

**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**  
 February 27, 2026 at 5:30pm/27 de febrero de 2026 a las 5:30pm  
 Library/Biblioteca

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**

	<b>Name/Nombre</b>	<b>Role/Miembro</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
1.	Dennise Rojas	Parent/ <i>Padre</i> (25-28)		
2.	Alex Dickson	Parent/ <i>Madre</i> (24-27) Secretary/ <i>Secretaria</i>		
3.	Garduño-Medina, Elena	Parent/ <i>Madre</i> (23-26) President/ <i>Presidente</i>		
4.	Miguel Pérez	Teacher/ <i>Maestra</i> (25-28)		
5.	Ana Novoa	Teacher/ <i>Maestro</i> (22-25)		
6.	Adriana Yáñez-Gutiérrez	Staff/ <i>Personal</i> (23-26)		
7.	Pablo Bermudez	Community Member/ <i>Miembro Comunitario</i> (25-28)		
8.	Antonio González	Community Member/ <i>Miembro Comunitario</i> (24-27)		
9.	Yesenia Ramírez-Huamani	Community Member/ <i>Miembro Comunitario</i> (23-26) Treasurer/ <i>Tesorera</i>		
10.	Student Representative	Student Council/ <i>Concilio estudiantil</i>		
11.	Parent Representative	Parent Council/ <i>Concilio de familias</i>		
12.	Teejay Bersola	Director of Academic Accountability/ <i>Directora de Responsabilidad Académica</i>		
13.	Judy Morales	Director of Business and Operations / <i>Directora de negocios y operaciones</i>		
14.	Eduardo de León	Executive Director/ <i>Director Ejecutivo</i>		

**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. January 29, 2026/29 de enero de 2026

**E. MISSION/Misión**

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

*La misión de LAS es crear una comunidad de aprendizaje donde los estudiantes: utilizan el bilingüismo y la alfabetización bilingüe (español e inglés) para alcanzar la excelencia académica y aplicar destrezas en situaciones del mundo real y en diversos entornos; desarrollan y exhiben una autoestima positiva, orgullo, confianza y respeto por sí mismos y otros; demuestran habilidades de*

*liderazgo con el fin de establecer puentes entre comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, fomentar la justicia social, y crear un cambio en la sociedad.*

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

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

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

1. Student Council/*Concilio estudiantil* - Representative/*representante* (5 min)
2. Parent Council/*Concilio de familias* - Representative/*representante* (5 min)

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

### **A. Academic Accountability 101: Charter Goals and Local Control Accountability Plan (LCAP) Mid-Year Update, Part II/Metas del chárter y Plan y control local de rendición de cuentas (LCAP) actualización de mitad de año , parte II – School Leadership (45 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. Nutrition Services Transition Update: Health & Wellness Policy Draft/Actualización de transición de servicios de nutrición: Borrador de la Póliza de salud y bienestar – School Leadership (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: \_\_\_\_\_

### **C. Facilities: Facilities Use Agreement/Acuerto de uso de instalaciones del plantel – School Leadership/Liderazgo (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: \_\_\_\_\_

### **D. Second Interim/Segundo Report Intermedio – 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: \_\_\_\_\_

**E. January Check Register/Registro de la cuenta bancaria de enero** – 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: \_\_\_\_\_

**F. Comprehensive Safety Plan/Plan comprensivo de seguridad escolar** – School Leadership/Liderazgo (10 min)

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

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

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

**G. Board Development Update/Desarrollo de la mesa directiva**– 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: \_\_\_\_\_

**V. CLOSED SESSION/Sesión cerrada – Conference with Legal Counsel – Anticipated Litigation:** Significant exposure to litigation pursuant to Government Code section 54956.9 (d)(2) or (3): 1 case.  
**Conferencia con asesoría legal – Litigio anticipado:** Exposición significativa a litigios de conformidad con sección del código del gobierno 54956.9(d)(2) o (3): 1 caso.

**VI. OPEN SESSION/Sesión abierta: Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada** – (5 min.)

**VII. FUTURE MEETINGS/Próxima Junta**

A.) Next Meeting: Thursday, March 26, 2026 at 5:30pm – jueves, 26 de marzo de 2026 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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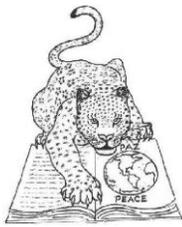
**Minutes/Minutas**  
**BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA**  
**January 29, 2026/29 de enero de 2026**  
**5:30 pm in Library**

**I. PRELIMINARY/PRELIMINARIO**

<b>I.A</b>	Meeting was called to order by Elena Garduño-Medina at 5:36 PM. Roll call was taken./ La junta fue convocada por Elena Garduño-Medina a las 5:36 PM. Se tomó lista.			
<b>I.B</b>	<b>Name/ Nombre</b>	<b>Role/ Papel</b>	<b>Present/ Presente</b>	<b>Absent/ Ausente</b>
	1. Denisse Rojas	Parent/Madre (25-28)	X	
	2. Alex Dickson	Parent/Madre (24-27) Secretary/Secretaria	X	
	3. Elena Garduño-Medina	Parent/Madre (23-26) President/Presidente	X	
	4. Miguel Pérez	Teacher/Maestra (25-28)	X	
	5. Ana Novoa	Teacher/Maestro (22-25)	X	
	6. Adriana Yáñez-Gutiérrez	Staff/Personal (23-26)	X	
	7. Pablo Bermudez	Community Member/Miembro Comunitario (25-28)	X	
	8. Antonio González	Community Member/Miembro Comunitario (24-27)		X
	9. Yesenia Ramírez-Huamani	Community Member/Miembro Comunitario (23-26) Treasurer/Tesorera	X	
	10. Student Representatives	Student Council Representatives/Representates del Concilio Estudiantil		X
	11. Parent Representative	Parent Council Representatives/Representates del Concilio de Familias	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	
	<b>Agenda/Agenda</b>		<b>Action/Acción</b>	
<b>I.C</b>	<b>Approval of Agenda</b> <i>Aprobación de la Agenda</i>		A motion was made to approve the January 29, 2026 agenda. <i>Se hizo una moción para aprobar la agenda del 29 de enero de 2026.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Yáñez-Gutiérrez 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Garduño-Medina Absences/ <i>Ausencias</i> : González Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>	
<b>I.D.a.</b>	<b>Approval of Board Meeting Minutes</b> <i>Aprobación de los minutos de la mesa directiva</i>		A motion was made to approve the December 11, 2025 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 11 de diciembre de 2025.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Garduño-Medina 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Novoa Absences/ <i>Ausencias</i> : González Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>	
<b>I.E</b>	<b>Mission</b> <i>Misión</i>		The mission was read aloud. / <i>La misión fue leída en voz alta.</i>	
<b>II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN</b>				
<b>II.A.1.</b>	<b>Public Comments</b> <i>Comentarios Públicos</i>		None/ <i>Ninguno</i>	

<b>III. INFORMATIONAL ITEMS</b> <b>ARTÍCULOS DE INFORMACION</b>		
<b>III.1.</b>	<b>Student Council/Concilio estudiantil -</b> Representative/representante	The Student Council report was provided by maestra Caro, teacher and advisor, and executive members. <i>La maestro Caro, asesora, presentó el reporte mensual del Concilio estudiantil.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III.2.</b>	<b>Parent Council/Concilio de familias -</b> Representative/representante	The Parent Council report was provided by Becca Hawkins, PC Vice President. <i>Becca Hawkins, vicepresidenta, compartió el reporte del concilio de familias.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>III.3.</b>	<b>Open Enrollment/Inscripciones abiertas</b> Representative/representante	The report was provided by Eduardo de León. <i>Eduardo de León compartió el reporte.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION</b> <b>ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN</b>		
<b>IV.A</b>	<b>Academic Accountability 101: Charter Goals and Local Control Accountability Plan (LCAP) Mid-Year Update, Part I/Metas del charter y Plan y control local de rendición de cuentas (LCAP) actualización de mitad de año, parte I – School Leadership</b>	Teejay Bersola presented the report to the board. <i>Teejay Bersola presentó el reporte a la mesa directive.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.B</b>	<b>School Accountability Report Card (SARC) – Reporte de progreso de responsabilidad escolar (SARC) – School Leadership</b>	Teejay Bersola presented the report to the board. <i>Teejay Bersola presentó el reporte a la mesa directive.</i>  A motion was made to approve the SARC. <i>Se hizo una moción para aprobar el SARC.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Dickson 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Pérez Absences/ <i>Ausencias</i> : González Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.C</b>	<b>Annual Fiscal Audit (second read)/Auditoría fiscal anual (segunda lectura) – EdTec/Morales</b>	Judy Morales presented the final draft of the Fiscal Audit 2024-2025. <i>Judy Morales presentó el borrador final de la Auditoría fiscal 2024-2025.</i>  A motion was made to approve the Fiscal Audit. <i>Se hizo una moción para aprobar la Auditoría fiscal.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Bermudez 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Garduño-Medina Absences/ <i>Ausencias</i> : González Abstentions/ <i>Abstenciones</i> : Rojas The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno
<b>IV.D</b>	<b>Nutrition Services Transition Update/Actualización de transición de servicios de nutrición – School Leadership</b>	Judy Morales presented an update to the board. <i>Judy Morales presentó una actualización a la mesa directiva.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/Ninguno

<b>IV.E</b>	<b>Facilities: Facilities Use Agreement/Acuerdo de uso de instalaciones del plantel</b> – School Leadership/ <i>Liderazgo</i>	Judy Morales y Eduardo de León presented an update to the board. <i>Judy Morales y Eduardo de León presentaron una actualización a la mesa directiva.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.F</b>	<b>Facilities: Core Building Modernization Update /Actualización del edificio principal</b> – School Leadership/ <i>Liderazgo</i>	Judy Morales presented an update to the board. <i>Judy Morales presentó una actualización a la mesa directiva.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.G</b>	<b>December Check Register/Registro de la cuenta bancaria de diciembre</b> – School Leadership/ <i>Liderazgo</i>	A motion was made to approve the December Check Register. <i>Se hizo una moción para aprobar el registro bancario de diciembre.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Dickson 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Yáñez-Gutiérrez Absences/ <i>Ausencias</i> : González Abstentions/ <i>Abstenciones</i> : Novoa The motion passed with seven votes. / <i>La moción pasó con siete votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.H</b>	<b>Monthly Financials/Finanzas mensuales</b> – School Leadership/ <i>Liderazgo</i>	Judy Morales presented an update to the board. <i>Judy Morales presentó una actualización a la mesa directiva.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.I</b>	<b>2026-2027 School Calendar –Calendario escolar 2026-2027</b> – School Leadership	Eduardo de Leon presented an update to the board. <i>Eduardo de León presentó una actualización a la mesa directiva.</i>  A motion was made to approve the 2026-2027 calendar. <i>Se hizo una moción para aprobar el calendario para 2026-2027.</i>  1 <sup>st</sup> Motion/ <i>1ª Moción</i> : Yáñez-Gutiérrez 2 <sup>nd</sup> Motion/ <i>2ª Moción</i> : Garduño-Medina Absences/ <i>Ausencias</i> : González Abstentions/ <i>Abstenciones</i> : None/ <i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>IV.J</b>	<b>Board Development Update/Desarrollo de la mesa directiva: actualización de nominaciones y elecciones</b> – School Leadership/ <i>Liderazgo</i>	Eduardo de Leon presented an update to the board. <i>Eduardo de León presentó una actualización a la mesa directiva.</i>
	<b>Public Comments</b> <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
<b>V. CLOSED SESSION/Sesión cerrada</b>		
The board entered into close session at 7:49pm/ <i>La mesa directiva entró a sesión cerrada a las 7:49pm</i>		
<b>VI. OPEN SESSION/Sesión abierta</b>		
No action was taken in closed session./ <i>No se tomó ninguna decisión en sesión cerrada.</i>		
<b>IV. FUTURE MEETINGS/PRÓXIMA JUNTA</b>		
a. Regular Board Meeting: Thursday, January 29, 2026 at 5:30pm – <i>jueves, 26 de enero de 2026 a las 5:30pm</i>		
<b>V. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS</b>		
<b>VI. ADJOURNMENT/CLAUSURA</b>		
The board meeting was adjourned at 7:58 PM. / <i>La reunión de la Mesa se terminó a las 7:58 PM.</i>		



A California Public School

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

Agenda Item #III1

**Board Meeting Date:** February 27, 2026

**Subject:** Student Council

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

**Committee/Staff:** Student Council

**Information:**

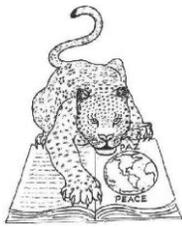
**Student Council Reports:**

Student Council representatives and advisors met on February 5th, 2026, and discussed the following:

- The Treasurer reported a current balance of **\$1,835**, including approximately **\$670** earned from pizza sales at the dance.
- The Spirit Day committee planned for the upcoming months and discussed potential dates for Spirit Week. Student Council voted on the following Spirit Day:
  - Celebrity Day on March 27th, 2026
- The School Climate Committee prepared slides and a survey for parents to increase family participation. They also worked on creating thank-you letters for the DJs who donated their time during the school dance.
- The School Events Committee discussed what should be in the state testing goodie bags. They chose gummies, mints, and motivational cards for students.
- The Fundraising Committee began updating the Ronald McDonald House Charity slides for our Student Council members to present to their classes. This week, we began collecting donations from students.

**Future items on the agenda**

- State Testing Goodie Bags
- Ronald McDonald House Charity Drive
- April Spirit Day



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Agenda Artículo #III1

**Fecha de la reunión:** 27 de febrero de 2026

**Tema:** Concilio estudiantil

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

**Comité/Personal:** Concilio Estudiantil

**Información:**

**Informes del Concilio Estudiantil:**

El Concilio Estudiantil se reunió el 5 de febrero de 2026 y habló de lo siguiente:

- El tesorero informó que el saldo actual era de 1,835 dólares, incluyendo aproximadamente 670 dólares obtenidos del baile.
- El Comité del Día del Espíritu planificó los próximos meses y días potenciales de la semana de espíritu. El Concilio Estudiantil votó por el siguiente Día del Espíritu:
  - Día de la celebridad en 27 de marzo
- El Comité del Clima Escolar preparó diapositivas y una encuesta para los padres con el fin de aumentar la participación de las familias. También trabajaron en crear cartas de gracias para los DJ's del baile que donaron su tiempo.
- El Comité de Eventos Escolares habló sobre qué incluir en las bolsas de regalitos para los exámenes estatales. Ellos eligieron incluir gomitas, mentas y cartas de motivación.
- El Comité de Recaudación de Fondos comenzó a editar las diapositivas de "Ronald McDonald House Charity" para que los miembros de nuestro Concilio Estudiantil las presenten en sus clases. Esta semana comenzamos a recolectar donaciones de las clases.

**Puntos futuros en la agenda:**

- Bolsas de regalitos para los exámenes estatales
- recaudación para "Ronald McDonald House Charity"
- Día de espíritu de abril



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Agenda Item# III2

**Board Meeting Date:** Friday, February 27, 2026

**Subject: Parent Council**

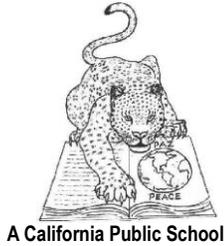
- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated:)
- Conference/Action
- Action

**Committee/Staff: Parent Council 2025-2026**

**February:**

- On Wednesday, February 4th, 2026, the Parent Council met for their monthly meeting:
  - Parent Council voted on providing teachers with a bag of goodies to kick off their week during Parent/Teacher Spring Conferences. Goodies will be delivered by Parent Council members.
  - Parent Council is looking forward to collaborating with our Literacy Coach and the CSU Sacramento State students of Sacramento Society of Hispanic Professional Engineers during our Science/Literacy Night on Wednesday, March 25, 2026, from 5:00 pm-7:00 pm.
  - Parent Council Members distributed various donation letters to seek support for a small meal for our LAS students during the Day of the Child celebration (April 24, 2026). Members will be following up with the following businesses: Rancho San Miguel, La Superior and La Esperanza.
  - Parent Council will be collaborating with the LAS Theater Production, *The Little Mermaid* Production by selling food, drinks, and light snacks.

**Future items on the agenda:** *Next Meeting Date; Wednesday, March 4th, 2026 @ 5:30 pm - Room 9*



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

Agenda Artículo: III2

**Fecha de la reunión:** jueves 26 de febrero del 2026

**Tema:** Concilio de familias

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

**Comité/Personal:** Concilio de familias 2025-2026

**Febrero:**

- El miércoles, 4 de febrero de 2026, el Concilio de familias se reunió para su reunión mensual:
  - El Concilio de familias votó a favor de proporcionar a los maestros una bolsa con obsequios para comenzar la semana durante las conferencias de primavera entre familias y maestros. Los obsequios serán entregados por los miembros del Concilio de familias.
  - El Concilio de familias espera colaborar con nuestro "Literacy Coach" y los estudiantes de la CSU Sacramento State de la Sociedad de Ingenieros Profesionales Hispanos de Sacramento durante nuestra Noche de Ciencia y Alfabetización el miércoles 25 de marzo de 2026, de 5:00 p.m. a 7:00 p.m.
  - Los miembros del Concilio de familias distribuyeron varias cartas de donación para solicitar apoyo para una pequeña comida para nuestros alumnos de LAS durante la celebración del Día del Niñez (24 de abril de 2026). Los miembros harán un seguimiento con las siguientes empresas: Rancho San Miguel, La Superior y La Esperanza.
  - El Concilio de familias colaborará con la producción teatral de LAS, La Sirenita, vendiendo comida, bebidas y aperitivos ligeros.

**Temas futuros en la agenda:** *Fecha de próxima junta; miércoles 4 de marzo del 2026 @ 5:30 pm - salón 9*



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Agenda Item# IVA

**Board Meeting Date:** February 27, 2026

**Subject:** LAS Academic Accountability 101: Charter Goals, LCAP and LCAP Mid-Year

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

**Background:**

LAS Governing Board is responsible for the overall leadership, vision, and strategic planning for achieving the educational goals of the school as stated in the charter.

Governing Board members are responsible for:

- 1) Understanding the federal and the state’s Accountability Progress Reporting: State Dashboard
- 2) Understanding the following LAS compliance documents and their funding implications:
  - A. State (Local Control Funding Formula: LCFF) and Federal (Title 1, Title 2 and Title 4 Funding)
    1. State LCAP (Local Control Accountability Plan) and Federal Addendum
- 3) Reviewing and adopting via integrated approach, updates in LCAP and Federal Addendum

All districts and charter schools are required to publicly share via its governing board meeting the following before the end of February:

- 1) The LCAP Mid-Year Update
- 2) All available mid-year outcome data related to metrics ; and
- 3) Mid-year expenditure and implementation data on all actions.

The main idea of the mid-year update is to illustrate the approved June LCAP actions and services that have been implemented.

**Overview of LAS Accountability System and CAASPP Analysis:**

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS’ biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students’ English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.



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Recommendation:

- 1) It is recommended that the Board review and approve the attached LCAP Mid-Year Update.

Attachments:

- 2) Academic Accountability 101 Presentation
- 3) LCAP Mid-Year Update

<b>LAS Mid Year LCAP</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rojas, Dennise				
Dickson, Alex				
Perez, Miguel				
Nova, Ana				
Ramírez-Huamani, Yesenia				
Gonzalez, Antonio				
Yañez-Gutierrez, Adriana				
Bermudez, Pablo				
<b>Totals:</b>				

**Estimated Time of Presentation:** 45 min  
**Submitted By:** Bersola  
**Date:** 022726

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



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Agenda Artículo# IVA

**Fecha de la Reunión:** 27 de febrero de 2026

**Tema: Información básica de responsabilidad académica:** *Responsabilidad académica básica de LAS: Metas del chárter, LCAP y LCAP de Mitad de año*

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

**Contexto:**

La Mesa Directiva de LAS es responsable del liderazgo general, la visión y la planificación estratégica para lograr los objetivos educativos de la escuela como se establece en el chárter.

Los miembros de la Mesa Directiva son responsables de:

1. Entender los informes de progreso de rendición de cuentas federales y estatales: Tablero Estatal
2. Entender los siguientes documentos de cumplimiento y sus implicaciones de financiación.
  - A. Estado (Fórmula de financiación de control local: LCFF) y federal (financiación de Título 1, Título 2 y Título 4)
    1. LCAP Estatal (Plan de Control Local y Rendición de Cuentas y Adenda Federal)
3. Revisar y adoptar a través de un enfoque integrado, actualizaciones en LCAP y Adenda Federal

Todos los distritos y escuelas autónomas deben compartir públicamente a través de la junta de su Mesa directiva antes de fines de febrero lo siguiente:

1. Actualización de mitad de año del LCAP
2. Todos los datos de resultados de mitad de año disponibles relacionados con las métricas; y
3. Gastos de mitad de año y datos de implementación de todas las acciones.

La idea principal de la actualización de mitad de año es ilustrar las acciones y los servicios del LCAP aprobado de junio que se han implementado.

**Descripción general del sistema de responsabilidad en LAS y el análisis de CAASPP:**

Basado en la investigación de inmersión dual y adquisición de un segundo idioma, toma aproximadamente de cinco a siete años desarrollar la competencia cognitiva del lenguaje académico (CALP). Con la alfabetización bilingüe en aproximadamente siete años como meta final, LAS supervisa estratégicamente el rendimiento de los estudiantes en períodos de grado críticos. La progresión del grado de alfabetización bilingüe de LAS se divide en tres etapas: Etapa 1: Alfabetización bilingüe emergente, Etapa 2: Alfabetización bilingüe en expansión y Etapa 3: Alfabetización bilingüe completa. Debido a su modelo de inmersión en dos idiomas 90-10, los estudiantes de LAS en la Etapa 1 y la Etapa 2 temprana reciben instrucción principalmente en español. Al mismo tiempo, las evaluaciones académicas en estos niveles se realizan principalmente en español. Al final de la Etapa 2, muchos estudiantes realizan la transferencia académica lingüística como se esperaba en los programas de inmersión en dos idiomas. Por lo tanto, es más apropiado que LAS utilice los datos de la evaluación estandarizada de inglés del final del quinto grado como base para el análisis del crecimiento individual del estudiante. Para los grados 7 y 8 en la Etapa 3, el dominio del



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inglés de los estudiantes de LAS en varias materias es al menos comparable, si no superior, al de los estudiantes en escuelas que no son de inmersión en dos idiomas. Al mismo tiempo, estos mismos estudiantes de la escuela secundaria en LAS habrán adquirido un dominio del idioma español comparable al de un estudiante universitario inscrito en una clase de idioma de nivel avanzado. Al alcanzar el nivel de alfabetización bilingüe completo, el graduado de LAS ingresa a la preparatoria mejor preparado para viajar por el puente hacia la universidad y los logros profesionales.

Recomendación

El liderazgo escolar recomienda que la Mesa Directiva revise y apruebe la Actualización del LCAP de mitad de año

Adjunto:

- 1) Presentación de Información Básica de Responsabilidad Académica
- 2) Actualización del LCAP de mitad de año

**Tiempo estimado para la presentación:** 45 min.  
**Entregado por:** Bersola  
**Fecha:** 022726

**Páginas pertinentes en:**  
 Constitución, páginas \_\_\_\_\_  Estatutos, páginas \_\_\_\_  
 MOU, páginas \_\_\_\_\_  Póliza \_\_\_\_\_

*Goals: AP=Academic Performance, AE: Academic Engagement, CC: Conditions and Climate*

### AP Goal: (High Academics)

By End of Stage 3 (EOS), LAS Gr8 Cohort will show an upward trajectory in English Language Arts (ELA), Spanish Language Arts (SLA), and Mathematics, and English Learner Reclassification Percentage.

### AE Goal: (Low Absenteeism)

By the end of the year, LAS will meet its attendance rate goal of 95% or higher schoolwide and with significant subgroups: Latino, EL, RFEP, SPED, Socio-economic Disadvantaged (SED), Long-Term ELs (*FY25 new*), within 2% margin.

### CC Goal: (Low Suspension; *Happy place to teach and learn*)

By the end of the year, LAS will meet its suspension rate of less than 3% schoolwide and with subgroups within 2% margin. Also, LAS school survey will reflect 90% or above stakeholder satisfaction.

