -       | 21,791     | -                     | -                    | -                   | -                                               | -                                                |                                |
| TOTAL EXPENSES                             |                                          | 557,801 | 684,227 | 672,079 | 6,111,074  | 6,624,275             | 7,286,959            | 7,286,959           | -                                               | (662,684)                                        | 84%                            |



**Language Academy**  
**Monthly Cash Forecast**  
**As of May FY2021**

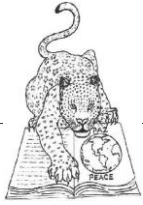
|                                     | 2020-21            |                |                |                |                |                |                |                |                |                |                |                 |           |                      |
|-------------------------------------|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------|----------------------|
|                                     | Actuals & Forecast |                |                |                |                |                |                |                |                |                |                |                 |           |                      |
|                                     | Jul<br>Actuals     | Aug<br>Actuals | Sep<br>Actuals | Oct<br>Actuals | Nov<br>Actuals | Dec<br>Actuals | Jan<br>Actuals | Feb<br>Actuals | Mar<br>Actuals | Apr<br>Actuals | May<br>Actuals | Jun<br>Forecast | Forecast  | Remaining<br>Balance |
| Beginning Cash                      | 4,455,544          | 4,574,240      | 4,987,664      | 5,479,863      | 4,992,626      | 5,515,291      | 5,357,548      | 5,711,823      | 5,245,100      | 5,803,106      | 5,189,437      | 5,102,082       |           |                      |
| REVENUE                             |                    |                |                |                |                |                |                |                |                |                |                |                 |           |                      |
| LCFF Entitlement                    | -                  | 178,189        | 454,325        | -              | 975,726        | 423,965        | 596,876        | -              | 954,205        | -              | 377,511        | 373,348         | 5,948,803 | 1,614,659            |
| Federal Revenue                     | -                  | -              | 533,138        | -              | -              | -              | 105,611        | -              | 207            | -              | 79,049         | 165,773         | 973,747   | 89,969               |
| Other State Revenue                 | 15,717             | 39,477         | 82,494         | 31,753         | 31,753         | 41,628         | 64,214         | -              | 157,212        | 7,739          | 44,790         | 126,102         | 753,349   | 110,470              |
| Other Local Revenue                 | 986                | 466            | 1,606          | 1,320          | 901            | 791            | 986            | 342            | 882            | 1,815          | 7,535          | 17,521          | 35,150    | -                    |
| Fundraising & Grants                | -                  | 56             | 2,240          | -              | 1,356          | -              | -              | 101            | 300            | -              | 266            | 8,182           | 12,500    | -                    |
| TOTAL REVENUE                       | 16,703             | 218,187        | 1,073,803      | 33,073         | 1,009,736      | 466,383        | 767,687        | 443            | 1,112,806      | 9,554          | 509,151        | 690,925         | 7,723,549 | 1,815,097            |
| EXPENSES                            |                    |                |                |                |                |                |                |                |                |                |                |                 |           |                      |
| Certificated Salaries               | 26,953             | 38,974         | 307,069        | 252,534        | 344,984        | 247,435        | 248,265        | 253,518        | 264,292        | 251,811        | 247,304        | 403,175         | 2,886,314 | -                    |
| Classified Salaries                 | 30,515             | 30,115         | 54,490         | 92,506         | 52,998         | 73,998         | 59,117         | 73,242         | 75,351         | 96,744         | 88,601         | 37,510          | 765,187   | -                    |
| Employee Benefits                   | 85,102             | 87,167         | 78,741         | 102,562        | 112,668        | 111,407        | 82,394         | 115,112        | 104,279        | 101,895        | 100,550        | 113,400         | 1,195,276 | -                    |
| Books & Supplies                    | 51,479             | 20,091         | 101,878        | 79,833         | 44,430         | 105,053        | 12,780         | 20,468         | 14,943         | 40,146         | 38,082         | 81,481          | 610,662   | -                    |
| Services & Other Operating Expenses | 41,290             | 52,357         | 76,235         | 26,455         | 37,380         | 104,219        | 33,293         | 62,565         | 47,735         | 115,996        | 154,800        | 366,554         | 1,274,519 | 155,641              |
| Capital Outlay & Depreciation       | -                  | -              | -              | -              | -              | 260,425        | 43,404         | 44,452         | 46,427         | 77,635         | 42,742         | 79,266          | 555,000   | (39,351)             |
| Other Outflows                      | 6,684              | -              | -              | -              | 969            | 6,816          | 2,548          | -              | 4,775          | -              | -              | (21,791)        | -         | -                    |
| TOTAL EXPENSES                      | 242,021            | 228,704        | 618,413        | 553,890        | 593,428        | 909,352        | 481,802        | 569,356        | 557,801        | 684,227        | 672,079        | 1,059,595       | 7,286,959 | 116,290              |
| Operating Cash Inflow (Outflow)     | (225,318)          | (10,517)       | 455,390        | (520,818)      | 416,308        | (442,969)      | 285,885        | (568,913)      | 555,005        | (674,674)      | (162,927)      | (368,669)       | 436,590   | 1,698,807            |
| Revenues - Prior Year Accruals      | 653,447            | 546,801        | -              | 4,993          | 47,714         | -              | 3,351          | -              | 23,952         | (44,088)       | 5,600          | 360,683         |           |                      |
| Other Assets                        | 45,818             | -              | -              | -              | -              | 35,307         | -              | -              | (6,150)        | -              | -              | -               |           |                      |
| Fixed Assets                        | -                  | -              | -              | -              | -              | 260,425        | 43,404         | 43,404         | 43,198         | 42,561         | 42,742         | 79,266          |           |                      |
| Expenses - Prior Year Accruals      | (39,539)           | -              | -              | -              | -              | -              | 112            | -              | -              | 44,088         | (2,346)        | (341,915)       |           |                      |
| Accounts Payable - Current Year     | (136,911)          | (6,970)        | 12,938         | 3,385          | 33,580         | (35,232)       | (3,267)        | 32,958         | (82,980)       | (6,699)        | 4,786          | 52,554          |           |                      |
| Summerholdback for Teachers         | (115,874)          | (115,889)      | 23,871         | 25,202         | 25,063         | 24,726         | 24,789         | 25,827         | 24,981         | 25,143         | 24,791         | -               | -         |                      |
| Loans Payable (Long Term)           | (62,926)           | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -               | -         |                      |
| Ending Cash                         | 4,574,240          | 4,987,664      | 5,479,863      | 4,992,626      | 5,515,291      | 5,357,548      | 5,711,823      | 5,245,100      | 5,803,106      | 5,189,437      | 5,102,082      | 4,884,001       |           |                      |

## Language Academy

### Balance Sheet

As of May FY2021

|                                       | Jun FY2020        | May FY2021        |
|---------------------------------------|-------------------|-------------------|
| <b>ASSETS</b>                         |                   |                   |
| Cash Balance                          | 4,455,544         | 5,102,082         |
| Accounts Receivable                   | 1,602,453         | 360,683           |
| Prepays                               | 85,965            | 10,990            |
| Fixed Assets, Net                     | 8,078,440         | 7,602,706         |
| <b>TOTAL ASSETS</b>                   | <b>14,222,401</b> | <b>13,076,461</b> |
| <b>LIABILITIES &amp; EQUITY</b>       |                   |                   |
| Accounts Payable                      | 492,460           | 316,562           |
| Current Loans and Other Payables      | 201,349           | 187,781           |
| Long-Term Loans and Other Liabilities | 3,891,011         | 3,828,085         |
| Beginning Net Assets                  | 9,341,315         | 9,705,249         |
| Net Income (Loss) to Date             | 296,266           | (961,216)         |
| <b>TOTAL LIABILITIES &amp; EQUITY</b> | <b>14,222,401</b> | <b>13,076,461</b> |