# Tablero de CA \*\*\* Charter de LAS \*\*\* LCAP de LAS

Objetivos: AP=Rendimiento académico, AE: Participación académico, CC: Condiciones y ambiente

## Objetivo AP: (Académicos altos)

Al final de la Etapa 3 (EOS), el grupo de LAS de Gr8 mostrará una trayectoria ascendente en artes del lenguaje inglés (ELA), artes del lenguaje español (SLA) y matemáticas, y porcentaje de reclasificación de aprendices de inglés.

## Objetivo AE: (Ausentismo bajo)

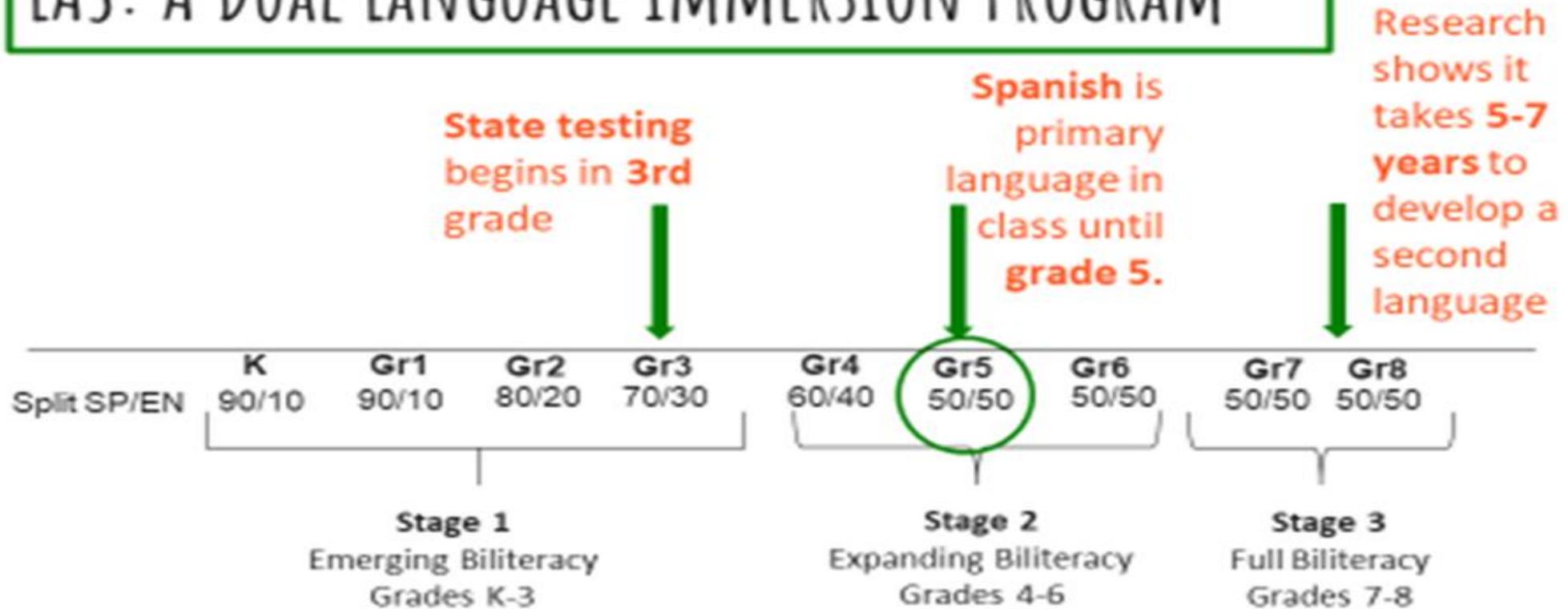
Para fin de año, LAS alcanzará su objetivo de índice de asistencia del 95% o más en toda la escuela y con subgrupos significativos: latinos, EL, RFEP, SPED, desfavorecidos socioeconómicos (SED), Aprendices de inglés de largo plazo (nuevo para AF25), dentro del margen del 2%.

## Objetivo CC: (Suspensión baja; lugar *feliz* para enseñar y aprender)

Para el final del año, LAS cumplirá con su tasa de suspensión de menos del 3% en toda la escuela y con subgrupos dentro del margen del 2%. Además, la encuesta escolar LAS reflejará un 90% o más de satisfacción de las partes interesadas.

# Excerpt from the LAS Charter (2019-2024)

## LAS: A DUAL LANGUAGE IMMERSION PROGRAM



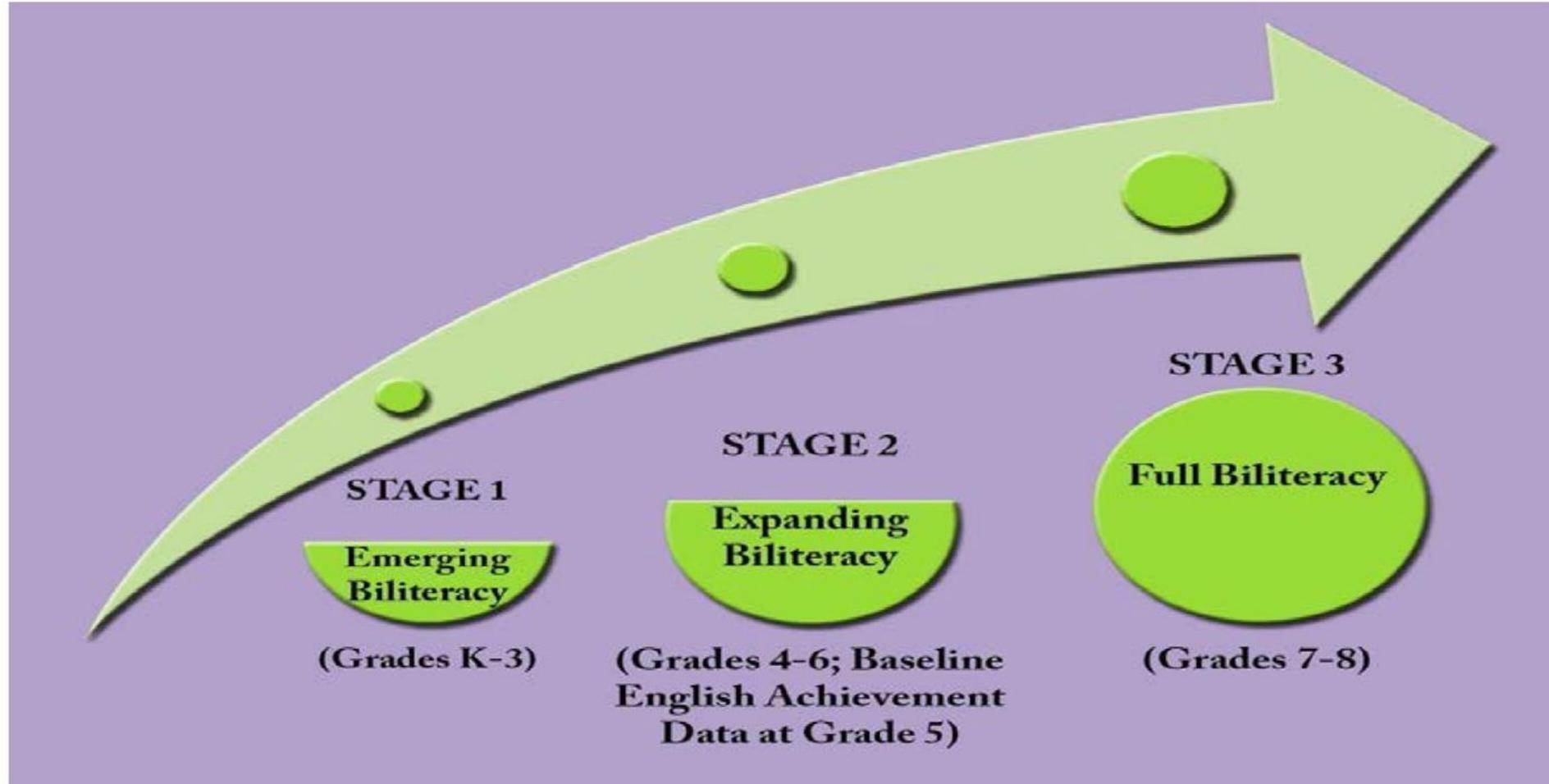
## Extracto del chárter de LAS (2019-2024)

# LAS: UN PROGRAMA DE INMERSIÓN EN DOS IDIOMAS



# Excerpt from the LAS Charter (2019-2024)

## LAS BILITERACY GRADE SPAN PROGRESSION



## Extracto del chárter de LAS (2019-2024)



# The LAS LCAP Mid Year:

*LAS Goals: AP=Academic Performance, AE: Academic Engagement, CC: Conditions and Climate*

**WHY:** Required to provide mid-year status of LCAP implementation to educational partners (formerly called stakeholders).

**WHAT:** *Details are delineated in board summary attachments.*

LCAP Categories	LAS Indicators
Engagement	Year-Long Calendar of Educational Partner Meetings Know and Want To Know Surveys
Metrics	External Accountability and Internal Accountability required by AB1505 (AP Goal) Notation: Met= YES (green), Not Met= NO (orange), <i>NEW (white)</i>
Implementation	Notation: Full= 3 (Yes; green), In-Progress= 2 (Started; yellow), No/Not yet= 1 (orange)
Expenditures	Estimates: Updates based on 1 <sup>st</sup> Interim (% spent) Revenue and Expenses and MidYear Proposed Revisions

# Mitad de año de LCAP de LAS:

*Objetivos de LAS: AP=Rendimiento academico, AE: Participacion academico, CC: Condiciones y ambiente*

**POR QUÉ:** Se requiere para proporcionar el estado de mitad de año de la implementación del LCAP a los socios educativos (anteriormente llamados partes interesadas).

**QUÉ:** *Los detalles se encuentran en los documentos adjuntos en el resumen de la mesa.*

Categorías de LCAP	Indicadores de LAS
Participacion	Calendario anual de reuniones de socios educativos Encuestas Lo que se y Quiero saber
Metricas	Responsabilidad Externa y Responsabilidad Interna requerida por AB1505 (Objetivo AP) Notación: Cumplido= Sí (verde), No cumplido= NO (anaranjado), <i>NUEVO (blanco)</i>
Implementacion	Notación: Completo = 3 (Sí; verde), En progreso = 2 (Comenzado; amarillo), No/ Aún no = 1 (anaranjado)
Gastos	Estimaciones: Fondos totales: <i>Actualizaciones basados en 1er periodo (% usado) Ingresos y Gastos y Revisiones propuestas de medio año</i>

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

✓ 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)

FY25	Historical Count Since FY16	KNOW	SÉ
1	884	LCAP format is different from what has been done in the previous years Goals are addressing state priorities We will continue to monitor identified subgroups ( chronic absenteeism, SPED, etc.)	El formato LCAP es diferente de lo que se ha hecho en años anteriores. Los objetivos abordan las prioridades estatales. Continuaremos monitoreando los subgrupos identificados (ausentismo crónico, educación especial, etc.)
2	885	We are trying to meet our goal of the chronic absenteeism and our goal is 3%	Estamos tratando de cumplir con nuestra meta del ausentismo crónico y nuestra meta es del 3%.
3	886	LAS uses MAP for internal accountability. It has been written in a new template.	LAS utiliza el MAP para la rendición de cuentas interna. Se ha redactado con una nueva plantilla.
4	887	A summary of the language academy's recent data and goals for upcoming years.	Un resumen de los datos recientes de la academia de idiomas y sus objetivos para los próximos años.
5	888	I know that LCAP is the document that is required for LCFF funds	Sé que LCAP es el documento que se requiere para el fondo LCFF
6	889	I know that parent participation is vital for the language academy to meet its goals: survey, PC participation, student engagement goals (attendance) and much more.	Sé que la participación de los padres es vital para que la academia de idiomas logre sus objetivos: encuesta, participación de PC, objetivos de participación de los estudiantes (asistencia) y mucho más.
7	890	I know that prior to COVID-19 schooling interruption , LAS diligently followed the action plan accordingly. However, distance learning presented challenges that directly affected learning assessments , including the cancellation of the state SBAC and ELPAC testing in the spring of 2020. Consequently, the academic performance data goal has a huge data gap for the purpose of analysis. LAS looks forward to analyzing the comparative spring SBAC and MAP Growth results for the FY23 and FY24 and to planning consequent actions to address emerging needs.	Sé que antes de la interrupción escolar por la COVID-19, LAS siguió diligentemente el plan de acción correspondiente. Sin embargo, la educación a distancia presentó desafíos que afectaron directamente las evaluaciones de aprendizaje, incluyendo la cancelación de las pruebas estatales SBAC y ELPAC en la primavera de 2020. Por consiguiente, la meta de datos de rendimiento académico presenta una gran brecha de datos para fines de análisis. LAS espera analizar los resultados comparativos de las pruebas SBAC y MAP Growth de primavera para los años fiscales 23 y 24 y planificar las acciones correspondientes para abordar las necesidades emergentes.
8	891	We want to decrease the students' chronic absenteeism, and our goal is 3% or less	Queremos disminuir el ausentismo crónico de los estudiantes y nuestra meta es del 3% o menos.
9	892	About 97% of our school budget comes from LCFF and the LCAP is the plan that documents how LAS spends the funds to meet our school mission. Schools were provided a new template. Teejay Bersola provided all staff with the entire copy of the LCAP and the instructions on how to fill out the template.	Aproximadamente el 97% de nuestro presupuesto escolar proviene de la LCFF y el LCAP es el plan que documenta cómo LAS utiliza los fondos para cumplir con nuestra misión escolar. Se proporcionó una nueva plantilla a las escuelas. Teejay Bersola proporcionó a todo el personal la copia completa del LCAP y las instrucciones para completarla.
10	893	Know the LAS mission	Saber la mision de LAS
11	894	I know about LAS big picture goals in Academic Performance, Academic Engagement, and Climate/Conditions and where my role fits in making sure we achieve these goals. I also understand our LCFF funding and how it is distributed among the various parts of our LAS entity.	Conozco los objetivos generales de LAS en materia de Rendimiento Académico, Participación Académica y Clima/Condiciones, y mi función para asegurar su cumplimiento. También comprendo la financiación de la LCFF y su distribución entre las distintas áreas de nuestra entidad LAS.
12	895	I know that our goal is up, up, down, down, upward trajectory, everyone happy! I know that we all play crucial roles in the makeup of our school. I know that in order to be an independent charter we need to have teacher representatives on our board...I like my job, would like to keep it, so we need to sign up to be on the board! Those of us who have been here for many many years and we haven't been on the board, need to step up! We need to model to our newer teachers that we WANT to continue to self govern. We don't want to have to rely solely on community representatives to govern our school!! I know that our teachers do a phenomenal job of ensuring that students feel safe and welcome here. I know that attendance is crucial to our budget. We want to hit that 95%, but the goal is really 97%.	Sé que nuestra meta es una trayectoria ascendente, ascendente, descendente, descendente, ascendente, ¡todos felices! Sé que todos jugamos un papel crucial en la constitución de nuestra escuela. Sé que para ser una escuela autónoma independiente necesitamos tener representantes docentes en nuestra junta... Me gusta mi trabajo y me gustaría conservarlo, ¡así que necesitamos inscribirnos para ser parte de la junta! Quienes llevamos aquí muchos años y no hemos estado en la junta, ¡debemos dar un paso al frente! Necesitamos darles a nuestros maestros más nuevos el ejemplo de que QUEREMOS seguir autogobernando. ¡No queremos tener que depender únicamente de representantes de la comunidad para gobernar nuestra escuela! Sé que nuestros maestros hacen un trabajo fenomenal para garantizar que los estudiantes se sientan seguros y bienvenidos aquí. Sé que la asistencia es crucial para nuestro presupuesto. Queremos alcanzar ese 95%, pero la meta es realmente el 97%.

13	896	A summary of the language academy's recent data and goals for upcoming years.	Un resumen de los datos recientes de la academia de idiomas y sus objetivos para los próximos años
14	897	LCAP and LCFF are dependent on one another.	LCAP y LCFF dependen el uno del otro
15	898	A detailed summary on school data and goals our school has, it tells a story	Un resumen detallado de los datos y objetivos escolares que tiene nuestra escuela, cuenta una historia
16	899	I know that this document is used to provide our school funding. It is all a form of accountability for our school in several areas.	Sé que este documento se utiliza para financiar nuestra escuela. Es una forma de rendir cuentas a nuestra escuela en diversas áreas.
17	900	I know that our LCAP is a plan we submit every year to the state. This plan includes data from our students and families. It gives a picture of who we are as a school. This plan is what determines if we receive LCFF. The LCFF is our largest funding source for our school.	Sé que nuestro LCAP es un plan que presentamos anualmente al estado. Este plan incluye datos de nuestros estudiantes y familias. Ofrece una visión de nuestra escuela. Este plan es lo que determina si recibimos la LCFF. La LCFF es nuestra principal fuente de financiación.
18	901	We are trying to meet our goal of the chronic absenteeism and our goal is 3%	Estamos tratando de cumplir con nuestra meta del ausentismo crónico y nuestra meta es del 3%.
19	902	The LCAP is the plan on how LAS will reach their goals.	El LCAP es el plan sobre cómo LAS alcanzará sus objetivos
20	903	I know that LCAP is the document that is required for LCFF funds	Sé que LCAP es el documento que se requiere para los fondos LCFF
21	904	We are meeting our LAS Mission. Within the three goals, we have improved in many of the metrics.	Estamos cumpliendo nuestra Misión LAS. Dentro de los tres objetivos, hemos mejorado en muchas métricas.
22	905	I know that we have a new template for LCAP this year. I know how to read the LCAP. I know that we need the LCAP for funding. I know that we are meeting our mission and we have shown a lot of improvement.	Sé que este año tenemos una nueva plantilla para el LCAP. Sé cómo interpretarlo. Sé que necesitamos el LCAP para obtener financiación. Sé que estamos cumpliendo nuestra misión y que hemos mejorado mucho.
23	906	I know that our school does a great job analyzing data for all of our LCAP goals.	Sé que nuestra escuela hace un gran trabajo analizando datos para todos nuestros objetivos LCAP.
24	907	It is a long document with specific and correct information, documentation and details about LAS. It is an accountability plan.	Es un documento extenso con información, documentación y detalles específicos y correctos sobre el LAS. Es un plan de rendición de cuentas.
25	908	I know that we have School Board with representation of various stakeholders. I know that we are making data based decisions to close the achievement gap for duplicated students, socio-economically disadvantaged students. I know that we need to continue to improve our performance achievement letters.	Sé que contamos con una Junta Escolar con representación de diversas partes interesadas. Sé que estamos tomando decisiones basadas en datos para cerrar la brecha de rendimiento de los estudiantes duplicados y desfavorecidos socioeconómicamente. Sé que debemos seguir mejorando nuestras cartas de rendimiento académico.
26	909	LCAP is essential for our school to keep running in the successful way that it does. We have goals that are within the LCAP that we want to meet.	El LCAP es esencial para que nuestra escuela siga funcionando con éxito. Tenemos objetivos dentro del LCAP que queremos alcanzar.
27	910	I know that we are meeting LCAP goal in an upward trajectory and in comparison to other schools. Overall, our metrics show growth.	Sé que estamos cumpliendo la meta del LCAP con una trayectoria ascendente, en comparación con otras escuelas. En general, nuestras métricas muestran crecimiento.
28	911	Overall, I know we are improving and meeting in many categories throughout our LCAP goals.	En general, sé que estamos mejorando y cumpliendo en muchas categorías nuestros objetivos LCAP.
29	912	I know that parent participation is vital for the language academy to meet its goals: survey, PC participation, student engagement goals (attendance) and much more.	Sé que la participación de los padres es vital para que la academia de idiomas logre sus objetivos: encuesta, participación de PC, objetivos de participación de los estudiantes (asistencia) y mucho más.
30	913	I know that the LCAP is divided into three different sections. Each section is then divided further into subgroups.	Sé que el LCAP se divide en tres secciones diferentes. Cada sección se subdivide en subgrupos.
31	914	The importance of the LCAP, school governance and the academic performance of our students...	La importancia del LCAP, la gobernanza escolar y el rendimiento académico de nuestros estudiantes...
32	915	LCAP is a very important for LAS. It is a tool to show how we are doing based on metrics.	El LCAP es muy importante para el LAS. Es una herramienta que muestra nuestro desempeño con base en métricas.
33	916	3 goals = AP, AE, CC green= more funding up up down down upward trajectory	3 metas = AP, AE, CC verde = mas fondos arriba arriba abajo abajo trayectoria ascendente
34	917	-AE, AP, CC -Green is good -Reviewed Charter Goals, LCAP + LCAP Mid-Year Pkg.	AE, AP, CC -Verde es bueno -Repasado metas del Charter, LCAP + LCAP mitad de año Pkg.
35	918	-Que es un comite que esta para apoyar a estudiantes aprendizes de ingles -Es un comite conformado por 3 miembros de staff y por 2 EL representantes padres.	-What committee is here to support students' learning of english -It is a committee consisting of 3 members of staff and by 2 EL parent representatives.
36	919	Es un comite que esta para apoyar a estudiantes de Aprendices de Ingles	It is a committee that is here to support English Learner students
37	920	3 Goals AP AE CC	3 metas AP AE CC

38	921	Anything we do, we study together. ELAC Committee 40% Spanish dominate students --> 3 staff: 2 parents. Takes 5-7 years to reclassify 3 Goals Academic Performance Academic Engagement Conditions + Climate	Cualquier cosa que hacemos, lo estudiamos juntos. Comite de ELAC 40% español dominar estudiantes --> 3 personal: 2 padres. Toma5-7 años para reclasificar 3 metas Redimiento Academico Involucramiento Academico Condiciones + clima
39	922	AP: UP-ELA/Math- UPWARD ELL STUDENTS ACAD PERF AE: ACAD ENG -UP IN ATT (IMPROVE) CC: CLIMATE/CC -WE ARE DOING WELL! -IT TAKES 5-7 YRS TO BE PROF. IN ENGLISH/SPANISH - WORRY IN MIDDLE SCHOOL IF STUDENTS ARE NOT PROFICIENT	AP: UP-ELA/matematicas- ESTUDIANTES ELL ASCENDENTES ACAD PERF AE: ACAD ENG -ARRIBA EN ATT (MEJORANDO) CC: CLIMA/CC -LO ESTAMOS HACIENDO BIEN!! -TOMA 5-7 AÑOS PARA SER PROF. EN INGLES/ESPAÑOL -PREOCUPA EN SECUNDARIA SI ESTUDIANTES NO SON COMPETENTES
40	923	GOALS: up up down down trajectory everyone happy This can change depending on the # of students in school ELAC (FY25 40%: 5 Members 3 staff + 2 EL Parent Reps) *LTEL's receive Interventions (Answer). Goals: AE--> Academic Engagement AP--> Academic Performance CC--> Conditions + Climate Green is good :) Research it takes 5 to 7 years shows to be able to be proficient in English/Spanish	METAS: arriba arriba abajo abajo trayectoria todos felices Esto puede cambiar dependiendo del # de estudiantes en la escuela ELAC (FY25 40% 5 Miembros 3 personal + 2 Padres Representantes de Els) *LTEL's reciben Intervenciones (respuesta). Metas: AE --> Involucramiento Academico AP --> Redimiento Academico CC--> Condiciones + Clima Verde es bueno :) Investigacion toma 5 a 7 años muestra poder se competente en Inglés/Español
41	924	ELCAP goals ↑↑ ↓↓ →→ ☺ CDT, the law, change it up Dataquest is the "grades" for the school MAP GROWTH as reclassification data? (other schools use it) Engagement absence suspension ELCAP->Plan->ELCAF->Funding	Metas de ELCAP ↑↑ ↓↓ →→ ☺ CDT, la ley, cámbialo Dataquest son las "calificaciones" de la escuela MAP GROWTH como datos de reclasificación? (otras escuelas los usan) Involucramiento ausencia suspensión ELCAP -> Plan -> Fondos
42	925	LCAP Goals: Before (in the past we could reclassify level 3 on ELPAC. Now to reclassify a student, they must score a 4 on ELPAC. GOALS: Academic Performance Academic Engagement Community and Climate	Metas de LCAP: Antes (en el pasado podiamos reclasificar nivel 3 en ELPAC. Ahora para reclasificar un estudiante, ellos deben conseguir un 4 en ELPAC. Metas: Rendimiento Academico Involucramiento Comunidad y Clima
43	926	There is an up- up trajectory for attendance, engagement. We want to keep this up up trajectory going.	Hay una trayectoria ascendente de asistencia y involucramiento. Queremos mantener esta trayectoria ascendente.
44	927	School climate, academics and engagement is an upward trajectory. Always want to improve absences and suspensions.	El clima escolar, el progreso académico y el involucramiento siguen una trayectoria ascendente. Siempre queremos mejorar las ausencias y las suspensiones.
45	928	Academics, Engagement and Climate. Up Up, Down Down, Upward Trajectory, everyone happy.	El progreso academico, el involucramiento y el clima escolar. Arriba Arriba, Abajo Abajo, Trayectoria ascendente, todos contentos.
46	929	Sabía que LAS es un programa de 8 años y que los resultados estatales o federales de exámenes realmente no incumben a nuestra escuela por que hacemos las cosas distinta.	I know that LAS is an 8 year program and that state or federal test scores don't really concern to our school because we do things differently.
47	930	AP= UP Up (↑) E/SLA & Math AE= Down absenteeism CC= Down suspension rate. Everyone happy 😊 surveys	AP= UP Up (↑) E/SLA & Math AE= Abajo absentismo CC= Abajo suspensiones. Todos contentos 😊 encuestas
48	931	Up up down down...	Arriba arriba abajo abajo...
49	932	ELCAP Charter Goals Up up down down upward trajectory, everybody happy	Objetivos del Charter ELCAP Arriba arriba abajo abajo trayectoria ascendente, todos contentos
50	933	Categories Goals & LCAP	Categorías Objetivos y LCAP
51	934	The next time we see the learning Point 1 LAS goal cohort reclassification rate chart it will say 65% due to CDT latest approval.	La próxima vez que veamos el tablero de la proporción de reclasificación de cohorte del objetivo LAS del Punto 1 de aprendizaje dirá 65% debido a la última aprobación del CDT.
52	935	Feds grant us ONLY 3% of our funding...	Los federales nos aportan SÓLO el 3% de nuestra financiación...
53	936	"If it's Green, we are doing the thing, but if it's orange, we need to take the plunge."	«Si es verde, lo estamos cumpliendo, pero si es anaranjado, tenemos que dar el siguiente paso».
54	937	I know that our goals are: Up in math and ELA. Down with suspensions and chronic absenteeism. Upward trajectory for ELs. The survey shows stakeholders are happy.	Sé que nuestros objetivos son: Subir en matemáticas y ELA. Disminuir las suspensiones y el absentismo grave. Trayectoria ascendente para los EL. La encuesta muestra que los grupos de interes están contentos.

55	938	8th grade cohort data shows the end of stage three	Los datos el grupo de 8º grado muestran el final de la tercera etapa
56	939	I know that our school's goals are high academics in Literacy and Math, low chronic absenteeism, low suspension rate, upward trajectory for EL's and completion of surveys.	Sé que los objetivos de nuestra escuela incluyen un alto nivel académico en Literatura y Matemáticas, bajo absentismo crónico, bajo número de suspensiones, trayectoria ascendente para los estudiantes EL y realización de encuestas.
57	940	I know that Green is GOOD! Up, up, down, down, upward trajectory, everyone happy! :)	¡Sé que el Verde es BUENO! Arriba, arriba, abajo, abajo, trayectoria ascendente, ¡todos contentos! :)
58	941	The LCFF (funds) are given to us by the state and are tied to our LCAP (plan). This takes into account academics, EL students, attendance, suspensions etc	El LCFF (fondos) nos son dados por el estado y están vinculados a nuestro LCAP (plan). Esto toma en cuenta lo académico, estudiantes EL, asistencia, suspensiones, etc.
59	942	97% of LAS comes from the State and only 3% is Federal	97% de LAS proviene del Estado y solo 3% es federal
60	943	A great review of the up (ELA), up (Math), down (chronic absenteeism), down (suspension), upward trajectory (reclassification) and everyone is happy (survey).	Una gran revisión de la trayectoria ascendente (ELA), ascendente (Matemáticas), descendente (ausentismo crónico), descendente (suspensión), ascendente (reclasificación) y todos están contentos (encuesta).
61	944	Up in attendance, up in academic achievement, down in chronic absenteeism, down in suspension rates, upward trajectory in reclassification of English learners, School climate surveys (everyone happy) LCAP and LCFF - school funding, 3% from the federal government	Aumento en la asistencia, aumento en el rendimiento académico, disminución del ausentismo crónico, disminución de las tasas de suspensión, trayectoria ascendente en la reclasificación de los estudiantes de inglés, encuestas de clima escolar (todos contentos), LCAP y LCFF: financiación escolar, 3 % del gobierno federal
62	945	Feds grant us ONLY 3% of our funding...	Las federales nos otorgan SOLO 3% de nuestros fondos ...
63	946	The LCAP is where we our goals are and the metrics to achieve these goals.	El LCAP es donde están nuestras metas y las métricas para lograr estas metas.
64	947	We get 3% funding from the federal government.	Recibimos un financiamiento del 3% del gobierno federal.
65	948	The majority of our funding comes from the state.	La mayor parte de nuestra financiación proviene del estado.
66	949	Most of our money comes from federal and state money.	La mayor parte de nuestro dinero proviene de fondos federales y estatales.
67	950	funding of our school	financiación de nuestra escuela
68	951	What is the most recent bilingual immersion research and it's efficacy for students that has been studied at LAS?	¿Cuál es la investigación más reciente sobre inmersión bilingüe y su eficacia para los estudiantes que se ha estudiado en LAS?
69	952	Thank you leadership!	¡Gracias por el liderazgo!
70	953	Thank you admin for all you do!!! This school is lucky to have the three of you.	¡Gracias, administrador, por todo lo que hacen! Esta escuela tiene suerte de tenerlos a los tres.
71	954	Thanks for working so diligently to complete this document.	Gracias por trabajar tan diligentemente para completar este documento.
72	955	None :)	Ninguno :)
73	956	Thank you for all of the work you do Teejay!!!	¡¡¡Gracias por todo el trabajo que haces Teejay!!!
74	957	I'm impressed by all the supports we've included to help bring our students with needs to be successful at our school.	Estoy impresionado por todos los apoyos que hemos incluido para ayudar a que nuestros estudiantes con necesidades tengan éxito en nuestra escuela.
75	958	It is a lot. Thank you to everyone who is part of this document: Students,teachers, staff, parents, admin, etc.	Es mucho. Gracias a todos los que forman parte de este documento: estudiantes, profesores, personal, padres, administración, etc.
76	959	Thank you for all your hard work!	¡Gracias por todo tu arduo trabajo!
77	960	I appreciate the time for learning and growing together!	Aprecio el tiempo para aprender y crecer juntos
78	961	Creo que la gente tiene que saber es que para ver resultados tienen que estar aquí los 8 años.	Creo que la gente tiene que saber es que para ver resultados tienen que estar aquí los 8 años.
79	962	Very interesting	Muy interesante
80	963	Thank you LAS	Gracias LAS
81	964	I believe in the work that we do, looking forward to the growth with our 8th grade cohorts...	Creo en el trabajo que hacemos y espero con ansias el crecimiento de nuestro grupo de octavo grado...
82	965	I am really proud of what our school does. I am proud to be a member of this community. I am thankful for all staff and all of what they do.	Estoy muy orgulloso de lo que hace nuestra escuela. Me enorgullece ser miembro de esta comunidad. Estoy agradecido con todo el personal y todo lo que hacen.

83	966	<p>How can we make better use of STAFF TALK time. Many items that are brought up can be taken to specific teachers, HR, committees, etc. (For example, if I have a question about facilities, why would I bring it to Staff Talk if I know that Judy is in charge! I can just email her.) Many Staff Talk items should be filtered to the correct places, people. If something can be emailed, lets do that instead of having unnecessary meetings. Thank you for cancelling meetings if they are not necessary - this is much appreciated!</p>	<p>¿Cómo podemos aprovechar mejor el tiempo de las Charlas del Personal? Muchos temas que se plantean pueden llevarse a profesores específicos, recursos humanos, comités, etc. (Por ejemplo, si tengo una pregunta sobre las instalaciones, ¿para qué la llevaría a las Charlas del Personal si sé que Judy está a cargo? Puedo simplemente escribirle un correo electrónico). Muchos temas de las Charlas del Personal deberían filtrarse y dirigirse a las personas y lugares correctos. Si algo puede enviarse por correo electrónico, hagámoslo en lugar de tener reuniones innecesarias. Gracias por cancelar las reuniones si no son necesarias; ¡se lo agradezco mucho!</p>
84	967	<p>I believe in the work that we do, looking forward to the growth with our 8th grade cohorts...</p>	<p>Creo en el trabajo que hacemos y espero con ansias el crecimiento de nuestro grupo de octavo grado...</p>

FY25	Historical Count Since FY16	WANT TO KNOW	QUISIERA SABER
1	708	How to reward students more frequently with prizes to help increase attendance, testing scores, etc	Cómo recompensar a los estudiantes con mayor frecuencia con premios para ayudar a aumentar la asistencia, los puntajes de las pruebas, etc.
2	709	I want to know if there will be more opportunities for parent participation next year.	Quiero saber si habrá más oportunidades de participación de los padres el próximo año.
3	710	I wonder if all primary classes are using the same math curriculum and if that has had an impact on student math progress... I'm wondering if students are being taught the same math skills and if they build on each other, even if we use different curriculum...	Me pregunto si todas las clases de primaria están usando el mismo currículo de matemáticas y si eso ha tenido un impacto en el progreso matemático de los estudiantes... Me pregunto si a los estudiantes se les están enseñando las mismas habilidades matemáticas y si se basan unas en otras, incluso si usamos currículos diferentes...
4	711	What is the 5% of English instruction that takes place in TK?	¿Cuál es el 5% de instrucción de inglés que tiene lugar en TK?
5	712	What school-wide efforts are being made to address chronic absenteeism? How will we address the academic underperformance of our SPED subgroup?	¿Qué esfuerzos se están realizando a nivel escolar para abordar el ausentismo crónico? ¿Cómo abordaremos el bajo rendimiento académico de nuestro subgrupo de educación especial?
6	713	I would like to know what other things we can do as a staff to promote attendance. I would like to know what we need to do to support our SWD since they are the ones that keep going down.	Me gustaría saber qué otras cosas podemos hacer como personal para promover la asistencia. Me gustaría saber qué debemos hacer para apoyar a nuestros estudiantes con discapacidad, ya que son ellos los que siguen bajando.
7	714	Will there be a shorter summary that can be shared with families?	¿Habrá un resumen más breve que pueda compartirse con las familias?
8	715	How is this developed	Como se desarrolla
9	716	What lens will be used to look at our LCAP with the current political climate? What do we know about board members and their political views?	¿Qué perspectiva se utilizará para analizar nuestro LCAP en el contexto político actual? ¿Qué sabemos sobre los miembros de la junta y sus opiniones políticas?
10	717	I want to know how our student/parent and staff surveys play a part in the LCAP. Are those results in the LCAP? What happens if we have bad "reviews" or survey results.	Quiero saber cómo nuestras encuestas a estudiantes, padres y personal influyen en el LCAP. ¿Se incluyen esos resultados en el LCAP? ¿Qué sucede si tenemos malas reseñas o resultados de encuestas?
11	718	How to reward students more frequently with prizes to help increase attendance, testing scores, etc	Cómo recompensar a los estudiantes con mayor frecuencia con premios para ayudar a aumentar la asistencia, los puntajes de las pruebas, etc.
12	719	What can we do to improve the areas where we haven't reached the target?	¿Qué podemos hacer para mejorar las áreas donde no hemos alcanzado el objetivo?
13	720	We have a table of contents sheet that is very helpful, however, I think a little "cheat sheet" with the percentages and number would be beneficial. So... I want to know how we could make a "cheat sheet" for it to be easier to access for all.	Tenemos una tabla de contenido muy útil, pero creo que una pequeña guía con los porcentajes y los números sería beneficiosa. Así que... quiero saber cómo podríamos crear una guía para que sea más accesible para todos.
14	721	I want to know how we can make attendance stronger at our school. Perhaps through regular incentives and recognition.	Quiero saber cómo podemos mejorar la asistencia en nuestra escuela. Quizás mediante incentivos y reconocimientos regulares.
15	722	I want to know how we can make attendance stronger at our school. Perhaps through regular incentives and recognition.	Quiero saber cómo podemos mejorar la asistencia en nuestra escuela. Quizás mediante incentivos y reconocimientos regulares.
16	723	Why do we not have a school-wide Literacy Focus, Vision or Plan? Why have we not funded Literacy curriculum in many years? Why do we not have a TK-5 Literacy Coach?	¿Por qué no contamos con un Enfoque, Visión o Plan de Lectoescritura para toda la escuela? ¿Por qué no hemos financiado el currículo de lectoescritura en tantos años? ¿Por qué no contamos con un tutor de lectoescritura para los grados TK-5?
17	724	What else can I as a staff member do to ensure that we are meeting LCAP goals in order to make our school successful.	¿Qué más puedo hacer como miembro del personal para garantizar que cumplamos con los objetivos del LCAP para que nuestra escuela tenga éxito?
18	725	What can we do for our subgroups (RFEP and students with disabilities) who do not show consistent growth?	¿Qué podemos hacer por nuestros subgrupos (RFEP y estudiantes con discapacidades) que no muestran un crecimiento consistente?
19	726	I'm curious to find out how we can improve the goals we have decreased in.	Tengo curiosidad por saber cómo podemos mejorar los objetivos que hemos disminuido.
20	727	I want to know if there will be more opportunities for parent participation next year.	Quiero saber si habrá más oportunidades de participación de los padres el próximo año.
21	728	Our SPED students are falling behind compared to other Gen Ed students. How do we close that gap?	Nuestros estudiantes de educación especial se están quedando atrás en comparación con otros estudiantes de educación general. ¿Cómo podemos cerrar esa brecha?
22	729	How this work will continue once we no longer have experts...	¿Cómo continuará este trabajo una vez que ya no tengamos expertos...
23	730	How often does the template change for LCAP.	¿Con qué frecuencia cambia la plantilla para LCAP?

24	731	¿Que recursos hay para que un estudiante de LAS no sea un aprendiz de largo plazo? ¿Podria a ver ayuda extra, por ejemplo despues de clases?	What resources are available to ensure that LAS students don't become long-term learners? Could I expect extra help, for example, after school?
25	732	Podriamos tener ayuda extra para despues de escuela.	We could use extra help after school.
26	733	a little more info regarding cc (behavior?) (children &/or parents?)	Un poco más de información sobre cc (¿comportamiento?) (¿niños y/o padres?)
27	734	What more can we do for students so that they can reclassify prior to Middle School?	¿Qué más podemos hacer por los estudiantes para que puedan reclasificarse antes de la secundaria?
28	735	-WHERE ARE OUR STUDENTS PLACING IN THE 8TH GRADE TESTING COMPARE TO OTHER SCHOOLS IN SAC AND CALI?	-¿DÓNDE SE UBICAN NUESTROS ESTUDIANTES EN LAS PRUEBAS DE 8.O GRADO EN COMPARACIÓN CON OTRAS ESCUELAS EN SAC Y CALI?
29	736	What or how LTEL's get support in our school? or what can one as a parent can do to help their kids?	¿Qué o cómo reciben apoyo los LTEL en nuestra escuela? ¿O qué puede hacer un padre para ayudar a sus hijos?
30	737	What is the process? ELD Task Force -->	¿Cuál es el proceso? Grupo de Trabajo ELD -->
31	738	ELAC has to have the same percentage of students (EL's) and of parents in ELAC Committee. 40% of Students are EL's FY25 5 ELAC members: (3 staff 60% + 2 EL Parent Reps 40%) All staff members should have an opportunity to participate in all committees Teacher Evaluation for reclassification: -Will we be looking to approve OPTL for teacher eval? -Will MAP Growth also be used along with OPTL or only MAP Growth? -How are our students doing on MAP growth in the last 3 yrs?	ELAC debe tener el mismo porcentaje de estudiantes (EL) y de padres en el Comité ELAC. 40% de los estudiantes son EL FY25 5 miembros de ELAC: (3 miembros del personal 60% + 2 representantes de padres EL 40%) Todos los miembros del personal deben tener la oportunidad de participar en todos los comités Evaluación de maestros para reclasificación: -¿Buscaremos aprobar OPTL para la evaluación de maestros? -¿El crecimiento MAP también se utilizará junto con OPTL o solo el crecimiento MAP? -¿Cómo les está yendo a nuestros estudiantes en el crecimiento MAP en los últimos 3 años?
32	739	More of a general overview of what the LCAP is. This information is fairly new to me.	Más bien una descripción general de lo que es el LCAP. Esta información es bastante nueva para mí.
33	740	I would want to know more about ways to support students socially and emotionally besides referring them to our school counselors to help improve absences, suspensions and school climate be a safe environment.	Me gustaría saber más sobre las formas de apoyar a los estudiantes social y emocionalmente además de referirlos a nuestros consejeros escolares para ayudar a mejorar las ausencias, las suspensiones y el clima escolar para que sea un ambiente seguro.
34	741	How is Bridges impacting 4th/5th grade students. Will Tk-5th adopt Bridges?	¿Cómo está impactando Bridges a los estudiantes de 4.º y 5.º grado? ¿Adoptarán Bridges TK-5to?
35	742	Me encantó lo que la maestra Bersola discutió. ¡Tiene facilidad de palabra!	I loved what Ms. Bersola discussed. She has a way with words!
36	743	How are students reclassified? Formal testing?	¿Cómo se reclasifican los estudiantes? ¿Exámenes formales?
37	744	Are adding OPTL and map growth to the reclassification policy going to be helpful for our EL's or is this a fed/ Sara's requirement?	¿Agregar OPTL y el crecimiento del MAP a la poliza de reclasificación será útil para nuestros EL o es este un requisito federal o de Sara?
38	745	How are we supporting our "forever red" students, students who have not met SLA, ELA & math standards for multiple years as the achievement gap continues to grow?	¿Cómo estamos apoyando a nuestros estudiantes "eternamente rojos", estudiantes que no han cumplido con los estándares de SLA, ELA y matemáticas durante varios años mientras la brecha de logros continúa creciendo?
39	746	Are education budget cuts being foreseen for the 2025-2026 school year?	¿Se anticipan recortes en el presupuesto de educación para el año escolar 2025-2026?
40	747	I want to know what happens when students keep getting brought up during MTSS and IPT meetings and there is nothing more to offer teachers or students.	Quiero saber qué pasa cuando los estudiantes siguen siendo mencionados durante las reuniones de MTSS e IPT y no hay nada más que ofrecerles a los profesores o estudiantes.
41	748	Has there been any state budget impacts because of the LA fires. Will education funds be impacted?	¿Ha habido algún impacto en el presupuesto estatal debido a los incendios de Los Ángeles? ¿Se verán afectados los fondos para la educación?
42	749	Academics data	Datos académicos
43	750	How many students are not reclassified in 8th grade?	¿Cuántos estudiantes no son reclasificados en el 8vo grado?
44	751	What percentage of our funding is based on student attendance?	¿Qué porcentaje de nuestra financiación se basa en la asistencia de los estudiantes?
45	752	the planning of our academics	la planificación de nuestras actividades académicas

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

### LAS LCAP Goals and Metrics Mid-Year Update v012426 1PM

Goal 1 Academic Performance						
METRIC NAME						
AP.G1.3	<b>ELA: State SBAC</b>					
	External: State SBAC	Metrics Update Part1 FY25 Gr8 Data	Groups	FY25 Gr8 Cohort: Gr5 Data	FY25 Gr8 Cohort: Gr8 Data	
	1) Question: Did FY25 Gr8 cohort improve from their cohort result in Gr5?	Yes	All FY25 Gr8 Cohort Students	29%	52%	
	2) Question: Did FY25 Gr8 cohort subgroups improve from their cohort subgroup results in Gr5?	Yes	Latinx	25%	49%	
		Yes	English Learner (EL)	11%	7%	
		Yes	RFEP	42%	68%	
		* Less than 11 students	Long-Term EL (LTEL)	*	*	
		* Less than 11 students	SPED	*	8%	
		Yes	SED	18%	50%	
			Groups	LAS FY25 Gr8 Cohort	State FY25 Gr8	District FY25 Gr8
	3) Question: Did LAS FY25 Gr8 Cohort students and subgroups perform comparable/higher than the state, district, and neighboring schools?	Yes	All FY25 Gr8 Cohort Students	52%	48%	40%
		Yes	Latinx	49%	38%	32%
		Yes	English Learner (EL)	7%	5%	4%
		Yes	RFEP	68%	53%	56%
		* Less than 11 students	Long-Term EL (LTEL)	*		
		No	SPED	8%	13%	12%
		Yes	SED	50%	37%	29%
						Neighbor Schools FY25 Gr8
						See FY25 LAS State SBAC Comparative
						See FY25 LAS State SBAC Comparative
						See FY25 LAS State SBAC Comparative
						See FY25 LAS State SBAC Comparative
						See FY25 LAS State SBAC Comparative
AP.G1.4	<b>MATH: State SBAC</b>					
	External: State SBAC	Metrics Update Part1 FY25 Gr8 Data	Groups	FY25 Gr8 Cohort: Gr5 Data	FY25 Gr8 Cohort: Gr8 Data	
	1) Question: Did FY25 Gr8 cohort improve from their cohort result in Gr5?	Yes	All FY25 Gr8 Cohort Students	12%	42%	
	2) Question: Did FY25 Gr8 cohort subgroups improve from their cohort subgroup results in Gr5?	Yes	Latinx	12%	41%	
		Yes	English Learner (EL)	0%	0%	
		Yes	RFEP	26%	53%	
		* Less than 11 students	Long-Term EL (LTEL)	*	*	
		* Less than 11 students	SPED	*	17%	
		Yes	SED	2%	35%	

			Groups	LAS FY25 Gr8 Cohort	State FY25 Gr8	District FY25 Gr8	Neighbor Schools FY25 Gr8
	3) Question: Did LAS FY25 Gr8 cohort students and subgroups perform comparable higher than the state, district, and neighboring schools?	Yes	All FY25 Gr8 Cohort Students	42%	34%	26%	See FY25 LAS State SBAC Comparative
		Yes	Latinx	41%	22%	18%	See FY25 LAS State SBAC Comparative
		No	English Learner (EL)	0%	5%	3%	See FY25 LAS State SBAC Comparative
		Yes	RFEP	53%	35%	38%	See FY25 LAS State SBAC Comparative
		* Less than 11 students	Long-Term EL (LTEL)	*	*		
		Yes	SPED	17%	8%	8%	See FY25 LAS State SBAC Comparative
		Yes	SED	35%	23%	17%	See FY25 LAS State SBAC Comparative
AP.G1.5	<b>ELL Reclassification</b>	Metrics Update Part1 FY25 Gr8 Data	FY21: Gr8	FY22: Gr8	FY23: Gr8	FY24: Gr8	FY25: Gr8
	1) Did the FY25 Gr8 cohort reclassification rate achieve the 70% or higher by the End of Stage 3 Gr8? (Note: New Goal for FY25: 65% or higher)	Yes	76%	68%	59%	80%	75%
AP.G1.3 AB1505	<b>MAP Growth English Reading (CGI)</b>						
	MAP Growth based on AB1505 Conditional Growth Index (CGI) (Spring to Spring; Range -2.0-2.0)	Metrics Update Part1 FY25 Gr8 Data	FY25 Gr8 Cohort: Gr8 CGI Score				
		Yes	0.60				
AP.G1.3	<b>MAP Growth English Reading (CGI)</b>						
	MAP Growth based on AB1505 Conditional Growth Index (CGI) (Spring to Spring; Range -2.0-2.0)	Metrics Update Part1 FY25 Gr8 Data	Groups	FY25 Gr8 Cohort: Gr6 CGI Score	FY25 Gr8 Cohort: Gr8 CGI Score		
	1) Question: Did FY25 Gr8 cohort continue growth trajectory since their result in Gr5/Gr6? (Note: This reframed question reflects the premise of CGI)	Yes	All FY25 Gr8 Cohort Students	3.64	0.60		
					FY25 Gr8 Cohort: Gr8 Subgroup CGI Score		
	2) Question: Did FY25 Gr8 cohort subgroups continue growth trajectory since their subgroup results in Gr5/Gr6? (Note: This reframed question reflects the premise of CGI)	Yes	Latinx		0.68		
		No	English Learner (EL)		-1.07		
		Yes	RFEP		1.80		
		No	LTEL		-1.07		
		No	SPED		-2.07		
		Yes	SED		0.40		
AP.G1.3 AB1505	<b>MAP Growth Mathematics (CGI)</b>						
	MAP Growth based on AB1505 Conditional Growth Index (CGI) (Spring to Spring; Range -2.0-2.0)	Metrics Update Part1 FY25 Gr8 Data	FY25 Gr8 Cohort: Gr8 CGI Score				
		Yes	2.73				