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

A California Public School

Agenda Item #IVD

**Board Meeting Date:** June 25, 2021

**Subject:** May 2021 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 May 2021 check register.

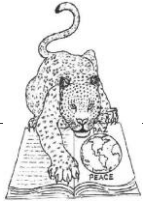
**Documents Attached:**

1. May 2021 Check Register

| May 2021             |     |     |         |        |
|----------------------|-----|-----|---------|--------|
| Members              | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen         |     |     |         |        |
| De González, Julissa |     |     |         |        |
| Sylvains, Nina       |     |     |         |        |
| Kokayi, Nailah       |     |     |         |        |
| Aceves, Fernando     |     |     |         |        |
| García, Cristian     |     |     |         |        |
| Jáuregui, Gemma      |     |     |         |        |
| Leon, Pedro          |     |     |         |        |
| Vacant               |     |     |         |        |
| Totals:              |     |     |         |        |

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 6/21/21

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



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

A California Public School

Agenda Artículo #IVD

**Fecha de la Reunión:** 25 de junio de 2021

**Tema:** Registro de la cuenta bancaria mayo 2021

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

**Comité:** Liderazgo Escolar

**Recomendación:** El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe el registro de la cuenta bancaria de mayo 2021.

**Documento adjunto:**

1. Registro de la cuenta bancaria del mes de mayo 2021

| mayo 2021            |     |     |         |        |
|----------------------|-----|-----|---------|--------|
| Members              | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen         |     |     |         |        |
| De Gonzalez, Julissa |     |     |         |        |
| Sylvains, Nina       |     |     |         |        |
| Kokayi, Nailah       |     |     |         |        |
| Aceves, Fernando     |     |     |         |        |
| García, Cristian     |     |     |         |        |
| Jáuregui, Gemma      |     |     |         |        |
| Leon, Pedro          |     |     |         |        |
| Vacant               |     |     |         |        |
| Totals:              |     |     |         |        |

**Tiempo estimado de presentación:** 10 min.  
**Entregado por:** Liderazgo Escolar  
**Fecha:** 6/21/21

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_\_

**Language Academy of Sacramento**  
**Check Register**  
**May 2021**

| Check Date | Check Number | Billing Addressee                       | Inv Description (Bill)                      | Amount    |
|------------|--------------|-----------------------------------------|---------------------------------------------|-----------|
| 5/10/2021  | 9059         | Adriana Mondragon-Sanchez               | Reimb: Fingerprint Fees                     | 25.00     |
| 5/10/2021  | 9060         | Dale Allender                           | Professional Development Services           | 750.00    |
| 5/10/2021  | 9061         | ASCRIBE Educational Consulting LLC      | Professional Development                    | 4,900.00  |
| 5/10/2021  | 9062         | Baker Tilly, US, LLP                    | Audit Services                              | 1,395.00  |
| 5/10/2021  | 9063         | Denise Pacheco                          | Reimb: Fingerprint Fees                     | 19.95     |
| 5/10/2021  | 9064         | Shelly Duenas                           | Reimb: Fundraising expenses                 | 500.00    |
| 5/10/2021  | 9065         | Elevator Industries                     | Elevator Maintenance                        | 100.00    |
| 5/10/2021  | 9066         | Gemma Jauregui                          | Reimb: 8th Grade Movie Night                | 174.85    |
| 5/10/2021  | 9067         | JCL Electronics, LLC                    | Student Technology                          | 14,538.50 |
| 5/10/2021  | 9068         | Kaiser Foundation Health Plan Inc       | Employee Health Benefits                    | 23,744.72 |
| 5/10/2021  | 9069         | Lisbeth Solis                           | Reimb: Fingerprint Fees                     | 20.00     |
| 5/10/2021  | 9070         | Ana Novoa                               | Reimb: Student Materials                    | 229.68    |
| 5/10/2021  | 9071         | Rosio Perez                             | Reimb: Class materials                      | 109.29    |
| 5/10/2021  | 9072         | Sacramento City Unified School District | Operating Expenses: Utilities               | 92,590.52 |
| 5/10/2021  | 9073         | Sacramento County Office of Education   | Professional Development                    | 2,400.00  |
| 5/10/2021  | 9074         | T-Mobile                                | DiLe Student Internet Services              | 520.00    |
| 5/10/2021  | 9075         | Mayra Tejada                            | Reimb: Class materials                      | 154.19    |
| 5/10/2021  | 9076         | The Home Depot Pro                      | Custodial Supplies                          | 857.48    |
| 5/11/2021  | 9077         | Mario Pizano                            | PC: Teacher Appreciation                    | 760.00    |
| 5/24/2021  | 9078         | Graciela Castaneda                      | Student incentives                          | 86.18     |
| 5/24/2021  | 9079         | De Lage Landen Financial Services       | Copier Lease                                | 2,752.16  |
| 5/24/2021  | 9080         | EdTec Inc.                              | Back Office Services                        | 6,550.00  |
| 5/24/2021  | 9081         | Fagen Friedman & Fulfroost LLP          | Legal Services                              | 480.00    |
| 5/24/2021  | 9082         | Ana Luna Franco                         | Reimbursement: Class materials/ Movie Night | 468.01    |
| 5/24/2021  | 9083         | Gloria Gutierrez                        | Reimb: Fingerprinting fees                  | 25.00     |
| 5/24/2021  | 9084         | Adriana Gutierrez                       | Reimb: Class library                        | 1,044.54  |
| 5/24/2021  | 9085         | JCL Electronics, LLC                    | Technology Services/ Replacements           | 4,806.86  |
| 5/24/2021  | 9086         | K12 Health                              | Health Services                             | 1,264.00  |
| 5/24/2021  | 9087         | Law Office of Jennifer McQuarrie        | Legal Services                              | 66.00     |
| 5/24/2021  | 9088         | Learning Solutions                      | SPED Services                               | 3,434.83  |
| 5/24/2021  | 9089         | Lincoln National Life Insurance Company | Employee Insurance (June 2021)              | 4,435.42  |
| 5/24/2021  | 9090         | Michelle Diaz                           | Reimb: Fingerprinting fees                  | 59.00     |
| 5/24/2021  | 9091         | Judy Morales                            | Reimb: Custodial Supplies/ COVID Testing    | 68.76     |
| 5/24/2021  | 9092         | Network Office Systems                  | Printing Services                           | 310.25    |
| 5/24/2021  | 9093         | Occupational Therapy for Children       | SPED Services                               | 450.00    |
| 5/24/2021  | 9094         | Claudia E Ochoa                         | Reimb: PC Teacher Appreciation              | 346.00    |
| 5/24/2021  | 9095         | Office Depot                            | Class supplies                              | 965.65    |
| 5/24/2021  | 9096         | Rodriguez, Andrea                       | Reimb: Class materials/ Field Trip          | 480.57    |
| 5/24/2021  | 9097         | Cynthia Suarez                          | Reimb: Tutoring Program/ Class Materials    | 353.62    |
| 5/24/2021  | 9099         | Sutter Health Plus                      | Employee Health Benefits (June 2021)        | 13,516.16 |
| 5/24/2021  | 9100         | Vision Service Plan - CA                | Employee Insurance (June 2021)              | 949.69    |
| 5/24/2021  | 9101         | Western Health Advantage                | Employee Health Insurance (June 2021)       | 8,942.81  |
| 5/10/2021  | 9102_VOID    | Windstream                              | Telephone Communication Services            | 1,406.51  |
| 5/27/2021  | 9103         | ACCO Brands USA, LLC                    | Office Supplies: Laminator                  | 2,068.71  |
| 5/27/2021  | 9104         | Department of Justice                   | Fingerprinting Services                     | 465.00    |
| 5/27/2021  | 9105         | Elevator Industries                     | Elevator Maintenance                        | 100.00    |