AP.G1.4	MAP Growth Mathematics (CGI)						
	MAP Growth based on AB1505 Conditional Growth Index (CGI) (Spring to Spring; Range -2.0-2.0)	Metrics Update Part1 FY25 Gr8 Data	Groups	FY25 Gr8 Cohort: Gr6 CGI Score	FY25 Gr8 Cohort: Gr8 CGI Score		
	1) Question: Did FY25 Gr8 cohort continue growth trajectory from their cohort result in Gr5/Gr6? (Note: This reframed question reflects the premise of CGI)	Yes	All FY25 Gr8 Cohort Students	2.91	2.73		
					FY25 Gr8 Cohort: Gr8 Subgroup CGI Score		
	2) Question: Did FY25 Gr8 cohort subgroups continue growth trajectory since their subgroup results in Gr5/Gr6? (Note: This reframed question reflects the premise of CGI)	Yes	Latinx		2.78		
		Yes	English Learner (EL)		3.83		
		Yes	RFEP		2.17		
		Yes	LTEL		3.83		
		Yes	SPED		3.12		
		Yes	SED		2.69		

**Goal 2 Academic Engagement**

AE.G2 Based on (Illuminate) Infinite Campus, CALPADS, CA Dashboard, DataQuest Attendance Data							
METRIC NAME		Metrics Update EOY		Metrics Update MOY		Notes	
		Based on FY25 Data	FY25	Based on FY26 MidYr Data	Mid FY26		
1) Question: Did LAS meet its attendance rate goal of 95% or above?		Yes	95%	Yes	96%		
2) Question: Did LAS subgroups meet its attendance goal of being within 2% from the school goal?	Latinx	Yes	95%	Yes	96%		
	English Learners	Yes	94%	Yes	95%		
	RFEP	Yes	96%	Yes	97%		
	Long-Term EL (LTEL)	Yes	94%	Yes	95%		
	SPED	Yes	94%	Yes	95%		
	SED	Yes	95%	Yes	95%		
3) Question: Did LAS meet its chronic absenteeism goal of less than 3%?		No	11.0%	TBD	TDB	FY26 TBD; data will be based on CA Dashboard FY26 results; Note 1: LAS Overall Historical Data: Pre-Covid-19= Average 3%, FY21=5.9%, FY22=13.6%, FY23=16.1% and FY25=9.7% Note 2: State FY25=18.6%; SCUSD=25.4%	
4) Question: Did LAS subgroups meet its chronic absenteeism goal of being within 2% from the school goal?	Latinx	No	11.4%	TBD	TDB	TBD; data will be based on CA Dashboard FY26 results	
	English Learners	No	15.1%	TBD	TDB	TBD; data will be based on CA Dashboard FY26 results	
	RFEP	Not available	Not available	Not available	Not available	Not available; data is not included in the CA Dashboard	
	Long-Term EL (LTEL)	No	19.1%	TBD	TDB	FY25 New	
	SPED	No	19.5%	TBD	TDB	TBD; data will be based on CA Dashboard FY26 results; Note 3: LAS SPED Historical Data: FY21=8%, FY22=22.5%, FY23=22.9% and FY25=11.9%	
		SED	No	12.4%	TBD	TDB	TBD; data will be based on CA Dashboard FY26 results

**Goal 3 Conditions and Climate**

CC.G3 (Illuminate) Infinite Campus, CA Dashboard, Data Quest, CALPADS Suspension and Expulsion Data and LAS Stakeholder Survey Data						
METRIC NAME		Metrics Update EOY		Metrics Update MOY		Notes
		Based on FY25 Data	FY25	Based on FY26 MOY Data	Mid FY26	
1) Question: Did LAS meet its suspension rate goal of lower than 2%?		Yes	0.8%	TBD	TDB	Note 4: LAS Suspension Historical Data: FY21=0.2%, FY22=2.8%, FY23=2.2% and FY25=0.5%
2) Question: Did LAS subgroups meet its suspension rate goal of being within 2% from the school goal?	Latinx	Yes	0.8%	TBD	TDB	
	English Learners	Yes	1.1%	TBD	TDB	
	RFEP	Not available	Not available	Not available	Not available	
	Long-Term EL (LTEL)	No	4.3%	TBD	TDB	FY25 New
	SPED	Yes	1.3%	TBD	TDB	
	SED	Yes	1.1%	TBD	TDB	
4) Question: Did LAS meet its Educational Partners (Families) survey participation goal of 90% or above?		Yes	96%	TBD	TDB	EOY Surveys administered in April; Data based on April, 2025
5) Question: Did LAS meet its survey result goal of 90% or above for the following statements?	Students "I like my school."	Yes	92%	TBD	TDB	
	Family "I would recommend the school to others."	Yes	98%	TBD	TDB	
	Staff "I would recommend the school to others."	Yes	97%	TBD	TDB	

6) Question: Did LAS meet its volunteer and voter participation goal of maintaining or increasing its historical percentage?		No	72% Board Community Election 11/2025 and 78% voter participation Board Parent Election 1/2026	TBD	TDB	Goal for voter participation is 85%; FY25 97% participation for Staff Board Election 10/2023 Note:
7) Question: Did LAS meet its Teacher Quality goal? (Credentialed Teachers Authorized on Permit/Waiver; SARC)		Yes		Yes		LAS MS Immersion Program Design is unique; it is LAS intent to be in alignment with the Teacher Quality expectations and also maintain the integrity of the program.
8) Question: Did LAS meet its state expectation on Instructional and Curriculum Materials?		Yes		Yes		FY25 and FY25 K-Gr5 Science Adoption: Amplify; K-Gr5 Science ELD Project; MS AELD ERWC ELD; Gr4-5 Math Bridges (Pilot)
9) Question: Did LAS meet its state expectation on Facility Quality? (SARC)		Yes		Yes		

Esta sección reflejará los objetivos de LAS como se establece en la Petición de Chárter de LAS (2019-2024) aprobada el 21 de marzo de 2019.

### Métricas de Mitad de año de LCAP Actualización v012426

Objetivo 1 Rendimiento Académico							
NOMBRE DE LA METRICA							
AP.G1.3	ELA (Artes de lenguaje en inglés): SBAC estatal						
	Externos: SBAC Estatal	Actualización de las métricas Parte1 Datos del AF25 Gr8	Grupos	AF25: Grupo de Gr8: Datos de Gr5	AF25: Grupo de Gr8: Datos de Gr8		
	1) Pregunta: ¿Mejoró el grupo del AF25 Gr8 con respecto a su resultado de grupo en Gr5?	Si	Todos los estudiantes del grupo Gr8 del AF25	29%	52%		
	2) Pregunta: ¿Mejoraron los subgrupos de grupos del AF25 Gr8 con respecto a los resultados de sus subgrupos de grupos en Gr5?	Si	Latino	25%	49%		
		Si	Aprendiz de inglés (EL)	11%	7%		
		Si	Reclasificado	42%	68%		
		* Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*	*		
		* Menos de 11 estudiantes	Educación especial	*	8%		
		Si	En desventajas socioeconómicas	18%	50%		
			Grupos	LAS AF25 Grupo de Gr8	Estado AF25 Gr8	Distrito AF25 Gr8	Escuelas vecinas AF25 Gr8
	3) Pregunta: ¿Los estudiantes y subgrupos del grupo de LAS del AF25 Gr8 tuvieron un rendimiento comparable o superior al del estado, distrito y escuelas vecinas?	Si	Todos los estudiantes del grupo Gr8 del AF25	52%	48%	40%	Ver comparativa LAS SBAC Estatal AF25
		Si	Latino	49%	38%	32%	Ver comparativa LAS SBAC Estatal AF25
		Si	Aprendiz de inglés (EL)	7%	5%	4%	Ver comparativa LAS SBAC Estatal AF25
		Si	Reclasificado	68%	53%	56%	Ver comparativa LAS SBAC Estatal AF25
		* Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*			
		No	Educación especial	8%	13%	12%	Ver comparativa LAS SBAC Estatal AF25
		Si	En desventajas socioeconómicas	50%	37%	29%	Ver comparativa LAS SBAC Estatal AF25

AP.G1.4	<b>MATEMÁTICAS: SBAC estatal</b>						
	<b>Externos: SBAC estatal</b>	<b>Actualización de las métricas Parte1 Datos del AF25 Gr8</b>	<b>Grupos</b>	<b>AF25: Grupo de Gr8: Datos de Gr5</b>	<b>AF25: Grupo de Gr8: Datos de Gr8</b>		
	1) Pregunta: ¿Mejoró el grupo del AF25 Gr8 con respecto a su resultado de grupo en Gr5?	Si	Todos los estudiantes del grupo Gr8 del AF25	12%	42%		
	2) Pregunta: ¿Mejoraron los subgrupos de grupos del AF25 Gr8 con respecto a los resultados de sus subgrupos de grupos en Gr5?	Si	Latino	12%	41%		
		Si	Aprendiz de inglés (EL)	0%	0%		
		Si	Reclasificado	26%	53%		
		* Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*	*		
		* Menos de 11 estudiantes	Educación especial	*	17%		
		Si	En desventajas socioeconómicas	2%	35%		
			<b>Grupos</b>	<b>LAS AF25 Grupo de Gr8</b>	<b>Estado AF25 Gr8</b>	<b>Distrito AF25 Gr8</b>	<b>Escuelas vecinas AF25 Gr8</b>
	3) Pregunta: ¿Los estudiantes y subgrupos del grupo de LAS del AF25 Gr8 tuvieron un rendimiento comparable o superior al del estado, distrito y escuelas vecinas?	Si	Todos los estudiantes del grupo Gr8 del AF25	42%	34%	26%	Ver comparativa LAS SBAC Estatal AF25
		Si	Latino	41%	22%	18%	Ver comparativa LAS SBAC Estatal AF25
		No	Aprendiz de inglés (EL)	0%	5%	3%	Ver comparativa LAS SBAC Estatal AF25
		Si	Reclasificado	53%	35%	38%	Ver comparativa LAS SBAC Estatal AF25
		* Menos de 11 estudiantes	EL de largo plazo (LTEL, por sus siglas en inglés)	*			
		Si	Educación especial	17%	8%	8%	Ver comparativa LAS SBAC Estatal AF25
		Si	En desventajas socioeconómicas	35%	23%	17%	Ver comparativa LAS SBAC Estatal AF25
AP.G1.5	<b>Reclasificación de aprendices de inglés</b>		<b>Actualización de las métricas Parte1 Datos del AF25 Gr8</b>	<b>AF21: Gr8</b>	<b>AF22: Gr8</b>	<b>AF23: Gr8</b>	<b>AF24: Gr8</b>
	1) ¿La tasa de reclasificación del grupo del AF25 Gr8 alcanzó el 70% o más al final de la Etapa 3 Gr8? (Nota: Nueva meta for AF25: 65% o mas)	Si		76%	68%	59%	80%
AP.G1.3 AB1505	<b>Lectura en Inglés de MAP Growth (CGI)</b>						
	<i>MAP Growth based on AB1505 Conditional Growth Index (CGI) (Spring to Spring; Range -2.0-2.0)</i>	<b>Actualización de las métricas Parte1 Datos del AF25 Gr8</b>	<b>AF25 Grupo Gr8: Gr8 Puntuación de CGI</b>				

		Si	0.60				
AP.G1.3	<b>MAP Growth Artes de lenguaje en inglés)(CGI)</b>						
	<i>MAP Growth basado en el Índice de Crecimiento Condicional AB1505 (CGI) (Primavera a Primavera; Rango -2,0-2,0)</i>	Actualización de las métricas Parte1 Datos del AF25 Gr8	Grupos	AF25 Grupo Gr8: Gr6 Puntuacion CGI	AF25 Grupo Gr8: Gr8 Puntuacion CGI		
	1) Pregunta: ¿Mejóro el grupo AF25 Gr8 con respecto a su resultado de grupo en Gr5/6? (Nota: Esta pregunta reformulada refleja la premisa de la CGI)	Si	Todos los estudiantes del grupo Gr8 del AF25	3.64	0.60		
					AF24 Grupo Gr8: Gr8 Puntuacion CGI por subgrupo		
	2) Pregunta: ¿Mejoraron los subgrupos de grupo del AF25 Gr8 con respecto a los resultados de los subgrupos de grupo en Gr5/6? (Nota: Esta pregunta reformulada refleja la premisa de la CGI)	Si	Latino		0.68		
		No	Aprendiz de inglés (EL)		-1.07		
		Si	Reclasificado		1.80		
		No	LTEL		-1.07		
		No	Educación especial		-2.07		
		Si	En desventajas socioeconómicas		0.40		
AP.G1.3 AB1505	<b>MAP Growth Matemáticas (CGI)</b>						
	<i>MAP Growth en el índice de crecimiento condicional (CGI) AB1505 (de primavera a primavera; intervalo -2,0-2,0)</i>	Actualización de las métricas Parte1 Datos del AF25 Gr8	AF25 Grupo Gr8: Gr8 Puntuación de CGI				
		Si	2.73				
AP.G1.4	<b>MAP Growth Matemáticas</b>						
	<i>MAP Growth en el índice de crecimiento condicional (CGI) AB1505 (de primavera a primavera; intervalo -2,0-2,0)</i>	Actualización de las métricas Parte1 Datos del AF25 Gr8	Grupos	AF25 Grupo Gr8: Gr6 Puntuacion de CGI	AF25 Grupo Gr8: Gr8 Puntuacion de CGI		
	1) Pregunta: ¿Mejóro el grupo AF25 Gr8 con respecto a su resultado de grupo en Gr5/6? (Nota: Esta pregunta reformulada refleja la premisa de la CGI)	Si	Todos los estudiantes del grupo Gr8 del AF25	2.91	2.73		
					AF25 Grupo Gr8: Gr8 Puntuacion CGI por subgrupo		
	2) Pregunta: ¿Mejoraron los subgrupos de grupo del AF25 Gr8 con respecto a los resultados de los subgrupos de grupo en Gr5/6? (Nota: Esta pregunta reformulada refleja la premisa de la CGI)	Si	Latino		2.78		
		Si	Aprendiz de inglés (EL)		3.83		
		Si	Reclasificado		2.17		
		Si	LTEL		3.83		
		Si	Educación especial		3.12		
		Si	En desventajas socioeconómicas		2.69		

**Objetivo 2 Participación Académico**

AE.G2 Basado en (Illuminate) Infinite Campus, CALPADS, Tablero de CA, DataQuest Datos de asistencia						
NOMBRE DEL MÉTRICO		Actualización de métricas a fin de año		Actualización de las métricas a mitad de año		
		Basado en datos del AF25	AF25	Basado en datos de mediados del AF26	Mitad del AF26	Notas
1) Pregunta: ¿LAS alcanzó su objetivo de tasa de asistencia del 95% o más?		Si	95%	Si	96%	
2) Pregunta: ¿Los subgrupos de LAS lograron su meta de asistencia de estar dentro del 2% del objetivo escolar?	Latinx	Si	95%	Si	96%	
	Aprendices de ingles	Si	94%	Si	95%	
	RFEP	Si	96%	Si	97%	
	Aprendices de inglés de largo plazo (LTEL)	Si	94%	Si	95%	
	SPED	Si	94%	Si	95%	
	SED	Si	95%	Si	95%	
3) Pregunta: ¿Cumplió LAS con su meta de ausentismo crónico de menos del 3%?		No	11.0%	Por determinarse	Por determinarse	AF26 Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26; Nota 1: Datos historicos totales: Pre-Covid-19= Promedio 3%, AF21=5.9%, AF22=13.6%, AF23=16.1% y AF25=9.7% Nota 2: Estado AF25=18.6%; SCUSD=25.4%
4) Pregunta: ¿Los subgrupos de LAS lograron su meta de ausentismo crónico de estar dentro del 2% de la meta escolar?	Latinx	No	11.4%	Por determinarse	Por determinarse	Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26
	Aprendices de ingles	No	15.1%	Por determinarse	Por determinarse	Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26
	RFEP	No disponible	No disponible	No disponible	No disponible	No disponible; datos no incluidos en el Tablero de CA
	Aprendices de inglés de largo plazo (LTEL)	No	19.1%	Por determinarse	Por determinarse	AF25 Nuevo
	SPED	No	19.5%	Por determinarse	Por determinarse	Por determinarse; datos estaran basados en los resultados del Tablero de CA AF26; Nota 3: Datos historicos de educacion especial: AF21=8%, AF22=22.5%, AF23=22.9% y AF25=11.9%
	SED	No	12.4%	Por determinarse	Por determinarse	Por determinarse; datos estarán basados en los resultados del Tablero de CA AF26

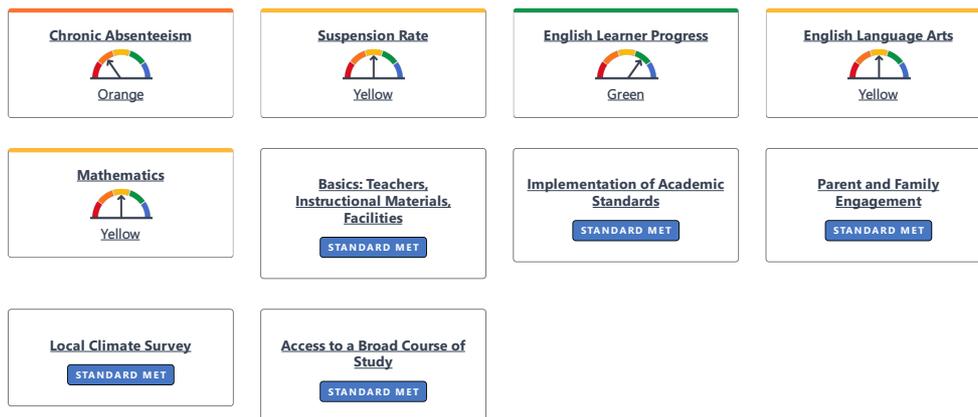
**Objetivo 3 Condiciones y ambiente**

CC.G3 (Illuminate) Infinite Campus, Tablero de CA, Data Quest, CALPADS Datos de suspensión y expulsión y Datos de la encuesta a las partes interesadas de LAS						
NOMBRE DEL MÉTRICO		Actualización de métricas a fin de año		Actualización de las métricas a mitad de año		
		Basado en datos del AF25	AF25	Basado en datos de mediados del AF26	Mitad del AF26	Notas
1) Pregunta: ¿LAS cumplió con su objetivo de tasa de suspensión menos del 2%?		Si	0.8%	Por determinarse	Por determinarse	Nota 4: Datos historicos de suspension en LAS: AF21=0.2%, AF22=2.8%, AF23=2.2% y AF25=0.5%
2) Pregunta: ¿Los subgrupos de LAS cumplieron con su objetivo de índice de suspensión de estar dentro del 2% del objetivo escolar?	Latinx	Si	0.8%	Por determinarse	Por determinarse	
	Aprendices de ingles	Si	1.1%	Por determinarse	Por determinarse	
	RFEP	No disponible	No disponible	No disponible	No disponible	
	Aprendices de inglés de largo plazo (LTEL)	No	4.3%	Por determinarse	Por determinarse	AF25 Nuevo
	SPED	Si	1.3%	Por determinarse	Por determinarse	
	SED	Si	1.1%	Por determinarse	Por determinarse	
4) Pregunta: ¿Cumplió LAS con su objetivo de participación de encuesta del 90% o más?		Si	96%	Por determinarse	Por determinarse	Encuestas de fin de año se realizan en abril; Datos basados en abril 2025
5) Pregunta: ¿Cumplió LAS con su objetivo de resultado de encuesta del 90% o más para las siguientes declaraciones?	Estudiantes "Me gusta mi escuela".	Si	92%	Por determinarse	Por determinarse	
	Familia "Recomendaría la escuela a otros".	Si	98%	Por determinarse	Por determinarse	
	Personal "Recomendaría la escuela a otros".	Si	97%	Por determinarse	Por determinarse	

6) Pregunta: ¿LAS cumplió con su objetivo de participación de voluntarios y votantes de mantener o aumentar su porcentaje histórico?		No	72% participación en Elección de representante comunitario en la Mesa Directiva 11/2025 y 78% participación electoral para la elección de padres 1/2026	Por determinarse	Por determinarse	El objetivo de participación de los votantes es del 85%; Nota: 97% de participación en las elecciones a la Mesa de 10/2023 fue para el personal
7) Pregunta: ¿Cumplió LAS con su meta de calidad docente? (Profesores acreditados autorizados con permiso/exención; SARC)		Si		Si		El diseño del programa de inmersión de la secundaria de LAS es único; la intención de LAS es alinearse con las expectativas de calidad docente y mantener la integridad del programa.
8) Pregunta: ¿Cumplió LAS con las expectativas estatales sobre materiales instructivos y curriculares?		Si		Si		AF25 y AF25 Adopción de ciencias K-Gr5: Amplify; K-Gr5 Proyecto de ciencias ELD; Secundaria AELD ERWC ELD; Gr4-5 Matemáticas Bridges (Piloto)
9) Pregunta: ¿Cumplió LAS con las expectativas estatales en cuanto a la calidad de las instalaciones? (SARC)		Si		Si		

# The Language Academy of Sacramento

Explore the performance of The Language Academy of Sacramento under California's Accountability System.



## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



## School Details

### Optional Narrative Summary

Completed By The Language Academy of Sacramento

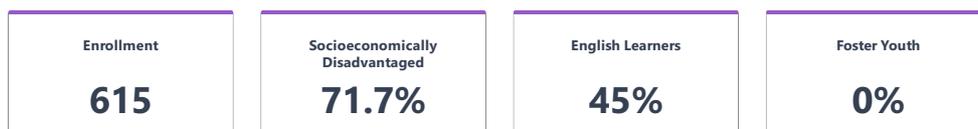
LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard Gr3-8 aggregate results for ELA, Math and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-Of-Stage 3 (Gr8). For more information on LAS Gr8 performance, check CDE's DataQuest or contact LAS.

<b>NAME</b> The Language Academy of Sacramento	<b>ADDRESS</b> 2850 49th Street Sacramento, CA 95817-2303	<b>WEBSITE</b> <a href="http://www.language-academ...">http://www.language-academ...</a>	<b>GRADES SERVED</b> K-8
<b>CHARTER</b> Yes	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No	<b>LCAP</b> <a href="#">Download the LCAP</a>	

## THE LANGUAGE ACADEMY OF SACRAMENTO

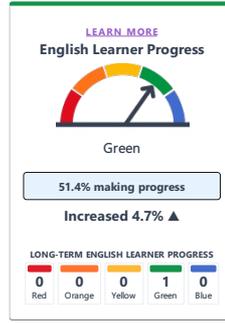
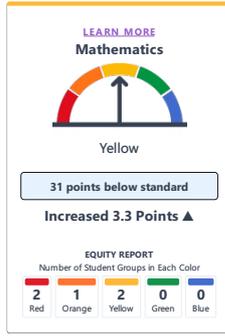
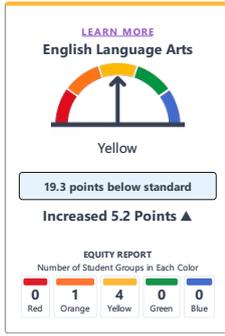
### Student Population

Explore information about this school's student population.

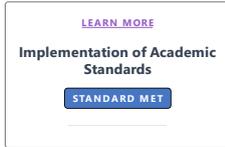


## Academic Performance

View Student Assessment Results and other aspects of school performance.

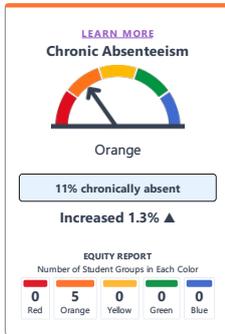


### Local Indicators



## Academic Engagement

See information that shows how well schools are engaging students in their learning.