|              |      |                              |                                  |                   |
|--------------|------|------------------------------|----------------------------------|-------------------|
| 5/27/2021    | 9106 | Ana Luna Franco              | Reimb: Incentives/ Books         | 516.76            |
| 5/27/2021    | 9107 | Gopher                       | SPED Supplies                    | 127.17            |
| 5/27/2021    | 9108 | Adriana Gutierrez            | Reimb: Student materials         | 72.58             |
| 5/27/2021    | 9109 | Rebecca Heredia              | Reimb: Class materials           | 336.25            |
| 5/27/2021    | 9110 | Gemma Jauregui               | 8th Grade Graduation Supplies    | 34.26             |
| 5/27/2021    | 9111 | Learning Solutions           | SPED Services                    | 1,313.64          |
| 5/27/2021    | 9112 | Pedro Leon                   | Reimb: Class materials           | 115.06            |
| 5/27/2021    | 9113 | Isela Mendez                 | Reimb: Mailing Fees              | 56.10             |
| 5/27/2021    | 9114 | Ana Novoa                    | Reimb: Student Materials         | 340.51            |
| 5/27/2021    | 9115 | Office Depot                 | Office Supplies                  | 5,750.01          |
| 5/27/2021    | 9116 | Rosio Perez                  | Reimb: Student supplies          | 111.46            |
| 5/27/2021    | 9117 | Praxis Testing Strategies    | COVID Testing Services           | 12,000.00         |
| 5/27/2021    | 9118 | Rodriguez, Andrea            | Reimb: Student materials         | 69.49             |
| 5/27/2021    | 9119 | Irene Rodriguez              | Reimb: Graduation materials      | 285.56            |
| 5/27/2021    | 9120 | Scholastic                   | Class Books (Cruz Llamas)        | 243.20            |
| 5/27/2021    | 9121 | Sierra Nevada Journeys       | Family STEM Night                | 150.00            |
| 5/27/2021    | 9122 | SYNCB/AMAZON                 | Class supplies                   | 9,599.28          |
| 5/27/2021    | 9123 | The Home Depot Pro           | COVID-19 Health Prep/ Custodial  | 128.31            |
| 5/27/2021    | 9124 | Total Education Solutions    | SPED Services                    | 6,600.00          |
| 5/10/2021    | ACH  | Windstream Communication Inc | Telephone Communication Services | 1,406.51          |
| <b>Total</b> |      |                              |                                  | <b>238,941.06</b> |



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

A California Public School

Agenda Item# IVE

**Board Meeting Date:** June 25, 2021

**Subject:** EPA Resolution

- Information Item Only  
☐ Approval on Consent Agenda  
☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)  
☐ Conference  
☒ Conference/Action  
☐ Action

**Committee:** School Leadership

**Information:**

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). Of the funds in the account, 89 percent is provided to K-12 education.

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2021-2022 and the proposed spending allocation.

|                | <b>Estimated Allocation</b> | <b>Approved EPA Spending</b>         |
|----------------|-----------------------------|--------------------------------------|
| <b>FY 2022</b> | 1,132,966                   | Account Code 1100 - Teacher Salaries |

**Recommendation:**

School Leadership requests that the Governing Board review and approve the attached EPA resolution.

**Documents Attached:**

1. EPA Resolution

| <b>EPA</b>           |            |            |                |               |
|----------------------|------------|------------|----------------|---------------|
| <b>Members</b>       | <b>Aye</b> | <b>Nay</b> | <b>Abstain</b> | <b>Absent</b> |
| Ruiz, Nadeen         |            |            |                |               |
| De González, Julissa |            |            |                |               |
| Sylvains, Nina       |            |            |                |               |
| Kokayi, Nailah       |            |            |                |               |
| Aceves, Fernando     |            |            |                |               |
| García, Cristian     |            |            |                |               |
| Jáuregui, Gemma      |            |            |                |               |
| Leon, Pedro          |            |            |                |               |
| Vacant               |            |            |                |               |
| Totals:              |            |            |                |               |

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 06.21.2021

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



A California Public School

# Academia de Idiomas de Sacramento

## Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Agenda Artículo# IVE

**Fecha de la Reunión:** 25 de junio del 2021

### **Tema: Resolución de EPA**

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

**Comité:** Liderazgo Escolar

**Información:** Los ingresos generados mediante la proposición 30 son depositados en una cuenta nueva llamada, cuenta de protección de educación. De los fondos en la cuenta, el 89% es para educación de K-12.

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2021-2022, así como los gastos asignados.

|                | <b>Asignación estimada</b> | <b>Gastos aprobados por la EPA</b>               |
|----------------|----------------------------|--------------------------------------------------|
| <b>FY 2022</b> | 1,132,966                  | Código de cuenta 1100 – Salarios de los maestros |

### **Recomendación:**

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la resolución de EPA.

### **Documentos adjunto:**

1. Resolución de EPA

| <b>EPA</b>           |            |            |                |               |
|----------------------|------------|------------|----------------|---------------|
| <b>Members</b>       | <b>Aye</b> | <b>Nay</b> | <b>Abstain</b> | <b>Absent</b> |
| Ruiz, Nadeen         |            |            |                |               |
| De González, Julissa |            |            |                |               |
| Sylvains, Nina       |            |            |                |               |
| Kokayi, Nailah       |            |            |                |               |
| Aceves, Fernando     |            |            |                |               |
| García, Cristian     |            |            |                |               |
| Jáuregui, Gemma      |            |            |                |               |
| Leon, Pedro          |            |            |                |               |
| Vacant               |            |            |                |               |
| Totals:              |            |            |                |               |

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 06.21.2021

**Páginas pertinentes en:**  
**( ) La constitución, páginas** \_\_\_\_\_  
**( ) MOU, páginas** \_\_\_\_\_



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

**Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

|                                              | <b>Object Codes</b> | <b>Amount</b>      |
|----------------------------------------------|---------------------|--------------------|
| <b>Amount Available for this Fiscal Year</b> |                     |                    |
| Education Protection Account                 | 8012                | \$1,134,817        |
|                                              |                     |                    |
| <b>Expenditures</b>                          |                     |                    |
| Certificated Salaries                        | 1000s               |                    |
| Teacher Salaries                             | 1100                | \$1,134,817        |
| Administrator Salaries                       | 1300                | \$0                |
| Classified Salaries                          | 2000s               | \$0                |
| Employee Benefits                            | 3000s               | \$0                |
| Books and Supplies                           | 4000s               | \$0                |
| Services and Other Operating Expenses        | 5000s               | \$0                |
| Capital Outlay                               | 6000s               | \$0                |
| <b>Total Expenditures</b>                    |                     | <b>\$1,134,817</b> |

\*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

\*Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.



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

A California Public School

Agenda Item# IVF

**Board Meeting Date:** June 25, 2021

**Subject:** Consolidated Application: Title I, II, IV

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference
- ☒ Conference/Action
- ☐ Action

**Committee:** School Leadership

**Information:** Title I, II, and IV funding is used to supplement LAS' standard academic offerings. The Consolidated Application must be turned in via CARS by June 30<sup>th</sup>. Submission of the application requires approval by the local governing board, certifying that the school will adhere to legal assurances as published by the California State Board of Education. EdTec completes the submission on behalf of LAS.

**Recommendation:**

School Leadership requests that the Governing Board review and approve the Title I, II, IV application.

**Documents Attached:**

1. Title I, II, IV Application Approval

| Consolidated Application<br>Title I, II, IV |     |     |         |        |
|---------------------------------------------|-----|-----|---------|--------|
| Members                                     | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen                                |     |     |         |        |
| De González, Julissa                        |     |     |         |        |
| Sylvains, Nina                              |     |     |         |        |
| Kokayi, Nailah                              |     |     |         |        |
| Aceves, Fernando                            |     |     |         |        |
| García, Cristian                            |     |     |         |        |
| Jáuregui, Gemma                             |     |     |         |        |
| Leon, Pedro                                 |     |     |         |        |
| Vacant                                      |     |     |         |        |
| Totals:                                     |     |     |         |        |

**Estimated Time of Presentation:** 5 min.  
**Submitted By:** School Leadership  
**Date:** 06/21/2021

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



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

A California Public School

Agenda Artículo# IVF

**Fecha de la Reunión:** 25 de junio del 2021

**Tema:** Solicitud de consolidación: Título I, II, IV

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

**Comité:** Liderazgo Escolar

**Información:** Fondos de Título I, II, IV son usados para suplementar los estándares académicos de LAS. La aplicación debe ser entregada para el 30 de junio, mediante CARS. La aplicación requiere la aprobación de la Mesa Directiva, certificando que la escuela debe adherirse a las garantías publicadas por la Mesa Directiva de Educación de California. EdTec completa el envío en nombre de LAS.

**Recomendación:**

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la aplicación de Título I, II, IV.

**Documentos adjunto:**

1. Aprobación de la aplicación de Título I, II, IV

| Aprobacion de la solicitud de consolidación Título I, II, IV |     |     |         |        |
|--------------------------------------------------------------|-----|-----|---------|--------|
| Members                                                      | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen                                                 |     |     |         |        |
| De González, Julissa                                         |     |     |         |        |
| Sylvains, Nina                                               |     |     |         |        |
| Kokayi, Nailah                                               |     |     |         |        |
| Aceves, Fernando                                             |     |     |         |        |
| García, Cristian                                             |     |     |         |        |
| Jáuregui, Gemma                                              |     |     |         |        |
| Leon, Pedro                                                  |     |     |         |        |
| Vacant                                                       |     |     |         |        |
| Totals:                                                      |     |     |         |        |

**Tiempo estimado para la presentación:** 5 min.  
**Entregado por:** School Leadership  
**Fecha:** 06/21/2021

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_\_

## 2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

## Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|                                            |  |
|--------------------------------------------|--|
| Authorized Representative's Full Name      |  |
| Authorized Representative's Signature      |  |
| Authorized Representative's Title          |  |
| Authorized Representative's Signature Date |  |

**\*\*\*Warning\*\*\***

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**2021-22 Protected Prayer Certification**

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

**CDE Program Contact:**

Carrie Lopes, Title I Policy, Program, and Support Office, [CLopes@cde.ca.gov](mailto:CLopes@cde.ca.gov), 916-319-0126

**Protected Prayer Certification Statement**

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

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

|                                                                                                                                                |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| The authorized representative agrees to the above statement                                                                                    | Yes                |
| Authorized Representative's Full Name                                                                                                          | Eduardo de Leon    |
| Authorized Representative's Title                                                                                                              | Executive Director |
| Authorized Representative's Signature Date                                                                                                     | 06/25/2021         |
| Comment<br>If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) |                    |

**\*\*\*Warning\*\*\***

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**2021-22 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233**Initial Application**

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

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

**Returning Application**

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

|                                                                                                                                                                                                                                                |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>County Office of Education (COE) or District</b><br>For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |                    |
| <b>Direct Funded Charter</b><br>Enter the adoption date of the current LCAP                                                                                                                                                                    | 06/25/2021         |
| Authorized Representative's Full Name                                                                                                                                                                                                          | Eduardo de Leon    |
| Authorized Representative's Title                                                                                                                                                                                                              | Executive Director |

**\*\*\*Warning\*\*\***

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

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

|                                           |            |
|-------------------------------------------|------------|
| Date of approval by local governing board | 06/25/2021 |
|-------------------------------------------|------------|

**District English Learner Advisory Committee Review**

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

|                                                                                                                                                                                                                                                                                                                             |                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| DELAC representative's full name<br>(non-LEA employee)                                                                                                                                                                                                                                                                      |                                                                                 |
| DELAC review date                                                                                                                                                                                                                                                                                                           |                                                                                 |
| Meeting minutes web address<br>Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee. |                                                                                 |
| DELAC comment<br><br>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)                                                                                                                                                            | Not applicable, as DELAC is not required for the Language Academy of Sacramento |

**Application for Categorical Programs**

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

|                                                                                           |     |
|-------------------------------------------------------------------------------------------|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111et seq.<br>SACS 3010                | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | No  |
| <b>Title III Immigrant</b>                                                                | No  |

**\*\*\*Warning\*\*\***

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**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

|                                                      |     |
|------------------------------------------------------|-----|
| ESEA Sec. 3102<br>SACS 4201                          |     |
| <b>Title IV, Part A (Student and School Support)</b> | Yes |
| ESSA Sec. 4101<br>SACS 4127                          |     |

**\*\*\*Warning\*\*\***

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**2021-22 Substitute System for Time Accounting**

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

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

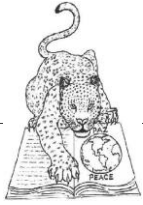
The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

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

|                                                                                                                                                                                         |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2021-22 Request for authorization                                                                                                                                                       | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) |    |

**\*\*\*Warning\*\*\***

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**Board Meeting Date:** June 25, 2021

**Subject:** Anti-Racism at LAS

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

**Committee:** School Leadership

As a reminder, the Governing Board has adopted a Safe Haven resolution which established the following: The LAS Governing Board ("Board") is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs.

As we move forward with the goal of developing our anti-racist framework, the following is an update of actions taken and planned:

**Staff**

- Rather than meet at the end of June, staff will meet for a full day of professional development with Dr. Dale Allender on August 12, 2021, with the goal of applying concepts learned throughout the year and developing curriculum for the upcoming year.

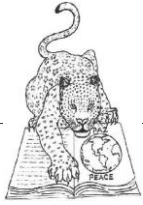
**Families**

- Sonia Lewis from Ascribe Consulting facilitated another Anti-Racist parent workshop. The topic of the workshop was Intersectionality – All of Us or None of Us; Immigration is a Black issue too.