### Local Indicators

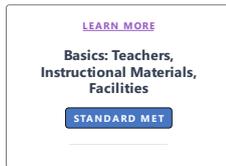


## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

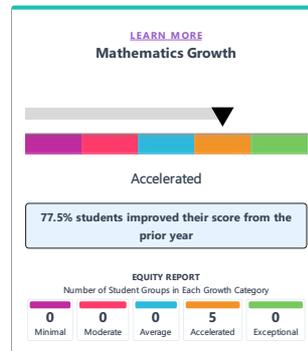
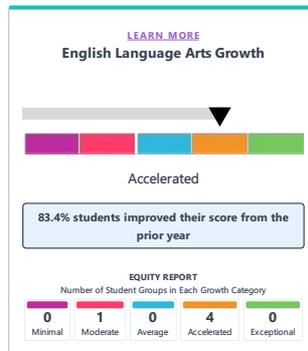
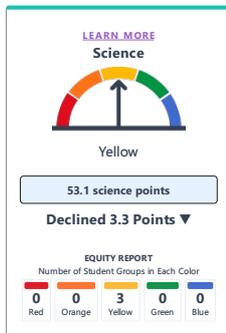


### Local Indicators



## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



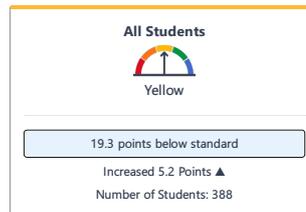
# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

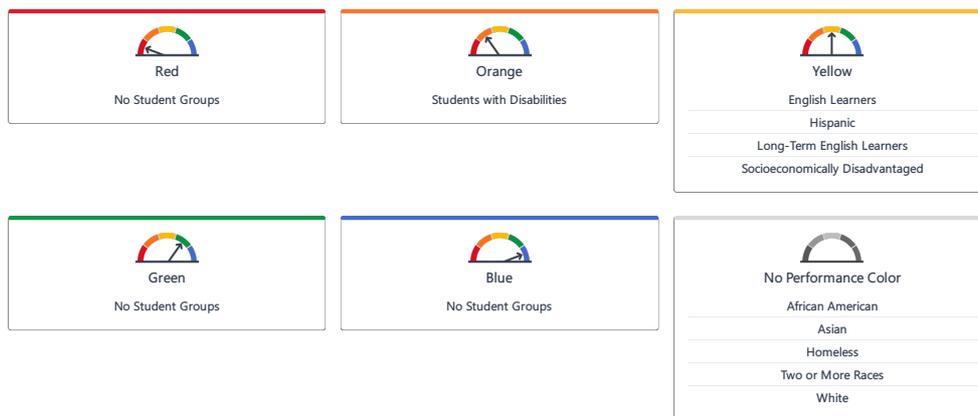
Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



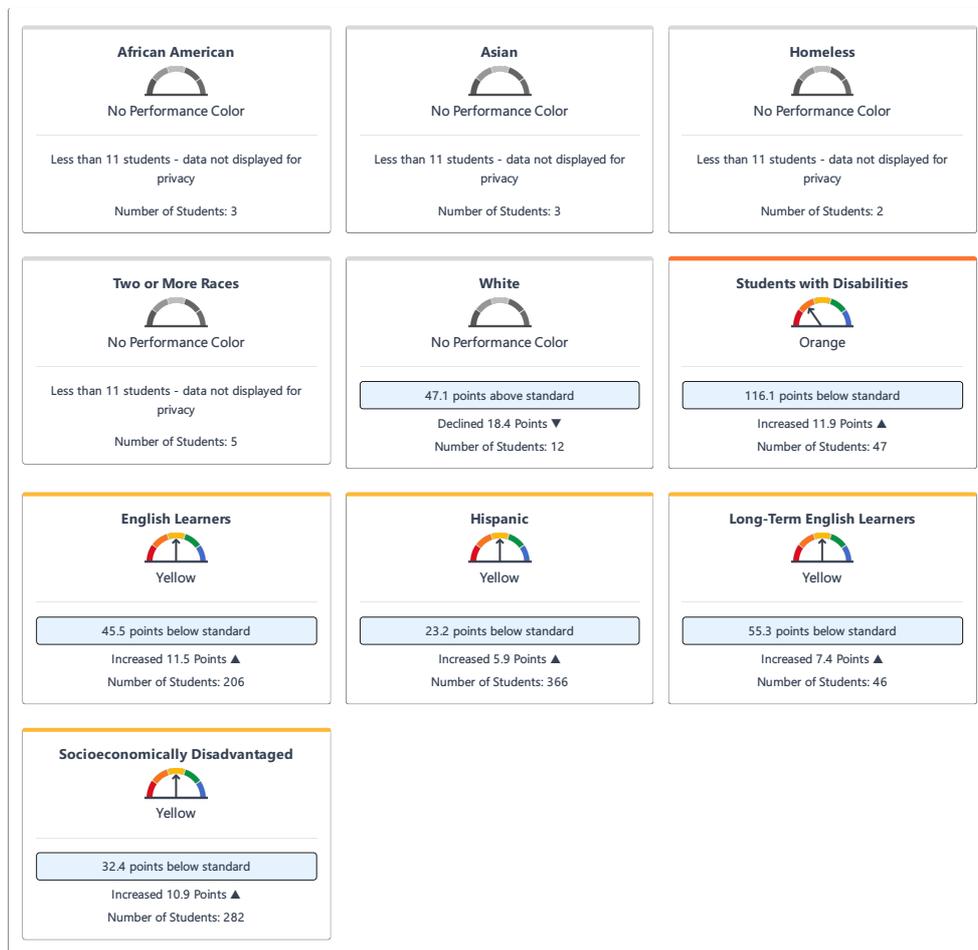
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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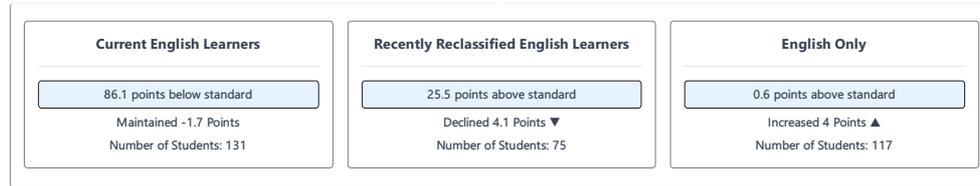


Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	16.6 points below standard	32.7 points below standard	26.4 points below standard	24.5 points below standard	19.3 points below standard

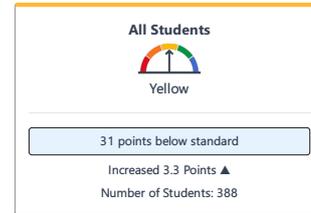
### English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in English Language Arts.



### All Students

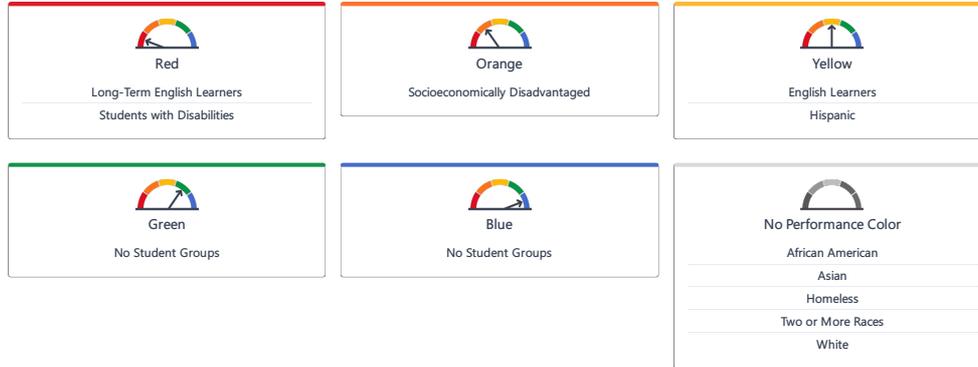
Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



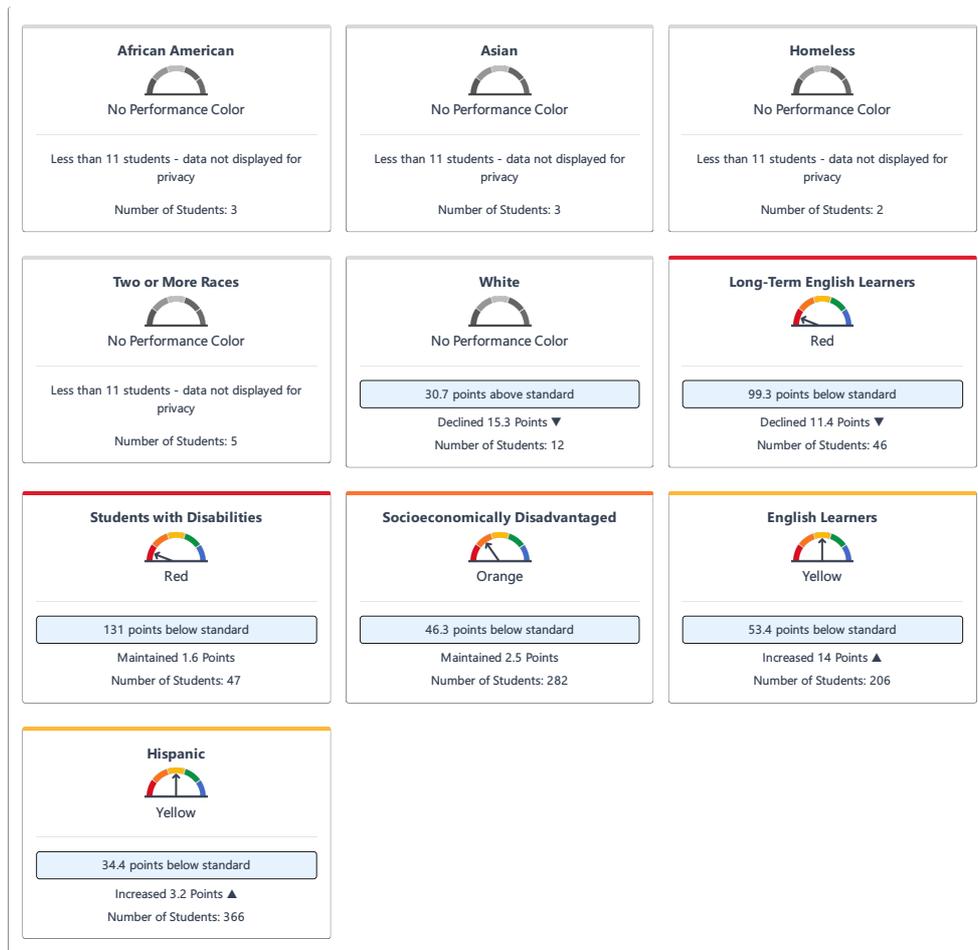
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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### Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	31.2 points below standard	46.9 points below standard	38.1 points below standard	34.3 points below standard	31 points below standard

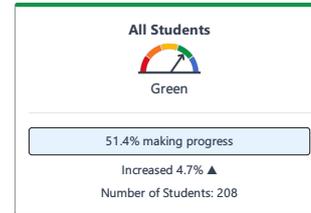
## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
85.1 points below standard	2 points above standard	14.6 points below standard
Increased 5 Points ▲	Maintained -2.5 Points	Maintained -2.6 Points
Number of Students: 131	Number of Students: 75	Number of Students: 117

### All Students

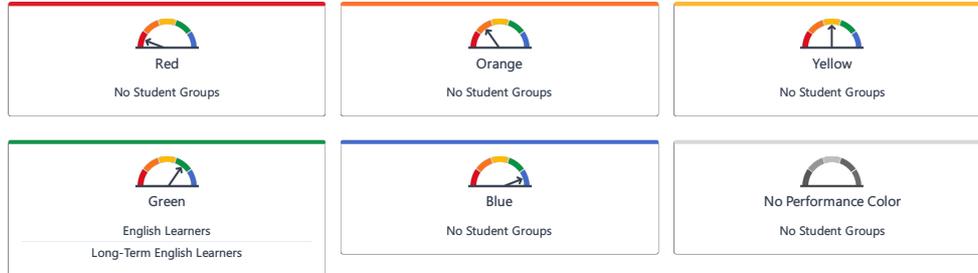
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



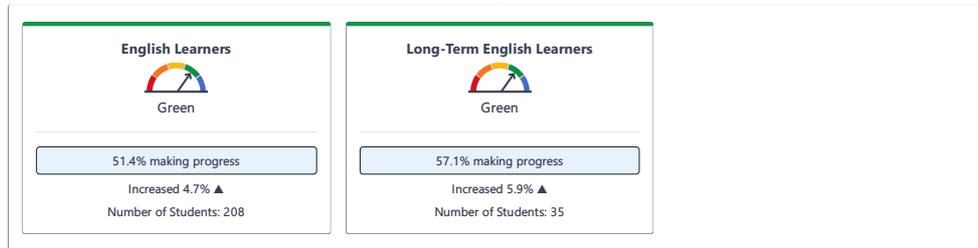
### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups



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### Student English Language Acquisition Results

#### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

#### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

#### Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

### Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

2 Beginning Development

### Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

2 Beginning Development

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

2 Beginning Development

### Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

### Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

1 Exploration And Research Phase

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

5 Full Implementation And Sustainability

Visual and Performing Arts

3 Initial Implementation

World Language

5 Full Implementation And Sustainability

### Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

50 Identifying the professional learning needs of individual teachers

3 Initial Implementation



# Academic Engagement

View data about academic participation.

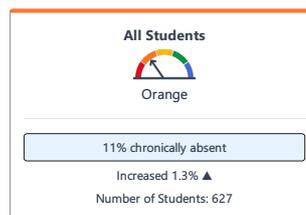
## Chronic Absenteeism

### All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:

[https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?](https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=34674390106898&year=2024-25)

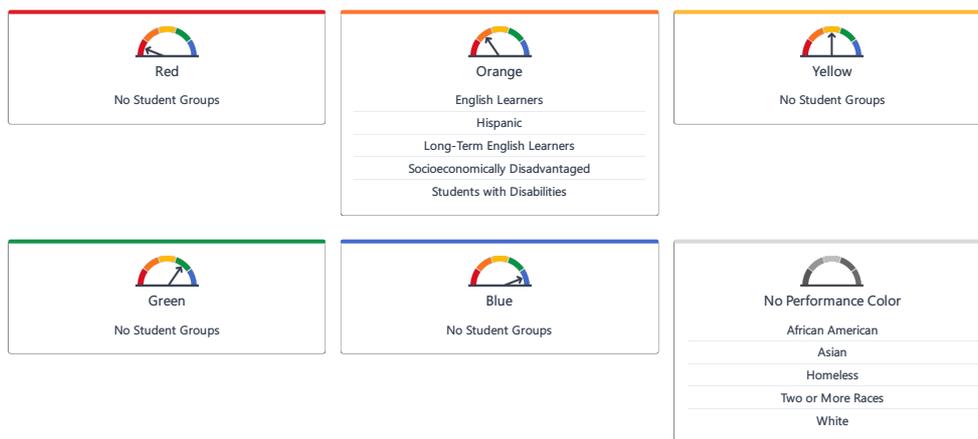
[agglevel=School&cds=34674390106898&year=2024-25](https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=34674390106898&year=2024-25)



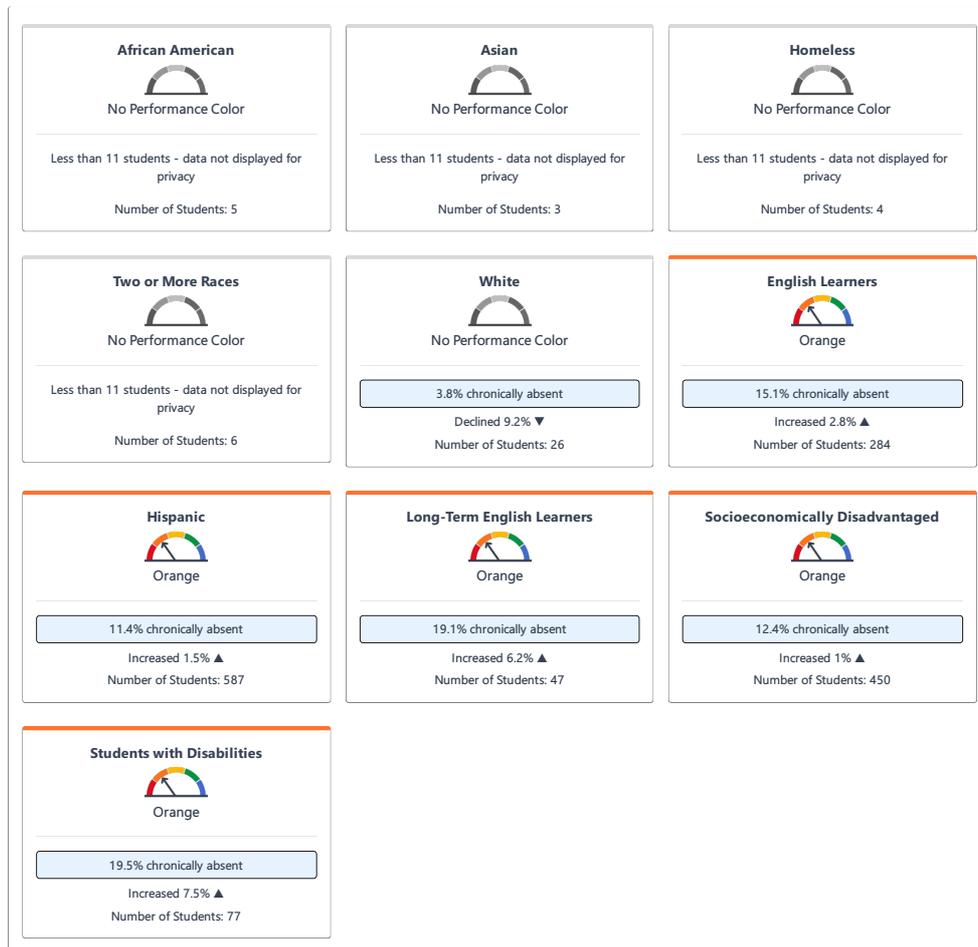
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024	2025
Chronic Absenteeism	3.5%	13.6%	16.1%	9.7%	11%

## STANDARD MET

**Access to a Broad Course of Study**

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report 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 for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

**1. The locally selected measures or tools used 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.**

LAS Priority 7 Summary: LAS uses Infinite Campus for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

**2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. In a given typical school year, (with some variation during the FY21 due to school closures), all LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle school students have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

**3. Identification of any barriers preventing access to a broad course of study for all students.**

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle school students.

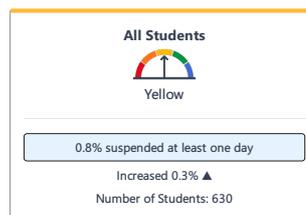
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

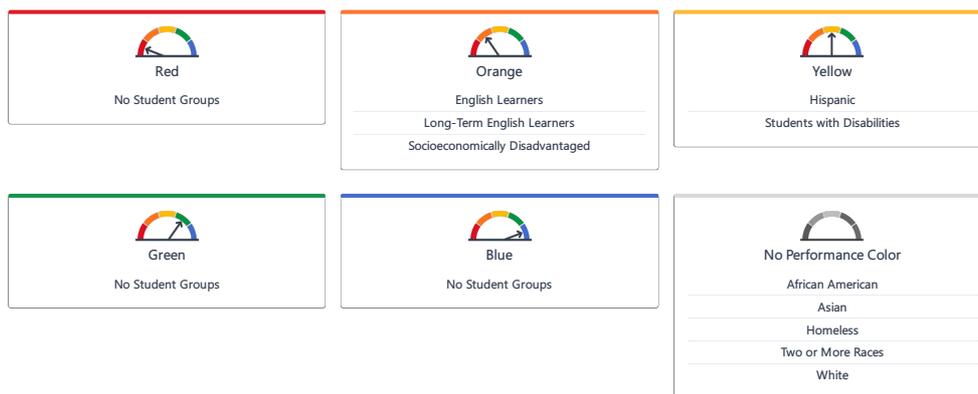
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



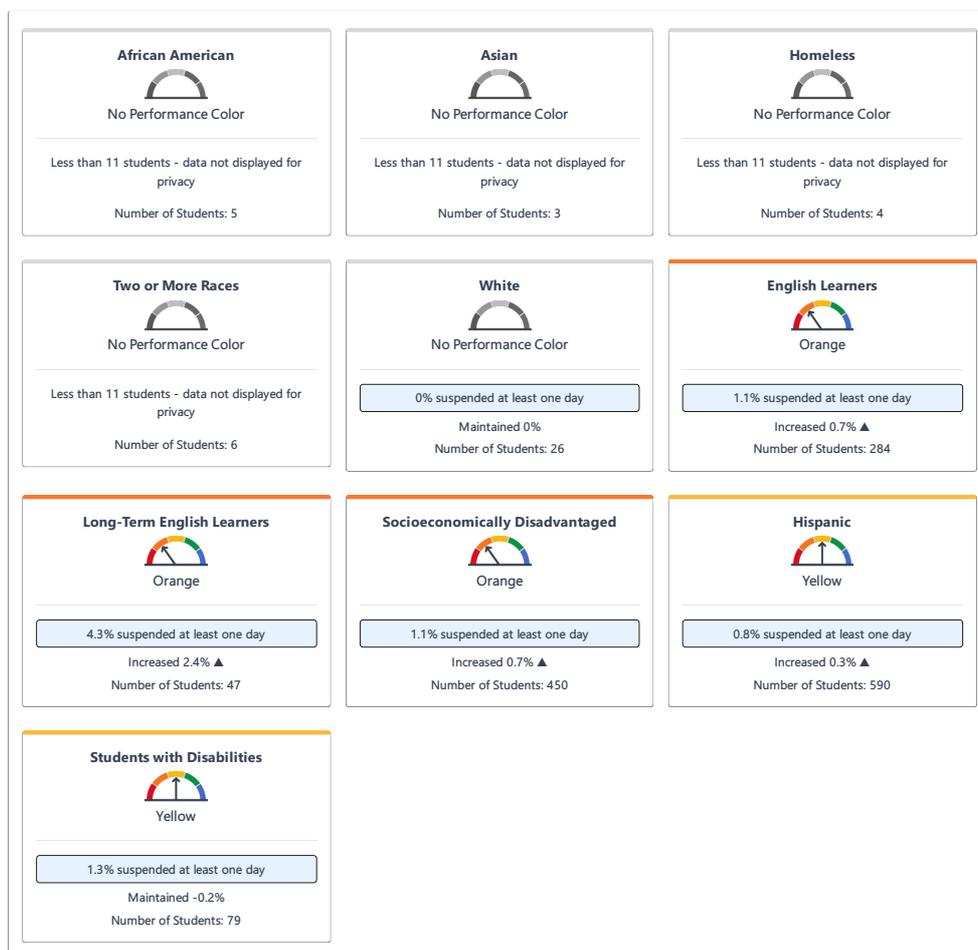
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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### Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	2019	2022	2023	2024	2025

STANDARD MET

## Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent <sup>1</sup> (FTE)	Clear <sup>2</sup> (% of teaching FTE)	Comparison to Statewide Average
LEA	33	87.4%	Above
County	11,777.17	80.8%	Below
Statewide	278,927.09	82.5%	n/a

<sup>1</sup>The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

<sup>2</sup>"Clear" refers to the percentage of full-time equivalent teachers who are Fully Credentialed (Preliminary or Clear) for Subject and Student Placement (properly assigned). An assignment describes a position based on its setting, subject, and grade level.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DOCensus/TchAssgnOutcomeLevels.aspx?aggllevel=School&cids=34674390106898&year=2023-24>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

### Additional Comments

To date, the access to technology for students' school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. In FY23, 94% of LAS teachers have two years or more classroom teaching experience and 91% have five or more years of teaching experience.

STANDARD MET

## Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

### Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

During the mandated school closures and implementation of full distance learning and into FY22/FY23/FY24/FY25 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

### Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context.

### Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

### 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

### 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

### 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

### 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

### Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Participation of families, particularly those at risk of disengagement, were prioritized.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation and Sustainability

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation and Sustainability

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2025): 96% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: FY19: 5/2019= 76%FY21: 10/2020 = \*29% (Lowest Record due to COVID-19 Closure), FY22: 11/2021 = 80%, FY23: 11/2022: 82% (\*Highest record), FY24: 10/2023=79% and FY25 TBD.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

As evident with the data above, LAS continues to be exemplary in engaging underrepresented families in relation to seeking input for decision-making.

**STANDARD MET**

**Local Climate Survey**

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

**Local Climate Survey Summary**

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

LAS Priority 6 Data Summary:

Excerpt from LAS LCAP Annual Update (Board, May, 2025) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 96% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 92% stated, "I like my school." Q2: 99% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 87% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2025): 96% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Please see above.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Please see above.