School leadership continues to be committed to providing the board and our school community with regular updates around these and other areas.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 06212021

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



**Fecha de la Reunión:** 25 de junio de 2021

**Tema:** Anti-racismo en LAS

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

**Comité:** Liderazgo Escolar

Como un recordatorio, la Mesa Directiva ha adoptado una resolución de Refugio escolar que establece lo siguiente: La Mesa Directiva de LAS está comprometida al éxito de todos los estudiantes independientemente de su origen nacional, etnicidad, religión, orientación sexual, habilidad, genero, estatus socio-económico o creencias.

Al seguir desarrollando un marco de referencia anti-racista en LAS, los siguientes son pasos se han tomado o que se tomarán:

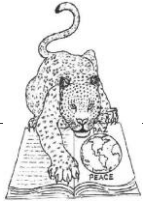
**Personal**

- En vez de reunirse en junio, el personal se reunirá para un día completo de desarrollo profesional con el Dr. Dale Allender el 12 de agosto de 2021. Nuestro enfoque será la aplicación de conceptos que hemos aprendido durante el año y el desarrollo de currículo para el próximo año.

**Familias**

- Sonia Lewis de Ascribe Consulting facilitó otro taller antirracistas para familias. El tema del taller fue Interseccionalidad – todos o ninguno de nosotros, la inmigración también es un problema de los negros.

El liderazgo escolar continúa con el compromiso de proveer reportes actualizados sobre nuestra agenda enfocada en el anti-racismo a nuestra comunidad de una forma regular.



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

A California Public School

Agenda Item #IVH

**Board Meeting Date:** June 25, 2021

**Subject:** Policy & Bylaws Committee Report

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

**Committee:** Aceves, Kokayi, Sylvains, Novoa, Luna-Franco, Campos, Knight, de León (non-voting)

The committee met on June 17, 2021 and discussed the following items:

- Governing Board 2021 Nominations and Elections Timeline
- Final review of the Gender Inclusion Policy

Recommendations:

- The committee recommends the board approve the Governing Board 2021 Nominations and Elections Timeline
- The committee recommends that the board approve the Gender Inclusion Policy

Attachments:

- Governing Board 2021 Nominations and Elections Timeline
- Gender Inclusion Policy

| Nominations and Elections Timeline |     |     |         |        |
|------------------------------------|-----|-----|---------|--------|
| Members                            | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen                       |     |     |         |        |
| De González, Julissa               |     |     |         |        |
| Sylvains, Nina                     |     |     |         |        |
| Kokayi, Nailah                     |     |     |         |        |
| Aceves, Fernando                   |     |     |         |        |
| García, Cristian                   |     |     |         |        |
| Jáuregui, Gemma                    |     |     |         |        |
| Leon, Pedro                        |     |     |         |        |
| Vacant                             |     |     |         |        |
| Totals:                            |     |     |         |        |

| Gender Inclusion Policy |     |     |         |        |
|-------------------------|-----|-----|---------|--------|
| Members                 | Aye | Nay | Abstain | Absent |
| Ruiz, Nadeen            |     |     |         |        |
| De González, Julissa    |     |     |         |        |
| Sylvains, Nina          |     |     |         |        |
| Kokayi, Nailah          |     |     |         |        |
| Aceves, Fernando        |     |     |         |        |
| García, Cristian        |     |     |         |        |
| Jáuregui, Gemma         |     |     |         |        |
| Leon, Pedro             |     |     |         |        |
| Vacant                  |     |     |         |        |
| Totals:                 |     |     |         |        |

**Estimated Time of Presentation:** 15 min  
**Submitted By:** Aceves and de León  
**Date:** 06212021

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



**Fecha de la Reunión:** 25 de junio de 2021

**Tema:** Comité de Estatutos y Pólizas

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

**Comité:** Aceves, Kokayi, Sylvains, Novoa, Luna-Franco, Campos, Knight, de León (non-voting)

El comité se reunió el 17 de junio de 2021 y discutieron los siguientes temas:

- Línea cronológica para nominaciones y elecciones para la mesa directiva
- Repaso final de la póliza inclusiva de género

Recomendaciones:

- El comité recomienda que la mesa directiva apruebe la línea cronológica para nominaciones y elecciones para la mesa directiva
- El comité recomienda que la mesa directiva apruebe la póliza de Inclusión de género

Documentos adjunto:

- Línea cronológica para nominaciones y elecciones para la mesa directiva
- Póliza de Inclusión de género

**Estimated Time of Presentation:** 15 min  
**Submitted By:** Aceves and de León  
**Date:** 06212021

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

## 2021 Governing Board Nominations & Elections Timeline (version 06.17.21)

### 2021 Vacancies

- Community (21-24) – 3 year
- Parent (21-24) – 3 year
- Teacher (21-24) – 3 year
- Classified Staff (20-23) – 2 year
- Teacher (19-22) – 1 year

### Community & Parent Board Member Timeline

| Step | Action                                                                             | Approximate Dates          |
|------|------------------------------------------------------------------------------------|----------------------------|
| 1    | Call for Candidates                                                                | June 25 – August 20        |
| 2    | Application Due Date                                                               | August 20                  |
| 3    | Governing Board Meeting to include Candidate interview (Community Candidates Only) | August 27 at 5:30pm (Zoom) |
| 4    | Town Hall                                                                          | September 8                |
| 5    | Elections                                                                          | September 8 – September 17 |
| 6    | Election Announcement                                                              | September 23               |
| 7    | First Official Meeting                                                             | September 24               |

### Staff Board Member Timeline

| Step | Action                 | Approximate Dates    |
|------|------------------------|----------------------|
| 1    | Call for Candidates    | June 21 – August 6   |
| 2    | Application Due Date   | August 6             |
| 3    | Elections              | August 9 – August 13 |
| 4    | Election Announcement  | August 20            |
| 5    | First Official Meeting | August 27            |

# Language Academy of Sacramento

## Gender Inclusion Policy

### Purpose

The Language Academy of Sacramento (“LAS”) Governing Board (“Board”) is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs. The Board understands that all LAS students deserve a respectful and inclusive learning environment that values students’ gender identity and expression.

This policy has been developed in accordance with California law and sets out guidelines for staff to address the needs of transgender and gender nonconforming students. This policy does not anticipate every situation that might occur with respect to transgender or nonconforming students, and the needs of each transgender or gender nonconforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender and gender nonconforming students at LAS.

### Definitions

The following definitions are not intended to label students but rather to assist in understanding this policy, the legal rights of students and the legal obligations of staff. Students may or may not use these terms to describe themselves.

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through social behavior, clothing, hairstyles, activities, voice, or demeanor.
4. Gender Identity refers to a person’s deeply held sense or knowledge of their own gender.
5. Gender Nonconforming or Gender Expansive are terms for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex Assigned at Birth refers to the assignment of people as “male” or “female” at birth based on physical anatomy.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity and sex assigned at birth correspond in a way that is not culturally expected.

9. Cisgender is an adjective describing persons whose gender identity and sex assigned at birth correspond in a way what is culturally expected.

### **Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender nonconforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. LAS personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other LAS personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender nonconforming student, LAS personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

### **Official Records**

The school is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, LAS is not required to use a student's legal name and gender on other school records or documents. LAS will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, LAS staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

### **Names/Pronouns**

LAS personnel will respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun. A court-ordered name or gender change is not required, and the student need not change their official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.



### **Gender-Segregated Activities**

LAS staff commit to reducing or eliminating the practice of segregating students by gender. In situations where students are segregated by gender, such as affinity groups, students should be included in the group that corresponds to their gender identity. To determine whether there is a compelling pedagogical tool justifying separation of students and/or curricular materials, staff will reflect and provide, upon request, the reasoning behind any gender based separation. In any permissible separation or grouping by sex and/or gender, individual students must be afforded the opportunity to select the group that best aligns with the student's gender identity or expression.

### **Student Information System**

LAS has adapted its student information system to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

### **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single stall restroom located in the front office, but no student shall be required to use such a restroom.

### **Locker Room/Changing Room Accessibility**

The use of locker rooms or changing rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, or a private office space), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

### **Physical Education Classes**

While physical education classes at LAS are not segregated by gender, transgender and gender nonconforming students shall be permitted to participate in classes in a manner consistent with their gender identity.

**Enrichment Classes & Interscholastic Sports Teams**

Transgender and gender nonconforming students shall be permitted to participate in after-school enrichment classes (e.g., sports, dance) and interscholastic sports teams in a manner consistent with their gender identity.

**Dress Code**

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression, as long as they adhere to the dress code guidelines established within the LAS Student & Parent Handbook.

**Note:** Complaints about violations of this policy should be handled through the Uniform Complaint Process [LAS UCP Link](#)

**Cross References to LAS Policies, Resolutions & State Law**

- Comprehensive School Safety Plan (EC 32281)
- Suicide Prevention Policy
- Anti-Bullying Policy
- Safe Haven Resolution
- Sexual Harassment Policy (EC 212.6[b])
- Uniform Complaint Procedure [LAS UCP Link](#)
- Assembly Bill 1266 <https://www.cde.ca.gov/re/di/eo/faqs.asp>

# Academia de Idiomas de Sacramento

## Póliza de Inclusión de Género

### Objetivo

La Mesa Directiva ("Mesa") de la Academia de Idiomas de Sacramento ("LAS") está comprometida con el éxito de todos los estudiantes, independientemente de su origen nacional, etnia, religión, orientación sexual, capacidad, género, estatus socioeconómico o creencias. La Mesa entiende que todos los estudiantes de LAS merecen un ambiente de aprendizaje respetuoso e inclusivo que valore la identidad y expresión de género de los estudiantes.

Esta póliza se ha desarrollado de acuerdo con la ley de California y establece pautas para que el personal aborde las necesidades de los estudiantes transgénero y no conformes con el género. Esta póliza no anticipa todas las situaciones que puedan ocurrir con respecto a los estudiantes transgénero o no conformes, y las necesidades de cada estudiante transgénero o no conforme con el género deben evaluarse caso por caso. En todos los casos, el objetivo es garantizar la seguridad, la comodidad y el desarrollo saludable de los estudiantes transgénero y no conformes con el género en LAS.

### Definiciones

Las siguientes definiciones no pretenden etiquetar a los estudiantes, sino más bien ayudar a comprender esta póliza, los derechos legales de los estudiantes y las obligaciones legales del personal. Los estudiantes pueden o no usar estos términos para describirse a sí mismos.

1. Género se refiere al papel, comportamientos, actividades y atributos socialmente contruidos que una sociedad determinada atribuye a la feminidad o la masculinidad.
2. Género Binario se refiere a la construcción social de una dicotomía de género entre masculinidad y feminidad. El género binario a menudo ignora o denigra las construcciones de género alternativas.
3. Expresión de género se refiere a la manera en que las personas representan o expresan el género a los demás, a menudo a través del comportamiento social, la ropa, los peinados, las actividades, la voz o el comportamiento.
4. Identidad de género se refiere al sentido o conocimiento profundo de una persona de su propio género.
5. Género no conforme o Género expansivo son términos para las personas cuya expresión de género difiere de la expectativa estereotipada. Esto incluye a las personas que se identifican fuera de las categorías de género tradicionales o se identifican como ambos géneros.
6. Sexo asignado al nacer se refiere a la asignación de personas como "hombre" o "mujer" al nacer basado en la anatomía física.
7. Intersexual se refiere a una combinación de características que distinguen la anatomía masculina y femenina.
8. Transgénero es un adjetivo que describe a las personas cuya identidad de género y sexo asignado al nacer corresponden de una manera que no se espera culturalmente.

9. Cisgénero es un adjetivo que describe a las personas cuya identidad de género y sexo asignado al nacer corresponden de una manera que se espera culturalmente.

### **Privacidad**

Todas las personas, incluidos los estudiantes, tienen derecho a la privacidad. Esto incluye el derecho a mantener en privado el estatus transgénero o la presentación no conforme con el género en la escuela. La información sobre el estado transgénero, el nombre legal o el género de un estudiante asignado al nacer también puede constituir información médica confidencial. El personal de LAS no debe revelar información que pueda revelar la condición transgénero de un estudiante o la presentación no conforme con el género a otros, incluidos los padres y otro personal de LAS, a menos que sea legalmente requerido para hacerlo o a menos que el estudiante haya autorizado dicha divulgación. Los estudiantes transgénero y no conformes con el género tienen derecho a discutir y expresar abiertamente su identidad y expresión de género y a decidir cuándo, con quién y cuánto compartir información privada.

Al ponerse en contacto con el padre o tutor de un estudiante transgénero o no conforme con el género, el personal de LAS debe usar el nombre legal del estudiante y el pronombre correspondiente al género del estudiante asignado al nacer, a menos que el estudiante, padre o tutor haya especificado lo contrario.

### **Documentos Oficiales**

La escuela está obligada a mantener un registro de alumno permanente obligatorio ("registro oficial") que incluya el nombre legal y el género legal de un estudiante. Sin embargo, LAS no está obligado a utilizar el nombre legal y el género de un estudiante en otros registros o documentos escolares. LAS cambiará el registro oficial de un estudiante para reflejar un cambio en el nombre legal o el género legal al recibir la documentación de que dicho cambio se ha realizado en conformidad con una orden judicial. En situaciones en las que el personal o los administradores de la escuela están obligados por ley a usar o reportar el nombre legal o el género de un estudiante transgénero, como para fines de pruebas estandarizadas, el personal y los administradores de LAS adoptarán prácticas para evitar la divulgación inadvertida de dicha información confidencial.

### **Nombres/Pronombres**

El personal de LAS respetará la identidad de género y la expresión de género de todos los estudiantes al honrar el derecho de los estudiantes a ser identificados y dirigidos por su nombre y pronombre preferidos. No se requiere un cambio de nombre o género ordenado por la corte, y el estudiante no necesita cambiar sus registros oficiales.

La negativa intencional o persistente a respetar la identidad de género de un estudiante (por ejemplo, referirse intencionalmente al estudiante por un nombre o pronombre que no corresponde a la identidad de género del estudiante) es una violación de esta póliza.