**Additional Comments**

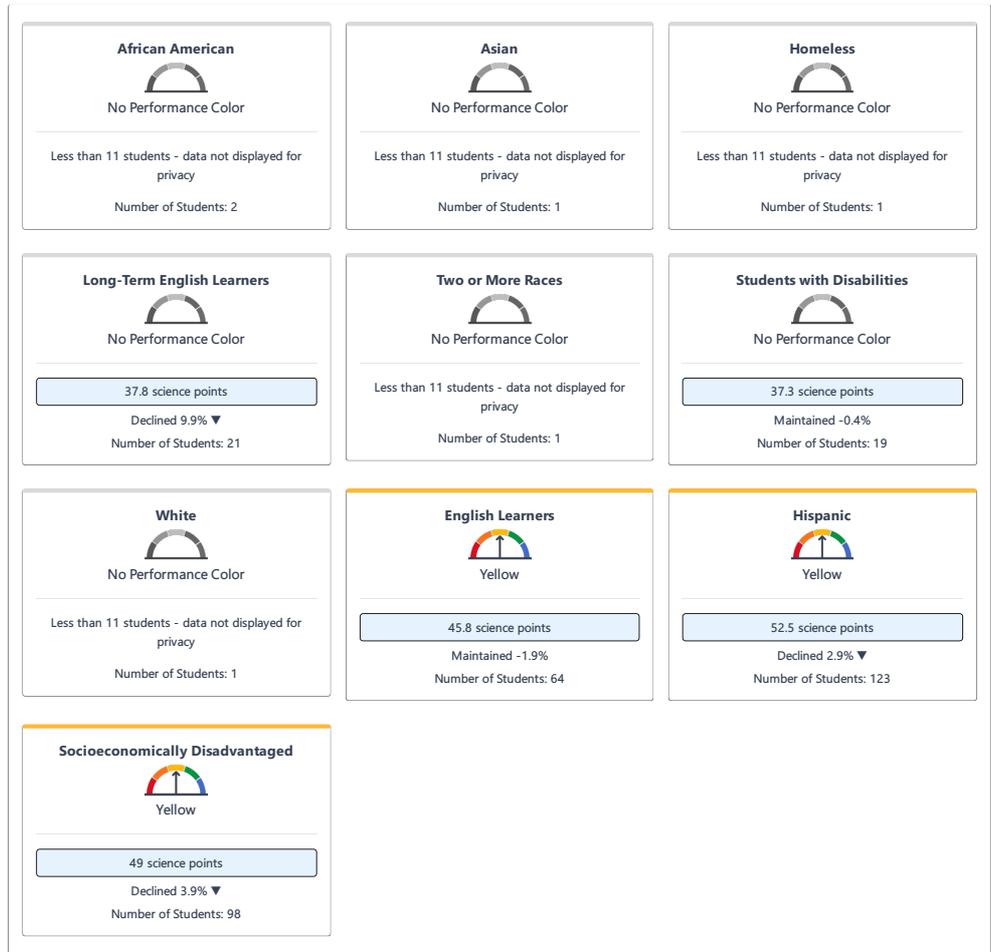
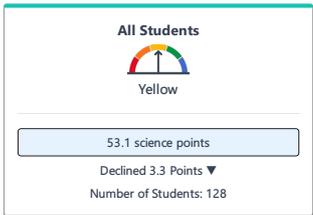
# Informational Purposes

Explore additional information.

## Science

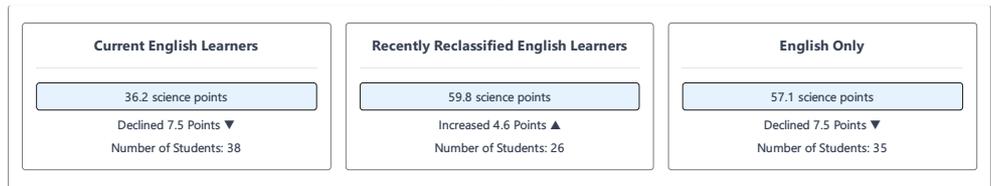
### All Students

Explore how well students are meeting proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.



### Science Data Comparisons: English Learners

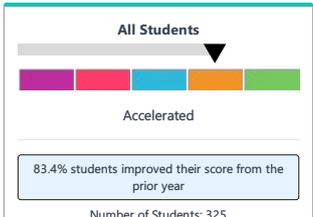
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



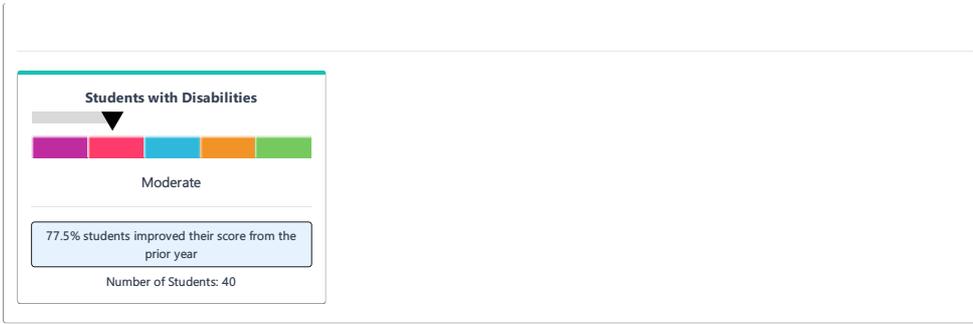
## English Language Arts Growth

### All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the [Growth Model website](#).



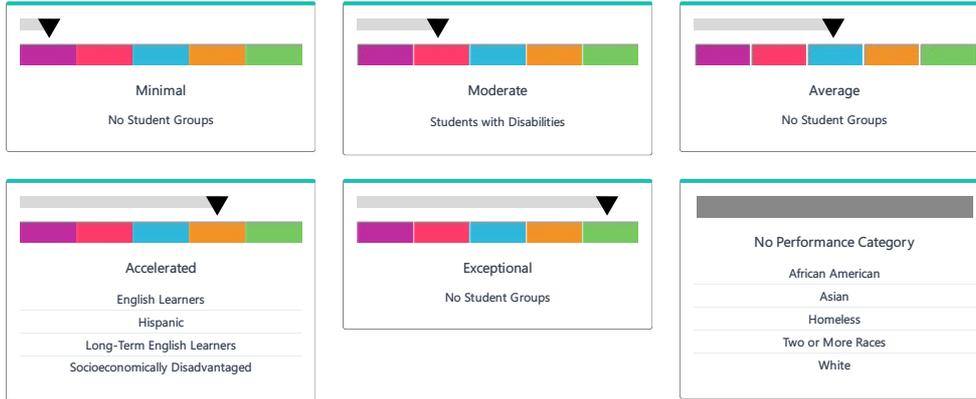
### Explore Groups By Growth



### Student Group Details (English Language Arts)

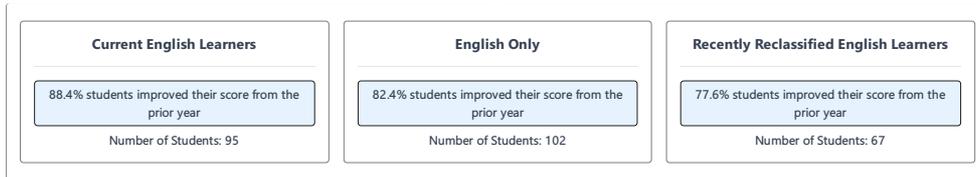
#### All Student Groups by Growth

10 Total Student Groups



### Growth Data Comparison: English Learners

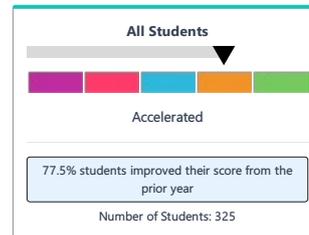
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



## Mathematics Growth

### All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the [Growth Model website](#).



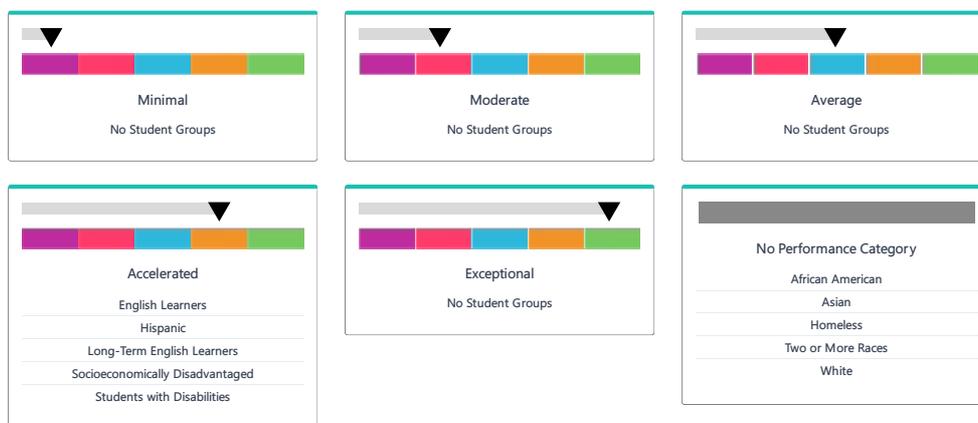
### Explore Groups By Growth



### Student Group Details (Mathematics)

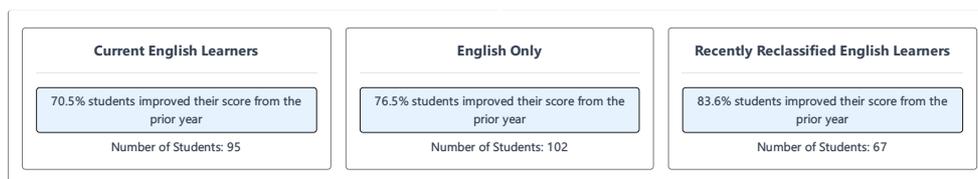
#### All Student Groups by Growth

10 Total Student Groups



### Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



# The Language Academy of Sacramento

Explorar el rendimiento académico de The Language Academy of Sacramento bajo el Sistema de Rendición de Cuentas de California.



## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



## Escuela Detalles

### Resumen Descriptivo Opcional

Completado Por The Language Academy of Sacramento

LAS is a dual language education (DLE) immersion program. Please note that CA Dashboard Gr3-8 aggregate results for ELA, Math and subgroups do not accurately represent the academic performance trajectory of students in DLE programs. Research indicates that it takes a minimum of 5-7 years before DLE students' performance in English is comparable to non-DLE students. At LAS, we refer to this as End-Of-Stage 3 (Gr8). For more information on LAS Gr8 performance, check CDE's DataQuest or contact LAS.

<b>NOMBRE</b> The Language Academy of Sacramento	<b>DIRECCIÓN</b> 2850 49th Street Sacramento, CA 95817-2303	<b>PÁGINA DE INTERNET</b> <a href="http://www.language-academ...">http://www.language-academ...</a>	<b>GRADOS ATENDIDOS</b> K-8
<b>ESCUELA AUTÓNOMA</b> Yes	<b>ESTADO DE DASHBOARD ALTERNATIVE SCHOOLS</b> No	<b>LCAP</b> <a href="#">Download the LCAP</a>	

## THE LANGUAGE ACADEMY OF SACRAMENTO

### Población Estudiantil

Explorar la información acerca de esta población estudiantil de escuela's.



## Rendimiento Académico

Ver los Resultados de la Evaluación del Estudiante y otros aspectos del rendimiento escolar.



### Indicadores Locales



## Participación Académica

Ver la información que muestra qué tan bien están las escuelas involucrando a los estudiantes en su aprendizaje.



### Indicadores Locales

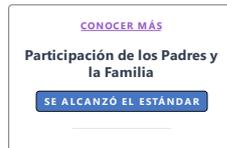


## Condiciones y Ambiente

Ver los datos relacionados con qué tan bien están las escuelas proporcionando un ambiente saludable, seguro y agradable.

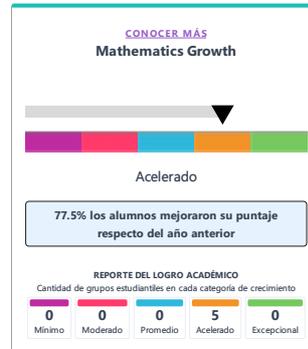


### Indicadores Locales



## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



# Rendimiento Académico

Ver los resultados de las evaluaciones de los estudiantes y otros aspectos del rendimiento escolar bajo el Sistema de Rendición de Cuentas de California.

## Lengua y Literatura en Inglés

### Todos los Estudiantes

Examine cuán bien los estudiantes alcanzan los estándares de dominio en la evaluación de Artes del Lenguaje en Inglés (ELA). Esta medida se basa en el rendimiento de los estudiantes en el Smarter Balanced Summative Assessment o en el California Alternate Assessment, los cuales se administran anualmente a los estudiantes de los grados 3–8 y del grado 11.



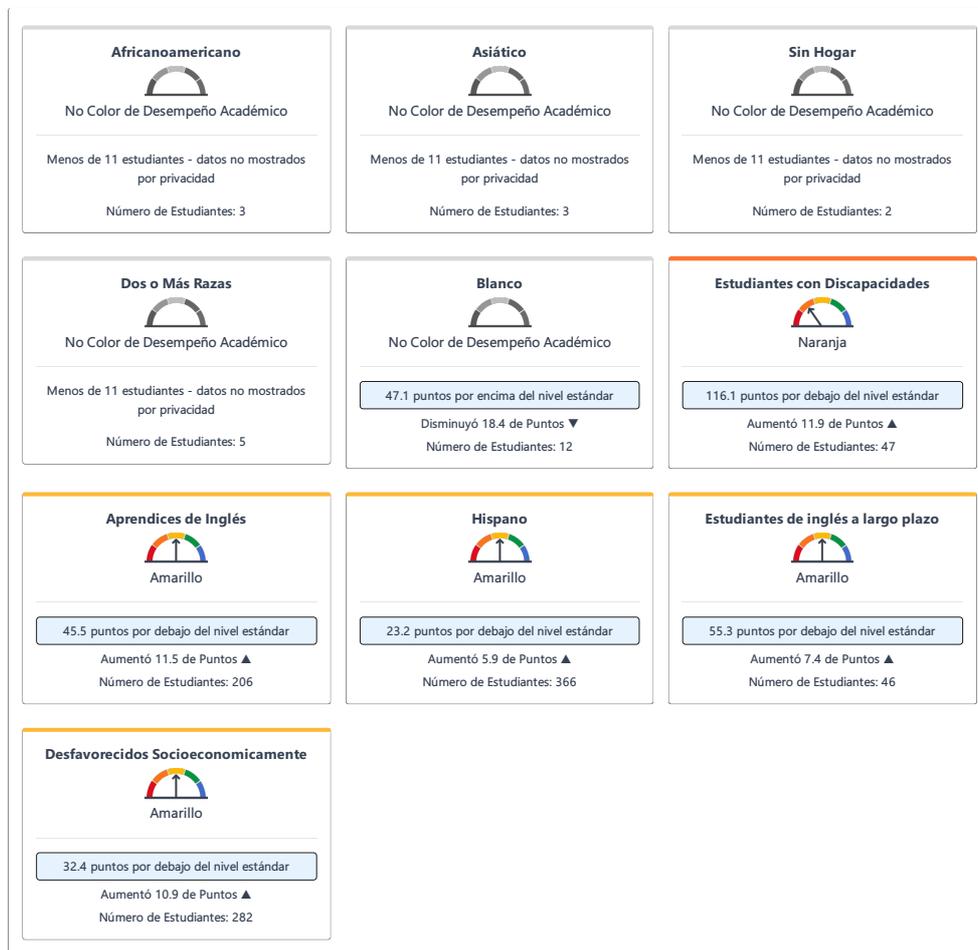
### Detalles del Grupo de Estudiantes

#### Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



○ ● ○ ○ ○ ○



Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
Todos los Estudiantes	16.6 puntos por debajo del nivel estándar	32.7 puntos por debajo del nivel estándar	26.4 puntos por debajo del nivel estándar	24.5 puntos por debajo del nivel estándar	19.3 puntos por debajo del nivel estándar

### Comparaciones de Datos de Lengua y Literatura en Inglés: Aprendices de Inglés.

Información adicional sobre la distancia a partir del estándar para los estudiantes actuales de inglés, estudiantes de inglés recién reclasificados (dentro de los cuatro años previos) y estudiantes solo de inglés en lengua y literatura en inglés (ELA).

Aprendices de Inglés Actuales	Aprendices de Inglés Reclasificados	Inglés Solamente
<p>86.1 puntos por debajo del nivel estándar</p> <p>Se Mantuvo -1.7 de Puntos</p> <p>Número de Estudiantes: 131</p>	<p>25.5 puntos por encima del nivel estándar</p> <p>Disminuyó 4.1 de Puntos ▼</p> <p>Número de Estudiantes: 75</p>	<p>0.6 puntos por encima del nivel estándar</p> <p>Aumentó 4 de Puntos ▲</p> <p>Número de Estudiantes: 117</p>

### Todos los Estudiantes

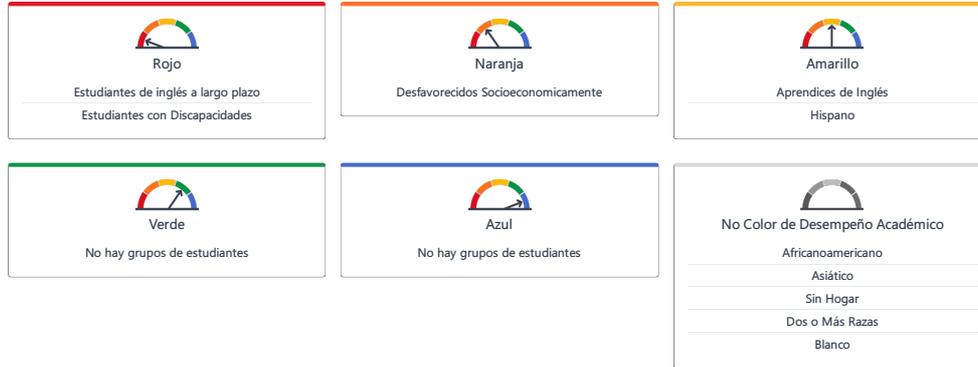
Examine cuán bien los estudiantes alcanzan los estándares de dominio en la evaluación de Matemáticas. Esta medida se basa en el rendimiento de los estudiantes en el Smarter Balanced Summative Assessment o en el California Alternate Assessment, los cuales se administran anualmente a los estudiantes de los grados 3–8 y del grado 11.



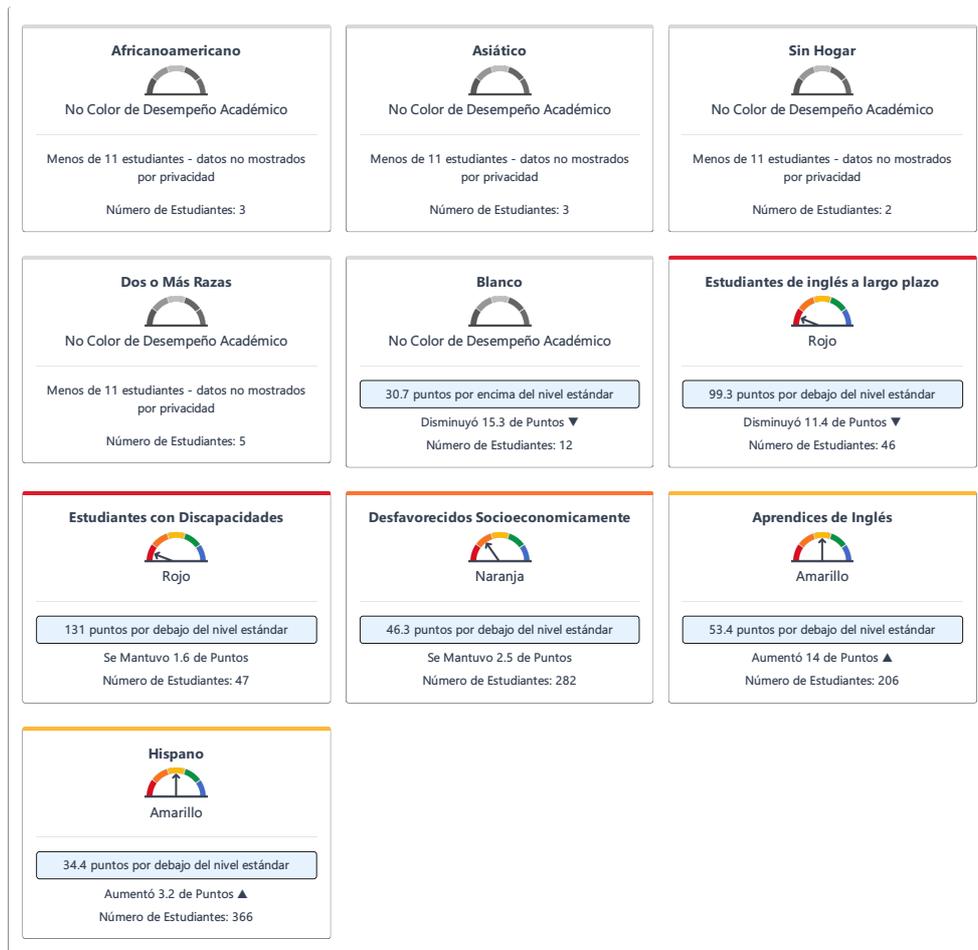
### Detalles del Grupo de Estudiantes

#### Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



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### Distancia del Nivel Estándar (Matemáticas)

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
Todos los Estudiantes	31.2 puntos por debajo del nivel estándar	46.9 puntos por debajo del nivel estándar	38.1 puntos por debajo del nivel estándar	34.3 puntos por debajo del nivel estándar	31 puntos por debajo del nivel estándar

## Comparaciones de Datos de Matemáticas: Aprendices de Inglés

Información adicional sobre la distancia a partir del estándar para los estudiantes actuales de inglés, estudiantes de inglés recién reclasificados (dentro de los cuatro años previos) y estudiantes solo de inglés en matemática.

Aprendices de Inglés Actuales	Aprendices de Inglés Reclasificados	Inglés Solamente
85.1 puntos por debajo del nivel estándar	2 puntos por encima del nivel estándar	14.6 puntos por debajo del nivel estándar
Aumentó 5 de Puntos ▲	Se Mantuvo -2.5 de Puntos	Se Mantuvo -2.6 de Puntos
Número de Estudiantes: 131	Número de Estudiantes: 75	Número de Estudiantes: 117

### Todos los Estudiantes

Explorar la información acerca del porcentaje de estudiantes actuales de EL (Estudiantes Aprendiendo Inglés como Segundo Idioma) que están progresando hacia el dominio del idioma Inglés, o que mantienen el nivel más alto.



### Detalles del Grupo de Estudiantes

#### Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

2 Total de Grupos de Estudiantes



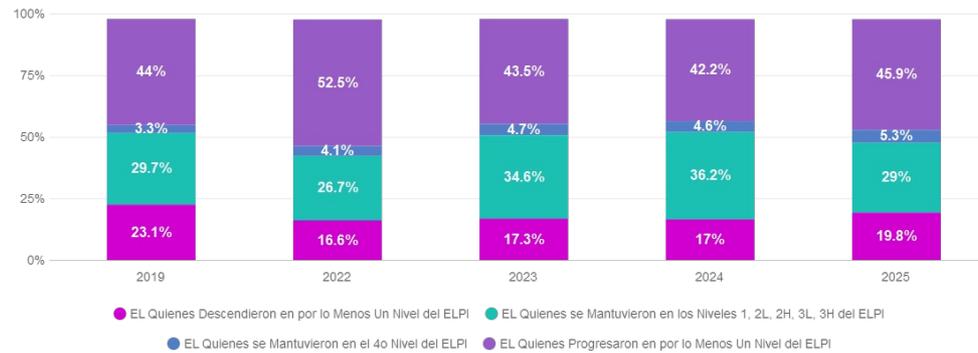
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### Resultados de la Adquisición del Idioma Inglés del Estudiante.