### **Actividades segregadas por género**

El personal de LAS se compromete a reducir o eliminar la práctica de segregar a los estudiantes por género. En situaciones en las que los estudiantes están segregados por género, como los grupos de afinidad, los estudiantes deben ser incluidos en el grupo que corresponde a su identidad de género. Para determinar si existe una herramienta pedagógica convincente que justifique la separación de los estudiantes y/o los materiales curriculares, el personal reflexionará y proporcionará, por solicitud, el razonamiento detrás de cualquier separación basada en el género. En cualquier separación o agrupación permitida por sexo y/o género, los estudiantes individuales deben tener la oportunidad de seleccionar el grupo que mejor se alinee con la identidad o expresión de género del estudiante.

### **Sistema de Información al Estudiante**

LAS ha adaptado su sistema de información estudiantil para evitar la divulgación de información confidencial y garantizar que el personal de la escuela utilice el nombre y los pronombres preferidos de un estudiante que sean compatibles con la identidad de género del estudiante.

### **Accesibilidad a los baños**

Los estudiantes tendrán acceso al baño que corresponda a su identidad de género que se afirma constantemente en la escuela. Cualquier estudiante que tenga una necesidad o deseo de mayor privacidad, independientemente de la razón subyacente, se le proporcionará acceso a un solo baño ubicado en la oficina de recepción, pero ningún estudiante estará obligado a utilizar dicho baño.

### **Accesibilidad al vestuario**

El uso de vestuarios por parte de los estudiantes transgénero se evaluará caso por caso con los objetivos de maximizar la integración social del estudiante y la igualdad de oportunidades para participar en clases de educación física y deportes, garantizar la seguridad y comodidad del estudiante y minimizar la estigmatización del estudiante. En la mayoría de los casos, los estudiantes transgénero deben tener acceso al vestuario que corresponde a su identidad de género que se afirma constantemente en la escuela. Cualquier estudiante que tenga una necesidad o deseo de mayor privacidad, independientemente de la razón subyacente, debe ser provisto de un área de cambio alternativa razonable, como el uso de un área privada (por ejemplo, un puesto de baño cercano con una puerta o un espacio de oficina privada), o con un horario de cambio separado (por ejemplo, usar el vestuario que corresponde a su identidad de género antes o después de otros estudiantes). Cualquier arreglo alternativo debe proporcionarse de una manera que proteja la capacidad del estudiante para mantener su condición de transgénero confidencial. En ningún caso se exigirá a un estudiante transgénero que utilice un vestuario que entre en conflicto con la identidad de género del estudiante.

### **Clases de Educación Física**

Si bien las clases de educación física en LAS no están segregadas por género, a los estudiantes transgénero y no conformes con el género se les permitirá participar en las clases de una manera consistente con su identidad de género.

### **Clases de enriquecimiento y equipos deportivos interescolares**

A los estudiantes transgénero y no conformes con el género se les permitirá participar en clases de enriquecimiento después de la escuela (por ejemplo, deportes, baile) y equipos deportivos interescolares de una manera consistente con su identidad de género.

### **Código de vestimenta**

Los estudiantes transgénero y no conformes con el género tienen derecho a vestirse de una manera consistente con su identidad de género o expresión de género, siempre y cuando se adhieran a las pautas del código de vestimenta establecidas en el Manual para estudiantes y padres de LAS.

**Nota:** Las quejas sobre violaciones de esta póliza deben manejarse a través del Proceso Formal de Queja [Enlace de quejas de LAS](#)

### **Referencias a pólizas de LAS, resoluciones y leyes estatales**

- Plan Integral de Seguridad Escolar (EC 32281)
- Póliza de prevención del suicidio
- Póliza contra el acoso escolar
- Resolución de refugio seguro
- Poliza sobre acoso sexual (EC 212.6[b])
- Procedimiento Uniforme de Quejas [Enlace de quejas de LAS](#)
- Proyecto de ley de la Asamblea 1266 <https://www.cde.ca.gov/re/di/eo/faqs.asp>



A California Public School

Agenda Item# IVI

**Board Meeting Date:** June 25, 2021

**Subject:** Board Development

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference
- ☒ Conference/Action
- ☐ Action

**Information:**

Governing Board to complete the following:

1. Governing Board Year End Survey
2. End of year survey and reflections/recommendations by exiting and continuing board members

Governing Board will need to establish dates for the following:

1. Board meeting dates (2021-2022)
2. Retreats and leadership development

**Attachments:**

- 1) Governing Board Year End Survey

**Estimated Time of Presentation:** 15 min  
**Submitted By:** Board Executive Members  
**Date:** 06212021

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



A California Public School

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

Agenda Artículo# IVI

**Fecha de la Reunión:** 25 de junio de 2021

**Tema:** Desarrollo de la Mesa Directiva

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

**Información:**

Mesa Directiva completará lo siguiente:

1. Encuesta de fin de año de la Mesa Directiva
3. Encuesta de fin de año y reflexiones/recomendaciones por miembros salientes y continuando en la Mesa

La Mesa Directiva deberá establecer fechas para lo siguiente:

1. Fechas de reuniones de la Mesa (2021-22)
2. Retiros y desarrollo de liderazgo.

**Documentos adjuntos:**

- 1) Encuesta de fin de año de la Mesa Directiva

**Tiempo estimado para la presentación:** 15 min.  
**Entregado por:** Miembros ejecutivos de la mesa  
**Fecha:** 06212021

**Páginas pertinentes en:**  
( ) La constitución, páginas \_\_\_\_\_  
( ) MOU, páginas \_\_\_\_\_



Board Member Name:

Date:

| Issue/Concept                                                                                                                                                                                | Complete | In Progress | Little/No Progress | Not Applicable | Unknown |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|--------------------|----------------|---------|
| Board committees have clear scope of responsibility and charges                                                                                                                              |          |             |                    |                |         |
| Individuals board members prepare for meetings and participate constructively                                                                                                                |          |             |                    |                |         |
| Board has a process for addressing ineffective, destructive, or absentee board members                                                                                                       |          |             |                    |                |         |
| Meeting minutes record each board meeting and are distributed promptly after each meeting                                                                                                    |          |             |                    |                |         |
| <b>Relationship With Executive Director</b>                                                                                                                                                  |          |             |                    |                |         |
| Board selects the Executive Director                                                                                                                                                         |          |             |                    |                |         |
| Board develops performance goals\targets and evaluates Executive Director performance each year                                                                                              |          |             |                    |                |         |
| Board has established a plan for succession in the event the Executive Director leaves\retires                                                                                               |          |             |                    |                |         |
| Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin                                                                   |          |             |                    |                |         |
| <b>Personnel &amp; Staffing</b>                                                                                                                                                              |          |             |                    |                |         |
| Board has adopted\approved a comprehensive set of personnel policies that are in line with all applicable state\ federal laws & regulations. Policies are updated at least every third year. |          |             |                    |                |         |
| Clear job description and staffing plans are in place                                                                                                                                        |          |             |                    |                |         |
| <b>Budget &amp; Finance</b>                                                                                                                                                                  |          |             |                    |                |         |
| Board adopts an annual budget that maximizes the schools resources in support of mission\vision                                                                                              |          |             |                    |                |         |
| Board monitors budget throughout the year                                                                                                                                                    |          |             |                    |                |         |
| Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action                                                                              |          |             |                    |                |         |
| Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school's overall long-term plans                                                                       |          |             |                    |                |         |
| Board has adopted a comprehensive set of fiscal management and control policies                                                                                                              |          |             |                    |                |         |
| Board oversees all fund-raising activities on behalf of the school                                                                                                                           |          |             |                    |                |         |
| <b>Instruction and Assessment</b>                                                                                                                                                            |          |             |                    |                |         |
| Board has adopted\approval the school's curriculum and instructional program including Local Accountability Plan                                                                             |          |             |                    |                |         |
| Board has adopted\approved student achievement goals\standards                                                                                                                               |          |             |                    |                |         |
| A broad-based assessment system is in place to measure progress toward instructional goals\standards                                                                                         |          |             |                    |                |         |
| Instructional program is in alignment with state requirements and terms of charter                                                                                                           |          |             |                    |                |         |
| Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis                                     |          |             |                    |                |         |
| School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process                                                         |          |             |                    |                |         |

Nombre del Miembro de la Mesa:

Fecha:

| Asunto/Concepto                                                                                                                                                                                                          | Completo | En progreso | Poco/Sin Progreso | No aplica | Desconocido |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|-------------------|-----------|-------------|
| Los comités de la Mesa tienen un claro alcance de responsabilidad y cargos.                                                                                                                                              |          |             |                   |           |             |
| Los miembros de la Mesa individual se preparan para las reuniones y participan constructivamente                                                                                                                         |          |             |                   |           |             |
| La Mesa tiene un proceso para abordar a los miembros de la Mesa ineficaces, destructivos o en ausencia                                                                                                                   |          |             |                   |           |             |
| Minutas de las juntas son registradas en cada reunión y se distribuyen puntualmente después de cada reunión                                                                                                              |          |             |                   |           |             |
| <b>Relación con el Director Ejecutivo</b>                                                                                                                                                                                |          |             |                   |           |             |
| La Mesa selecciona al Director Ejecutivo.                                                                                                                                                                                |          |             |                   |           |             |
| La Mesa desarrolla objetivos\metas de desempeño y evalúa el desempeño del Director Ejecutivo cada año                                                                                                                    |          |             |                   |           |             |
| La Mesa ha establecido un plan para la sucesión en caso de que el Director Ejecutivo renuncie\se retire.                                                                                                                 |          |             |                   |           |             |
| La Mesa tiene un claro entendimiento con el personal sobre dónde se dejan las responsabilidades de la Mesa y dónde comienzan las responsabilidades del personal                                                          |          |             |                   |           |             |
| <b>Personal</b>                                                                                                                                                                                                          |          |             |                   |           |             |
| La Mesa ha adoptado\aprobado un conjunto integral de pólizas de personal que están en línea con todas las normas aplicables del estado\leyes y reglamentos federales. Las pólizas se actualizan al menos cada tres años. |          |             |                   |           |             |
| Hay una clara descripción del trabajo y planes de personal                                                                                                                                                               |          |             |                   |           |             |
| <b>Presupuesto y finanzas</b>                                                                                                                                                                                            |          |             |                   |           |             |
| La Mesa adopta un presupuesto anual que maximiza los recursos de las escuelas para apoyar la misión\visión                                                                                                               |          |             |                   |           |             |
| La Mesa supervisa el presupuesto durante todo el año.                                                                                                                                                                    |          |             |                   |           |             |
| La Mesa contrata a un auditor independiente cada año, revisa el informe de auditoría y toma las medidas de seguimiento necesarias.                                                                                       |          |             |                   |           |             |
| La Mesa ha adoptado un plan financiero a largo plazo (por ejemplo, de 3 años) en coordinación con los planes generales a largo plazo de la escuela                                                                       |          |             |                   |           |             |
| La Mesa ha adoptado un conjunto integral de pólizas de control y gestión fiscal.                                                                                                                                         |          |             |                   |           |             |
| La Mesa supervisa todas las actividades de recaudación de fondos en nombre de la escuela                                                                                                                                 |          |             |                   |           |             |
| <b>Instrucción y Evaluación</b>                                                                                                                                                                                          |          |             |                   |           |             |
| La Mesa ha adoptado\aprobado el plan de estudios y el programa de instrucción de la escuela, incluido el Plan de Responsabilidad Local                                                                                   |          |             |                   |           |             |
| La Mesa ha adoptado\aprobado metas\estándares de logro estudiantiles                                                                                                                                                     |          |             |                   |           |             |
| Se ha implementado un sistema de evaluación de base amplia para medir el progreso hacia los objetivos\estándares de instrucción                                                                                          |          |             |                   |           |             |
| El programa de instrucción está alineado con los requisitos estatales y los términos de los estatutos                                                                                                                    |          |             |                   |           |             |
| Los datos de evaluación de los estudiantes se recopilan de manera integral y coherente, se presentan a la Mesa, y se revisan y analizan en profundidad periódicamente.                                                   |          |             |                   |           |             |
| La escuela informa sobre el rendimiento de los estudiantes a la agencia que otorga los estatutos de forma regular como parte del proceso continuo de supervisión y renovación.                                           |          |             |                   |           |             |



A California Public School

Agenda Item# IVJ

**Board Meeting Date:** June 25, 2021

**Subject:** Executive Director Evaluation

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

**Committee:** Nadeen Ruiz, Julissa de González

The Executive Director Evaluation Committee presents the Executive Director Evaluation Report.

**Summary:**

- Because the ED evaluation is a personnel action, the ED evaluation and contract renewal board discussion based on the evaluation Committee's findings is conducted in a closed session. During the closed session time, all staff members recuse themselves and leave the room. Only non-staff board members participate in the closed session discussion.
- During closed session, the board makes a recommendation for action and conducts a vote, noting how individual board members voted.
- The board adjourns the closed session and then calls to order an open session.
- During the open session, the board announces the closed session board action, identifying how each board member voted.

**Recommendation:**

The Committee recommends that the Board approves the Executive Director's contract for 2021-2022 school year.

**Estimated Time of Presentation:** 10 min  
**Submitted By:** Ruiz  
**Date:** 06222021

**Pertinent Pages in**  
( ) Charter, pgs \_\_\_\_\_ ( ) Bylaws, pgs \_\_\_\_\_  
( ) MOU, pgs \_\_\_\_\_ ( ) Policy \_\_\_\_\_



A California Public School

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

Agenda Artículo# IVJ

**Fecha de la Reunión:** 25 de junio del 2021

**Tema:** Evaluación del Director Ejecutivo

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

**Comité:** Nadeen Ruiz, Julissa de González

El Comité de Evaluación del Director Ejecutivo presenta el Informe de Evaluación del Director Ejecutivo.

**Resumen:**

- Debido a que la evaluación del Director Ejecutivo es una acción del personal, la evaluación del Director Ejecutivo y la discusión de la Mesa Directiva de la renovación del contrato basada en los hallazgos del Comité de evaluación se llevan a cabo en una sesión cerrada. Durante el tiempo de sesión cerrado, todos los miembros del personal se recusan y abandonan la sala. Solo miembros de la mesa no en el personal participan en la discusión de la sesión cerrada.
- Durante la sesión cerrada, la Mesa hace una recomendación para la acción y realiza una votación, señalando cómo los miembros individuales de la Mesa votaron.
- La Mesa aplaza la sesión cerrada y luego llama para ordenar una sesión abierta.
- Durante la sesión abierta, la Mesa anuncia la acción de la Mesa en la sesión cerrada, identificando cómo cada miembro voto.

**Recomendación:**

El Comité recomienda que la Mesa apruebe el contrato del Director Ejecutivo para el año escolar 2021-2022.