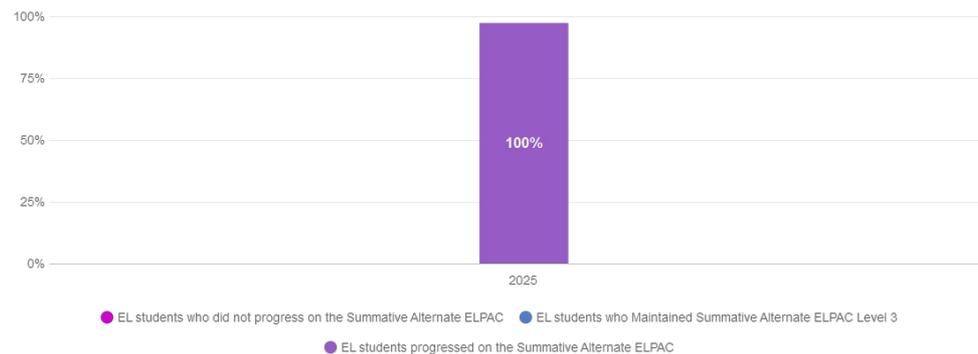
#### Summative ELPAC

El porcentaje de los estudiantes EL (Estudiantes Aprendiendo Inglés como Segundo Idioma) quienes progresaron en por lo menos un nivel del ELPI (Indicador del Progreso de los Estudiantes Aprendiendo Inglés como Segundo Idioma), se mantuvieron en el 4o nivel del ELPI, se mantuvieron en los niveles más bajos del ELPI (por ejemplo, niveles 1, 2L, 2H, 3L, o 3H), o descendieron en por lo menos un nivel del ELPI.



#### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.



SE ALCANZO EL ESTÁNDAR

### Implementación de los Estándares Académicos

Esta medida cubre la implementación de los estándares académicos estatales.

Las agencias educativas locales (LEA) miden anualmente su progreso en la implementación de los estándares académicos estatales e informan los resultados a su junta de gobierno local en una reunión programada regularmente e informan a los socios educativos y al público a través del Tablero.

Se requiere que el resumen del progreso este basado en la información obtenida con medidas o instrumentos seleccionados localmente, y que incluya una descripción de por qué el distrito eligió la medida o instrumento seleccionado.

#### Escala de Calificación del Instrumento de Reflexión (del más bajo al más alto)

1	Exploración y Fase de Investigación
2	Principio del Desarrollo
3	Implementación Inicial
4	Implementación Completa
5	Implementación Completa Y Constante
N/A	Not Applicable

### Desarrollo Profesional

Progreso en proveer aprendizaje profesional para la enseñanza de los estándares académicos y/o marcos del plan académico de estudio recientemente adoptados e identificados a continuación.

Lengua y Literatura en Inglés – Estándares Estatales Básicos Comunes para Lengua y Literatura en Inglés

5 Implementación Completa Y Constante

Programa de Desarrollo del Idioma Inglés (Que vaya de Acuerdo con los Estándares de Lengua y Literatura en Inglés)

3 Implementación Inicial

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5 Implementación Completa Y Constante

Estándares de Ciencias de la Próxima Generación

4 Implementación Completa

Historia - Ciencias Sociales

2 Principio del Desarrollo

### Materiales de Instrucción

Progreso en hacer que los materiales de instrucción vayan de acuerdo con los estándares académicos y/o marcos del plan académico de estudio, recientemente adoptados e identificados a continuación y disponibles en todos los salones de clases en donde la materia es enseñada.

Lengua y Literatura en Inglés – Estándares Estatales Básicos Comunes para Lengua y Literatura en Inglés

5 Implementación Completa Y Constante

Programa de Desarrollo del Idioma Inglés (Que vaya de Acuerdo con los Estándares de Lengua y Literatura en Inglés)

2 Principio del Desarrollo

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5 Implementación Completa Y Constante

Estándares de Ciencias de la Próxima Generación

4 Implementación Completa

Historia - Ciencias Sociales

2 Principio del Desarrollo

### Póliza y Programa de Apoyo

Progreso en la implementación de las pólizas o programas para apoyar al personal en identificar áreas donde ellos pueden mejorar al impartir las clases, de acuerdo con los estándares académicos y/o marcos del plan académico de estudio recientemente adoptados e identificados a continuación (por ejemplo, tiempo de colaboración, recorridos enfocados en el salón de clases, combinación de maestros).

Lengua y Literatura en Inglés – Estándares Estatales Básicos Comunes para Lengua y Literatura en Inglés

5 Implementación Completa Y Constante

Programa de Desarrollo del Idioma Inglés (Que vaya de Acuerdo con los Estándares de Lengua y Literatura en Inglés)

4 Implementación Completa

Matemáticas – Estándares Estatales Básicos Comunes para Matemáticas

5 Implementación Completa Y Constante

Estándares de Ciencias de la Próxima Generación

3 Implementación Inicial

Historia - Ciencias Sociales

2 Principio del Desarrollo

### Implementación de los Estándares

Progreso implementando cada uno de los siguientes estándares académicos adoptados por la Mesa Directiva Estatal de Educación para todos los estudiantes.

Educación de Carreras Técnicas

1 Exploración y Fase de Investigación

Estándares de Contenido de Educación para la Salud

3 Implementación Inicial

Estándares de Contenido del Modelo de Educación Física

5 Implementación Completa Y Constante

Artes Visuales y de Actuación

3 Implementación Inicial

Idioma Mundial

5 Implementación Completa Y Constante

### Participación de Liderazgo Escolar

Éxito al participar en las siguientes actividades con los maestros y administradores escolares durante el año escolar anterior (incluyendo el verano precediendo al año escolar anterior).

Identificando las necesidades de aprendizaje profesional de grupos de maestros o del personal en general

5 Implementación Completa Y Constante

Identificando las necesidades de aprendizaje profesional de maestros individuales

5 Implementación Completa Y Constante

Proporcionando apoyo a los maestros en los estándares que aún ellos no han dominado

## Absentismo Escolar Crónico

### Todos los Estudiantes

Examine la información sobre el porcentaje de estudiantes desde el kínder de transición hasta octavo grado que no concurren a clases el 10% o más de los días de clase en los que estuvieron matriculados. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=34674390106898&year=2024-25>



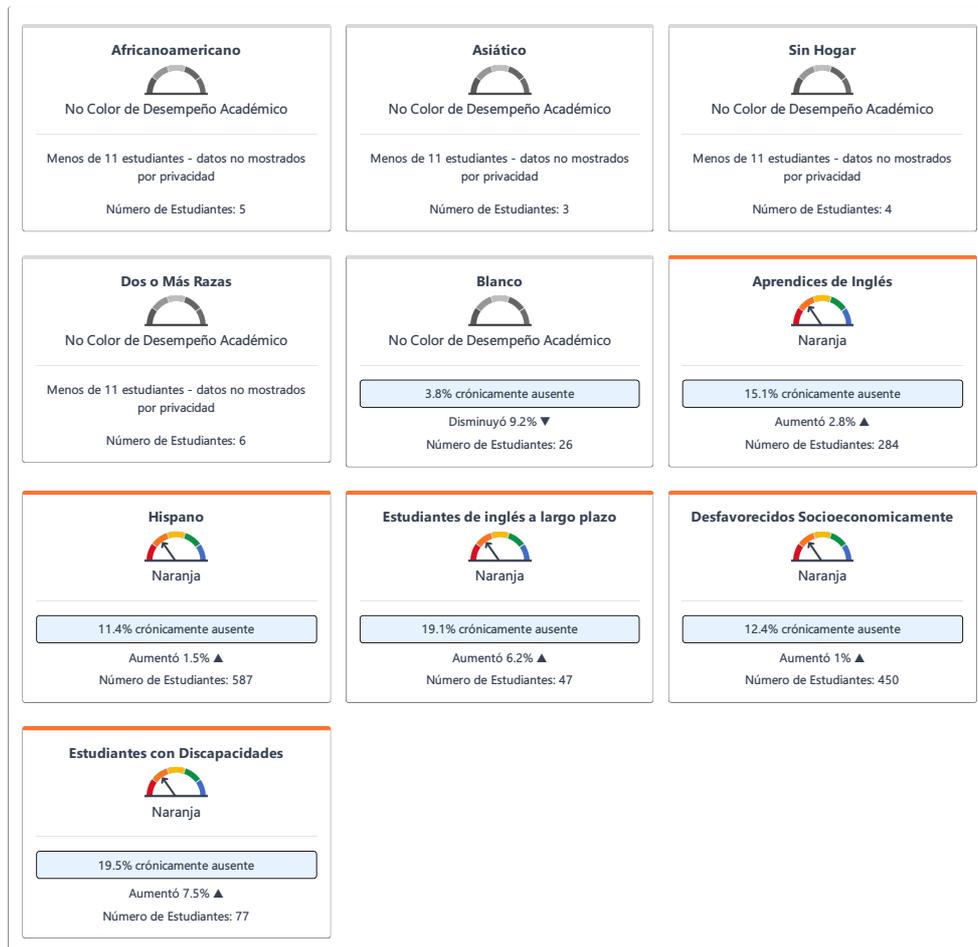
### Detalles del Grupo de Estudiantes

#### Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



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Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024	2025
Absentismo Escolar Crónico	3.5%	13.6%	16.1%	9.7%	11%

SE ALCANZÓ EL ESTÁNDAR

## Acceso a un Amplio Curso de Estudios

Esta medida explora ya sea si los estudiantes tienen acceso o no, y si están inscritos en, un amplio curso de estudios que incluya los programas y servicios desarrollados y proporcionados, a estudiantes no duplicados y personas con necesidades excepcionales.

Las LEA informan el progreso en la medida en que los estudiantes tienen acceso y están inscritos en un amplio curso de estudio que incluye los cursos de estudio adoptados especificados en el Código de Educación de California para los grados 1-6 y 7-12, según corresponda, incluidos los programas y servicios desarrollados y proporcionados a estudiantes no duplicados e individuos con necesidades excepcionales a sus juntas directivas locales en una reunión programada regularmente e informes a socios educativos y al público a través del Tablero.

Se requiere que el resumen del progreso este basado en la información obtenida a través de instrumentos seleccionados localmente, y de medidas que identifiquen las diferencias entre las instalaciones escolares y los grupos de estudiantes, las barreras que impiden el acceso de los estudiantes, y cualquier revisión para garantizar el acceso a todos los estudiantes.

**1. Las medidas o instrumentos seleccionados localmente, utilizados para determinar en qué medida todos los estudiantes tienen acceso, y están inscritos en, un curso amplio de estudio, basado en el número de grados, grupos de estudiantes no duplicados, y personas con necesidades excepcionales a quienes se les brindaron servicios.**

LAS Priority 7 Summary: LAS uses Infinite Campus for its student information system (SIS). Through this system, all students', including those from unduplicated student groups, and individuals with exceptional needs, access to and enrollment in, a broad course of study as required per EdCode are tracked and monitored within the given school year.

**2. Un resumen de las diferencias entre los planteles escolares y grupos de estudiantes que tienen acceso a, y están inscritos en, un amplio curso de estudio, y pueden incluir una descripción del progreso a lo largo del tiempo en la medida en la cual todos los estudiantes tienen acceso, y están inscritos en, un amplio curso de estudio.**

LAS is a single site K-8 school which simplifies the school's ability to ensure all students are on track in having access to a broad course of study per defined by EdCode. In a given typical school year, (with some variation during the FY21 due to school closures), all LAS students receive core subjects in Language Arts, Math, Science, Social Science, Health and Physical Education. LAS is a dual language immersion program; all Gr1-8 learn a foreign language, Spanish. Moreover, middle school students have access via elective block courses in Visual Arts, Environmental Science, Ethnic Studies, Coding, Leadership, Study Skills, and Mentoring Cross-Age Tutoring (MCAT).

**3. Identificación de cualquiera de las barreras de prevención al acceso a un amplio curso de estudio para todos los estudiantes.**

There are no glaring barriers preventing LAS from providing access to a broad course of study for all students. Ideally, LAS would like to offer more variety which of course, highly depends on finding qualified instructions to teach CTE middle school level courses.

**4. Revisiones, decisiones, o nuevas acciones que serán implementadas, o que han sido implementadas, para garantizar el acceso a un amplio curso de estudio para todos los estudiantes.**

N/A. LAS will continue to ensure all students are provided a quality broad course of study for all students, including continued research of cutting edge courses ideal for middle school students.

# Condiciones y Ambiente

Ver los datos relacionados con las actitudes, comportamientos, y desempeño académico de los estudiantes.

## Índice de Suspensión

### Todos los Estudiantes

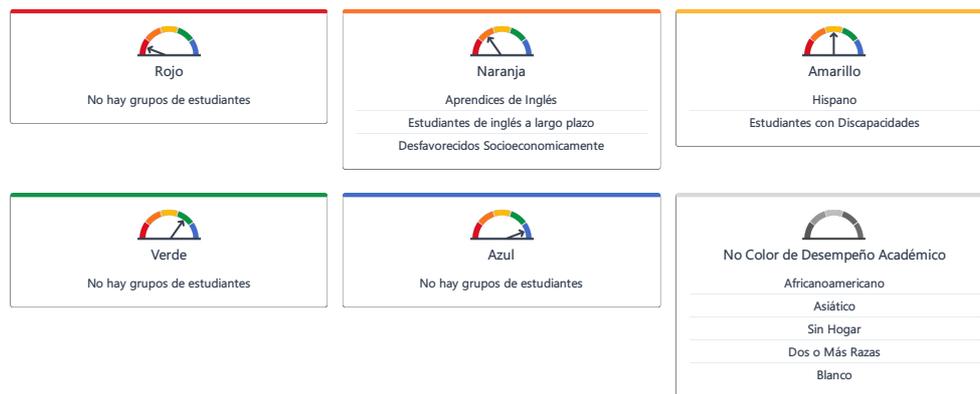
Examine la información sobre el porcentaje de estudiantes desde el kínder de transición hasta doceavo grado que han sido suspendidos durante al menos un día en un año escolar determinado. Aquellos estudiantes que fueron suspendidos varias veces o por varios días solo se contabilizan una vez.



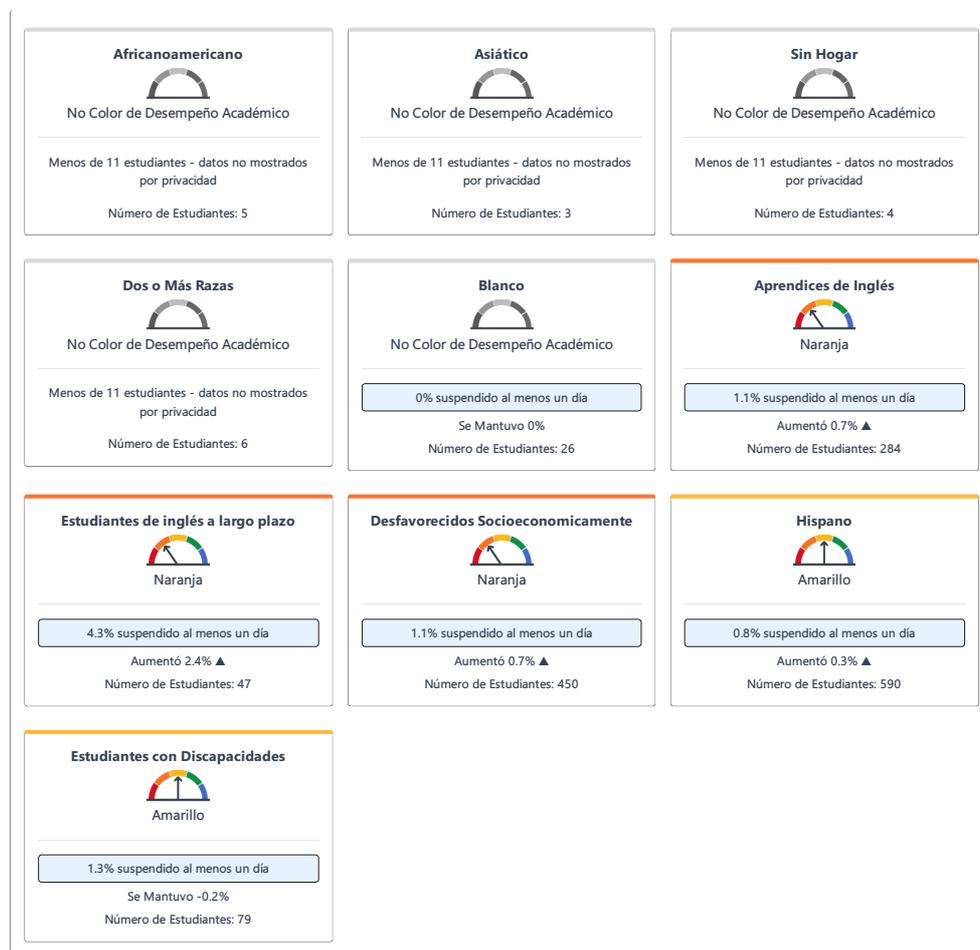
### Detalles del Grupo de Estudiantes

#### Todos los Grupos de Estudiantes por Nivel de Rendimiento Académico

10 Total de Grupos de Estudiantes



○ ● ○ ○ ○ ○ ○



	2019 2019	2022 2022	2023 2023	2024 2024	2025 2025
Índice de Suspensión	1.2%	2.8%	2.2%	0.5%	0.8%

SE ALCANZÓ EL ESTÁNDAR

## Conceptos Básicos: Maestros, Materiales de Instrucción, Instalaciones

Esta medida se enfoca en el porcentaje de maestros asignados apropiadamente; acceso de los estudiantes a materiales de instrucción que vayan de acuerdo con el plan académico de estudios; instalaciones escolares seguras, limpias y funcionales.

Según corresponda, el 100 % de todos los sitios escolares abordan de inmediato cualquier queja u otras deficiencias identificadas durante el año académico y brindan información anualmente sobre el progreso en el cumplimiento de este estándar a la junta directiva local en una reunión programada regularmente e informan a los socios educativos y al público a través del Tablero.

### Maestros correctamente designados

Name	Equivalente en tiempo completo de clases totales	Despejar (clases)	Comparación con promedio a nivel estatal
LEA	33	87.4%	Arriba
Condado	11,777.17	80.8%	Abajo
En todo el estado	278,927.09	82.5%	n/a

<sup>1</sup>Los datos de esta tabla corresponden a la condición de equivalente a tiempo completo (FTE). Un FTE equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal de los cuales cada uno trabaja 50 por ciento a tiempo completo.

<sup>2</sup>"Autorizados" hace referencia al porcentaje de docentes equivalentes a tiempo completo que están Completamente (en forma Preliminar o Definitiva) Certificados para la Asignación de Materias y Estudiantes (correctamente asignados). Además, una asignación se define como un cargo que se asigna al docente según el entorno, la materia y el nivel de grado.

Para información adicional sobre maestros correctamente designado en las escuelas dentro de esta agencia educativa local, visite el Dataquest Teaching Assignment con el informe de datos escolares en <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?aggllevel=School&cde=34674390106898&year=2023-24>.

Porcentaje de Estudiantes Sin Acceso a Sus Propias Copias de los Estándares-Materiales que van de Acuerdo con la Instrucción Para Uso En la Escuela y En Casa	0
Instancias Donde las Instalaciones No Cumplen con el Estándar de "Buen Estado" (Incluyendo Deficiencias y Deficiencias Extremas)	0

### Comentarios Adicionales

To date, the access to technology for students' school wide is 1:1 ratio. All students have access to their own copies of instructional materials as well as to exemplary instruction with qualified classroom teachers. As of 2015, LAS completed a state of the art gymnasium and two story structure for middle school. In FY23, 94% of LAS teachers have two years or more classroom teaching experience and 91% have five or more years of teaching experience.

SE ALCANZÓ EL ESTÁNDAR

## Participación de los Padres y la Familia

Esta medida aborda la participación de los padres y la familia, incluida la forma en que una LEA construye relaciones entre el personal de la escuela y las familias, crea asociaciones para los resultados de los estudiantes y busca aportes para la toma de decisiones.

Las LEA informan el progreso de cómo buscaron la opinión de los padres en la toma de decisiones y promovieron la participación de los padres en los programas a sus juntas directivas locales en una reunión programada regularmente e informan a los socios educativos y al público a través del Tablero.

### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

### Con base en el análisis de los aportes de los socios educativos y los datos locales, describa brevemente las fortalezas y el progreso actuales de la LEA en la construcción de relaciones entre el personal escolar y las familias.

During the mandated school closures and implementation of full distance learning and into FY22/FY23/FY24/FY25 in-person return, LAS depended on its existing strong, well-established relationship with students and their families to keep the teaching and learning momentum.

### Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Constant bilingual communication via: on-going surveys, REMIND app, LAS newsletters, daily 360 family outreach to ensure attendance, regular material distributions dates, and parent ZOOM meetings/orientation, families felt welcomed and connected during the year despite the distance learning context.

### Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Families who needed an extra outreach received it in conjunction with the MTSS/IPT and office support and administrative staff. Lastly, LAS continues to develop its Anti-Racist professional development implementation where staff and families received on-going interactive workshop on the subject, including within the context of socio-emotional learning.

### 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

### 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

### 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

### 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Con base en el análisis de los aportes de los socios educativos y los datos locales, describa brevemente las fortalezas y el progreso actuales de la LEA en la creación de asociaciones para los resultados de los estudiantes.

There is always room for improvement in ensuring families and students have functioning understanding of the basic metrics of student learning and effective strategies to implement in school and at home.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Moreover, LAS utilized LLMF monies in the fall FY21 and additional ARPA funds in FY22 to develop concurrent teacher and parent professional development workshops via the Parents as Partners Program on the expectations of learning priority standards via various digital platforms: ZOOM, SeeSaw, Google Classroom, etc. as well as the importance of socio-emotional learning and parenting in the midst of a pandemic. Participation of families, particularly those at risk of disengagement, were prioritized.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

LAS ensured that it had a fully functioning Parent Council who reviewed the Parent Involvement Policy during the year and who was fully aware of the rapid changes in teaching and learning. Participation of families, particularly those at risk of disengagement, were prioritized.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation and Sustainability

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation and Sustainability

**Con base en el análisis de los aportes de los socios educativos y los datos locales, describa brevemente las fortalezas y el progreso actuales de la LEA en la búsqueda de aportes para la toma de decisiones.**

LAS conducts annual stakeholder surveys: staff, families, and students. This system allows for constant system of triangulated reflection on what's working and what needs to be improved, including the lines of communication and connections among all members of the LAS community. (Refer to relevant data provided)

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2025): 96% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others. PARENT VOLUNTEER HOURS (Pre-COVID closures, June, 2018): 4930.50 hrs/yr with 62% of families participating. GOVERNING BOARD ELECTIONS VOTER PARTICIPATION: FY19: 5/2019= 76%FY21: 10/2020 = \*29% (Lowest Record due to COVID-19 Closure), FY22: 11/2021 = 80%, FY23: 11/2022: 82% (\*Highest record), FY24: 10/2023=79% and FY25 TBD.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

As evident with the data above, LAS continues to be exemplary in engaging underrepresented families in relation to seeking input for decision-making.



**SE ALCANZÓ EL ESTÁNDAR**

### Encuesta del Ambiente Local

Esta medida se enfoca en la información relacionada con el ambiente escolar basada en la encuesta del ambiente local, administrada cada dos años sobre temas de seguridad y conectividad escolar.

Las LEA informan cómo administraron una encuesta sobre el clima local (al menos cada dos años) que proporciona una medida válida de las percepciones de la seguridad escolar y la conexión con sus juntas directivas locales en una reunión programada periódicamente e informa a los socios educativos y al público a través del Tablero.

Se requiere que el resumen del progreso este basado en la información obtenida, la cual captura una medida válida de las percepciones de seguridad y conectividad escolar en por lo menos un grado dentro del número de grados.

#### Resumen de la Encuesta del Ambiente Local

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

LAS Priority 6 Data Summary:

Excerpt from LAS LCAP Annual Update (Board, May, 2025) STUDENT ENGAGEMENT AND BUILDING CONFIDENCE AND LIFE SKILLS: DATA 1 - Attendance Rate Goal 95% DATA 2 - 96% of TK-Gr8 students participated in the student survey completion DATA 3 - Q1: 92% stated, "I like my school." Q2: 99% stated in agreement that yes, "It's important for me to read and write in Spanish.Q3: 97% stated yes to the statement, "It's important for me to read and write in English." Q4: 87% stated yes to, "I feel safe at school."

PARENT INVOLVEMENT AND ITS ROLE IN SUPPORTING THE FULFILLMENT OF LAS MISSION Survey Data 1 (May, 2025): 96% of families completed the annual school survey. Survey Data 2: 98% of families stated that they would recommend the school to others.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Please see above.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Please see above.

#### Comentarios Adicionales

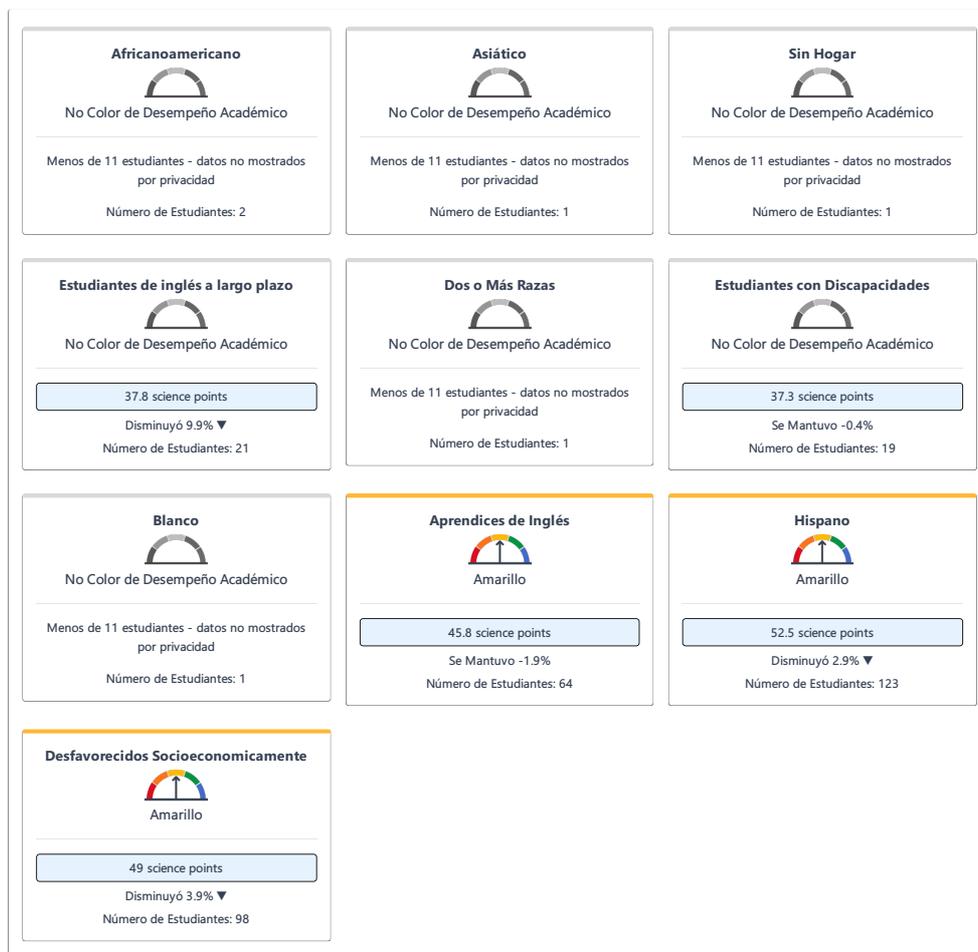
# Informational Purposes

Explore additional information.

## Science

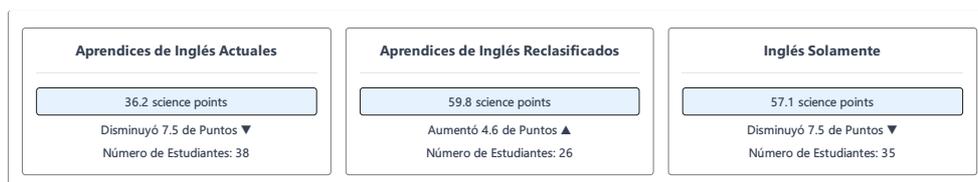
### Todos los Estudiantes

Explore how well students are meeting proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.



### Comparaciones de Datos de Lengua y Literatura en Inglés: Aprendices de Inglés.

Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



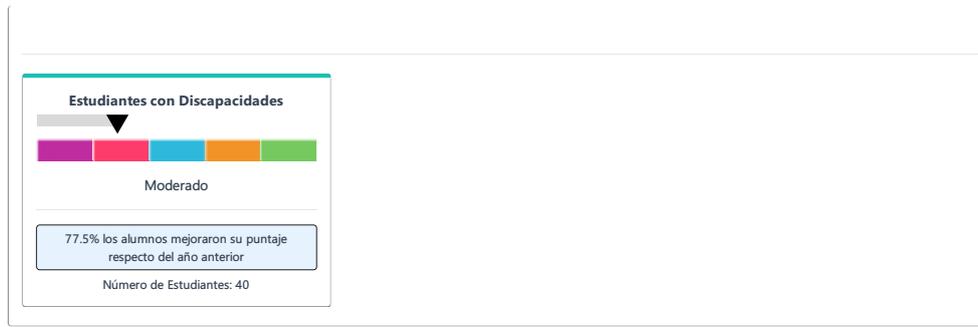
## English Language Arts Growth

### All Students

Los datos de crecimiento miden la mejora de un año a otro en los puntajes de evaluación de los estudiantes en Lengua Inglesa (ELA, por su sigla en inglés) y matemáticas. Estos puntajes agregados de crecimiento estudiantil pueden brindar una imagen del crecimiento promedio de los estudiantes dentro de una escuela, una agencia educativa local o grupos de estudiantes dentro del sistema de Control. La información presentada en el Panel es solo para fines informativos. Para obtener más detalles y conocer las preguntas frecuentes sobre crecimiento, visite el [sitio web del Modelo de Crecimiento](#).



### Explore Groups By Growth



### Detalles del Grupo de Estudiantes (Lengua y Literatura en Inglés)

#### All Student Groups by Growth

10 Total de Grupos de Estudiantes



### Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



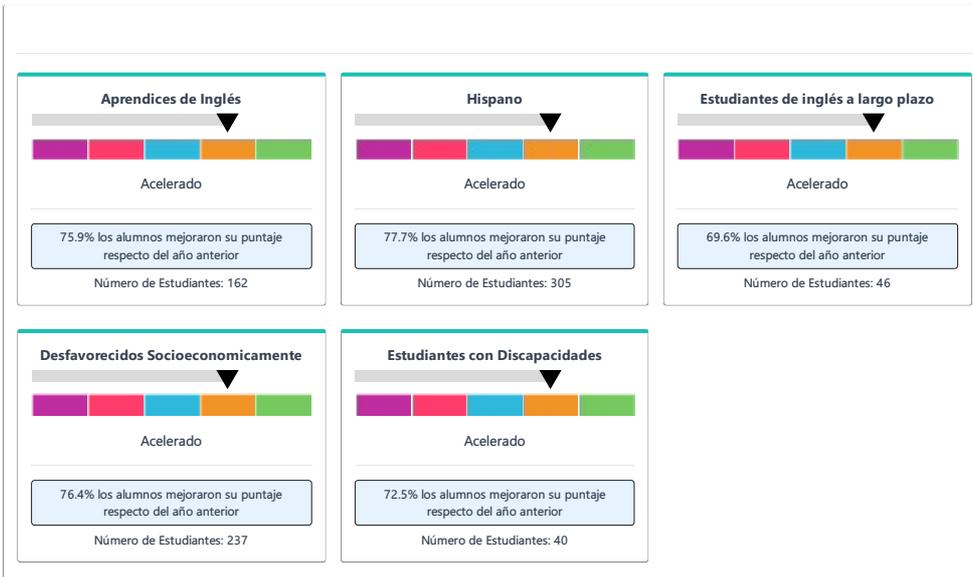
## Mathematics Growth

### All Students

Los datos de crecimiento miden la mejora de un año a otro en los puntajes de evaluación de los estudiantes en Lengua Inglesa (ELA, por su sigla en inglés) y matemáticas. Estos puntajes agregados de crecimiento estudiantil pueden brindar una imagen del crecimiento promedio de los estudiantes dentro de una escuela, una agencia educativa local o grupos de estudiantes dentro del sistema de Control. La información presentada en el Panel es solo para fines informativos. Para obtener más detalles y conocer las preguntas frecuentes sobre crecimiento, visite el [sitio web del Modelo de Crecimiento](#).



### Explore Groups By Growth



### Detalles del Grupo de Estudiantes (Matemáticas)

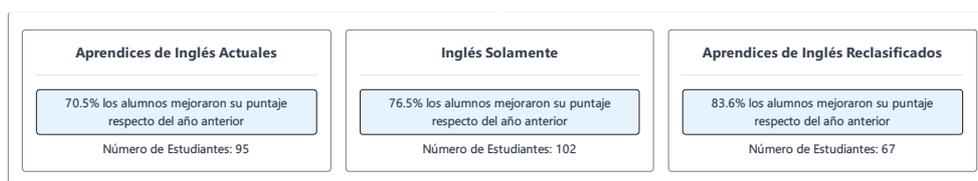
#### All Student Groups by Growth

10 Total de Grupos de Estudiantes



### Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



Goal	Action # and W= Schoolwide and L= Limited	Action Title	Contributing: Y or N (Student Groups)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds (Based on Oct., 2025 Actual YTD)	PERSONNEL	NON-PERSONNEL	Implementation 3=Yes, 2=InProgress 1=No	Notes for Levels 2 and 1	Budget Source(s) Note per Action
Objetivo	Acción #	Título de la acción	Contributivos: Y or N (Grupo de estudiantes)	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Total de fondos	Total del personal	Total no-personal	Implementación 3 = Si, 2 = En curso 1 = No	Notas para los niveles 2 y 1	Presupuesto fuente(s) Nota por Acción
<b>GOAL 1</b>		<b>GOAL 1: ACADEMIC PERFORMANCE (AP)</b>											
<b>ELA</b>	<b>Action 1</b>	Monitor Biliteracy Progression	N	\$642,258	\$343,292	\$0	\$30,532	\$1,016,083	\$991,588	\$24,495	3		
	<b>Action 2</b>	Analyze Achievement Data (ELA)									3		See Goal1 Action1
	<b>Action 3</b>	Continue Immersion Research									2	CDT is continuing to conduct this research	See Goal1 Action1
	<b>Action 4</b>	Monitor IEP Goal Progress (ELA) (FY26 Added Speech and Language Pathologist to SPED Team)		\$36,382	\$119,695	\$0	\$18,715	\$174,792	\$174,792	\$0	3		
<b>SLA</b>	<b>Action 5</b>	Continue Assessment Administration	N								3		See Goal1 Action1
	<b>Action 6</b>	Analyze Achievement Data (SLA)									3		See Goal1 Action1
<b>MATHEMATICS</b>	<b>Action 7</b>	Analyze Achievement Data (Math)	N								3		See Goal1 Action1
	<b>Action 8</b>	Continue Immersion Research									2	CDT is continuing to conduct this research	See Goal1 Action1
	<b>Action 9</b>	Analyze MAP Math Data									3		See Goal1 Action1
	<b>Action 10</b>	Monitor IEP Goal Progress (Math)									3		See Goal1 Action1
<b>ENGLISH LANGUAGE LEARNERS</b>	<b>Goal 1 Action 11.W</b>	Monitor English Proficiency Progress	Y (EL)								3		See Goal1 Action1
<b>SCHOOLWIDE</b>	<b>Action 12.WL</b>	Maintain Highly Qualified Teachers	Y (LI, EL, FY)	\$0				\$0	\$0	\$0	2	Study alignment between policy requirements and MS DLE unique program design	
	<b>Action 13</b>	Maintain Standards Based Instruction	N								3		See Goal1 Action1
	<b>Action 14</b>	Additional Subgroup Focus Support	Y (LI)								3		See Goal1 Action1
	<b>Action 15</b>	Continue Professional Development to support ELD	Y (EL)	\$0				\$0	\$0	\$0	3		
	<b>Action 16.W LREBG</b>	Continue Expanded Learning Opportunities (FY26 moved to Goal 3 Action 8) Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)								3		Changed to Goal 3
	<b>Action 17.W</b>	Implement Teacher Leader Program	Y (LI, EL, FY)		\$0			\$0	\$0	\$0	3		
	<b>Action 18</b>	Continue TK Implementation	N	\$48,222	\$15,228			\$63,450	\$63,450	\$0	3		
	<b>Action 19.WL</b>	Increased Service: Literacy Coach and Intervention	Y (LI, EL, FY)	\$3,621				\$3,621	\$3,621	\$0	3		
	<b>Action 20.W</b>	(Removed FY26) Increase Service PT Teacher in Special Assignment	Y (LI, EL, FY)									Position change due to funding ending; remove action for June FY26 LCAP	Removed in FY26
	<b>Action 21.WL</b>	Increased Service: TK-Gr1 PT Instructional Aides (8)	Y (LI, EL, FY)	\$39,961	\$2,472			\$42,433	\$42,433	\$0	3		
	<b>Action 22.W LREBG</b>	Increased Service: Intervention Tutors (Core-Day)	Y (LI, EL, FY)		\$77,770			\$77,770	\$77,770	\$0	3		
	<b>Action 23.WL</b>	Increased Service: FT Support Service	Y (LI, EL, FY)	\$21,276	\$658			\$21,934	\$21,934		3		
	<b>Action 24.W LREBG</b>	Increased Service: Extensive Summer School (moved to Goal 3, Action 9) Continue PT Librarian	Y (LI, EL, FY)								3		Changed to Goal 3
	<b>Action 25.W</b>	Increased Service: Subject Focused Professional Development (All)	Y (LI, EL, FY)	\$6,020	\$0	\$0	\$11,512	\$17,532	\$0	\$17,532	3		
<b>GOAL 2</b>		<b>GOAL 2: ACADEMIC ENGAGEMENT (AE)</b>											
<b>ATTENDANCE AND REENGAGEMENT SUPPORT</b>	<b>Action 1.W</b>	Monitor Attendance Trends	Y (LI, EL, FY)	\$272,387	\$14,457			\$286,845	\$191,195	\$95,650	3		
	<b>Action 2</b>	Continue Coordinated Attendance Efforts	N	\$2,000				\$2,000	\$0	\$2,000	3		
	<b>Action 3.W</b>	Monitor Attendance via MTSS	Y (LI, EL, FY)								2	Attendance still needs improvement (SPED)	See Goal2 Action1
	<b>Action 4.W</b>	Continue Wrap Around Health Supports	Y (LI, EL, FY)								3		See Goal2 Action9&10

	<b>Action 5.W</b>	Continue Bully Prevention Training	Y (LI, EL, FY)								3		See Goal2 Action1
	<b>Action 6</b>	(New) Implementation Artist-in-Residence Teacher	N		\$20,096			\$20,096	\$20,096	\$0	3		
	<b>Action 7</b>	Analyze Annual Student Survey Data	N								3	EOY activity	See Goal1 Action1
<b>ASES PROGRAM</b>	<b>Action 8</b>	Continue ASES Program	N		\$143,096			\$143,096	\$141,560	\$1,536	3		
<b>ENRICHMENT PROGRAM</b>	<b>Action 9</b>	Continue Enrichment Program	N	\$0	\$7,634			\$7,634	\$0	\$7,634	3		
<b>SEL SUPPORT</b>	<b>Action 10</b>	Continue FT Counselor	N		\$24,393			\$24,393	\$24,393	\$0	3		
	<b>Action 11.WL</b>	Increase Service: Additional PT Counselor	Y (LI, EL, FY)	\$10,895				\$10,895	\$10,895	\$0	3		
<b>GOAL 3</b>		<b>GOAL 3: CLIMATE AND CONDITIONS (CC)</b>											
<b>LOW SUSPENSION</b>	<b>Action 1.W</b>	Continue high level student engagement	Y (LI, EL, FY)								3		See Goal2 Action1
	<b>Action 2.W</b>	Monitor suspension trends schoolwide	Y (LI, EL, FY)								3		See Goal2 Action1
	<b>Action 3.W</b>	Monitor suspension trends via MTSS	Y (LI, EL, FY)								3		See Goal2 Action1
	<b>Action 4</b>	Continue engagement via fieldtrips	N	\$10,412	\$0	\$32,298	\$0	\$42,710	\$0	\$42,710	3		
<b>STAKEHOLDER SURVEYS</b>	<b>Action 5</b>	Continue educational partners (stakeholders) annual survey	N								3	EOY activity	See Goal1 Action1
<b>VOLUNTEERISM AND PARTICIPATION</b>	<b>Action 6</b>	Improved Services: Childcare for families during school meetings	N				\$0	\$0	\$0	\$0	3		
	<b>Action 7</b>	Improved Services: Parent/Family Trainings	N	\$5,342	\$966	\$0	\$0	\$6,308	\$966	\$5,342	3		
<b>INSTRUCTIONAL AND CURRICULUM MATERIALS</b>	<b>Action 8.W LREBG</b>	Improved Services: Maintain quality instructional materials (LREBG FY26 Newly moved from Goal 1 Action 16)	N	\$120,453	\$24,825	\$0	\$1,666	\$146,945	\$24,750	\$122,195	3		Changed from Goal 1
<b>LIBRARY</b>	<b>Action 9.W LREBG</b>	Continue PT Librarian (LREBG FY26 Newly moved from Goal 1 Action 24)	N		\$12,949		\$267	\$13,216	\$8,904	\$4,312	3		Changed from Goal 1
<b>FACILITY QUALITY</b>	<b>Action 10</b>	Improved Services: Maintain quality and safe facility	N	\$263,310	\$39,245			\$302,555	\$111,087	\$191,468	3		
		<b>LEA-WIDE AND SCHOOLWIDE ACTIONS</b>											
Goal 1 AP	<b>Action 19.W</b>	Action: LCFF S&C- Literacy Coaching	Y (LI, EL, FY)										
Goal 1 AP	<b>Action 12.W</b>	Action: LCFF S&C:Certificated Staff	Y (LI, EL, FY)										
	<b>Action 25.W</b>												
Goal 2 AE	<b>Action 1.W</b>	See above											
	<b>Action 3.W</b>												
Goal 3 CC	<b>Action 1.W</b>	See above											
	<b>Action 2.W</b>												
	<b>Action 3.W</b>												
Goal 1 AP	<b>Action 21.W</b>	Action: LCFF S&C: Part Time Instructional Aides (3x)	Y (LI, EL, FY)										
Goal 1 AP	<b>Action 23.W</b>	Action: LCFF S&C: Full Time Support Services Staff (1x)	Y (LI, EL, FY)										
Goal 2 AE	<b>Action 11.W</b>	Action: LCFF S&C: Part Time Counselor (1x)											
	<b>Action 4.W</b>												
	<b>Action 5.W</b>												
Goal 1 AP	<b>Action 22.W LREBG</b>	This is a LREBG action (LCAP FY25, FY26 and FY27): Intervention Program: Core Day	Y (LI, EL, FY)										
FY24&25 Goal 1 AP and FY26 Goal 3 CC	<b>Goal1 Action 16.W/ Goal 3 Action 8.W LREBG</b>	This is a LREBG action: (LCAP FY24, FY25) Goal 1 Action 16.W Continue Expanded Learning Opportunities and (LCAP FY26) Goal 3 Action 8.W Improved Services: Maintain quality instructional materials	Y (LI, EL, FY)										
FY24&25 Goal 1 AP and FY26 Goal 3 CC	<b>Goal 1Action 24.W/ Goal 3 Action 9.W LREBG</b>	This is a LREBG action (LCAP FY25, FY26 and FY27): Extensive Summer School Personnel and (LCAP FY26) Goal 3 Action 9.W Continue PT Librarian	Y (LI, EL, FY)										
		<b>LIMITED ACTIONS</b>											
Goal 1 AP	<b>Action 11.L</b>	Action: LCFF S&C: English Language Learners progress monitoring toward biliteracy and academic English proficiency	Y (EL)										

Objetivo	Acción # y W = Toda la escuela y L = Limitada	Título de la acción	Contribuyentes: Sí o No (Grupos de estudiantes)	Fondos LCFF	Otros fondos estatales	Fondos locales	Fondos federales	Fondos totales	Total del personal	Total no-personal	Implementación 3 = Sí, 2 = En curso 1 = No	Notas para los niveles 2 y 1	Presupuesto fuente(s) Nota por Acción
<b>OBJETIVO 1</b>		<b>OBJETIVO 1: RENDIMIENTO ACADÉMICO (AP)</b>											
<b>ELA</b>	<b>Acción 1</b>	Monitorear la progresión de la alfabetización bilingüe	N	\$642,258	\$343,292	\$0	\$30,532	\$1,016,083	\$991,588	\$24,495	3		
	<b>Acción2</b>	Analizar datos de logros (ELA)									3		Objetivo 1 Acción 1
	<b>Acción 3</b>	Continuar la investigación de inmersión									2	CDT acaba de empezar con esto; investigación adicional sobre estudiantes con SPED y programas DLE.	Objetivo 1 Acción 1
	<b>Acción4</b>	Monitorear el progreso de las metas del IEP (ELA) (FY26 Adicional personal Speech LP en SPED)		\$36,382	\$119,695	\$0	\$18,715	\$174,792	\$174,792	\$0	3		
<b>SLA</b>	<b>Acción 5</b>	Continuar con la administración de la evaluación	N								3		Objetivo 1 Acción 1
	<b>Acción 6</b>	Analizar datos de logros (SLA)									3		Objetivo 1 Acción 1
<b>MATEMÁTICAS</b>	<b>Acción 7</b>	Analizar datos de logros (matemáticas)	N								3		Objetivo 1 Acción 1
	<b>Acción8</b>	Continuar la investigación de inmersión									2	CDT acaba de empezar con esto; investigación adicional sobre estudiantes con discapacidades de aprendizaje y programas de educación diferencial.	Objetivo 1 Acción 1
	<b>Acción 9</b>	Analizar datos matemáticos de MAP									3		Objetivo 1 Acción 1
	<b>Acción10</b>	Monitorear el progreso de las metas del IEP (matemáticas)									3		Objetivo 1 Acción 1
<b>ESTUDIANTES DEL IDIOMA INGLÉS</b>	<b>Objetivo 1</b>										3		
	<b>Acción11.WL</b>	Monitorear el progreso del dominio del inglés	S (EL)								3		Objetivo 1 Acción 1
<b>TODA LA ESCUELA</b>	<b>Acción12.WL</b>	Mantener docentes altamente calificados	S (LI, EL, FY)	\$0				\$0	\$0	\$0	2	Estudiar la alineación entre los requisitos de la póliza y el diseño del programa único de MS DLE.	
	<b>Acción13</b>	Mantener la instrucción basada en estándares	N								3		Objetivo 1 Acción 1
	<b>Acción14</b>	Apoyo adicional al enfoque de subgrupos	S (LI)								3		Objetivo 1 Acción 1
	<b>Acción15</b>	Continuar el desarrollo profesional para apoyar el ELD	S (EL)	\$0				\$0	\$0	\$0	3		
	<b>Acción 16.W LREBG</b>	(FY24&25) Continuar ampliando las oportunidades de aprendizaje (FY26: Obj3 A8.W) Servicios mejorados: Mantener materiales de enseñanza de calidad	S (LI, EL, FY)								3		Cambiado a Objetivo 3
	<b>Acción 17.W</b>	Implementar el Programa de Líderes Docentes	S (LI, EL, FY)		\$0			\$0	\$0	\$0	3		
	<b>Acción18</b>	Continuar la implementación de los conocimientos tradicionales	N	\$48,222	\$15,228			\$63,450	\$63,450	\$0	3		
	<b>Acción 19.WL</b>	Servicio mejorado: Entrenador de alfabetización e intervención	S (LI, EL, FY)	\$3,621				\$3,621	\$3,621	\$0	3		
	<b>Acción 20.W</b>	(Eliminado FY26) Aumentar el servicio de maestros de PT en asignación especial	S (LI, EL, FY)									Cambio de personal; eliminar acción para junio del año fiscal 26 LCAP	Eliminado FY26
	<b>Acción 21.WL</b>	Servicio aumentado: Auxiliares de enseñanza de TK-Gr1 PT (8)	S (LI, EL, FY)	\$39,961	\$2,472			\$42,433	\$42,433	\$0	3		
	<b>Acción 22.W LREBG</b>	Servicio ampliado: tutores de intervención (día central)	S (LI, EL, FY)		\$77,770			\$77,770	\$77,770	\$0	3		
	<b>Acción 23.WL</b>	Servicio mejorado: Servicio de soporte FT	S (LI, EL, FY)	\$21,276	\$658			\$21,934	\$21,934		3		
	<b>Acción 24.W LREBG</b>	(FY24&25) Servicio Ampliado: Escuela de Verano Extensa (FY26)Continuar PT Bibliotecario	S (LI, EL, FY)								3		Cambiado a Objetivo 3
	<b>Acción 25.W</b>	Aumento del servicio: Desarrollo profesional centrado en la materia (todos)	S (LI, EL, FY)	\$6,020	\$0	\$0	\$11,512	\$17,532	\$0	\$17,532	3		
<b>OBJETIVO 2</b>		<b>OBJETIVO 2: COMPROMISO ACADÉMICO (PA)</b>											
<b>APOYO PARA LA ASISTENCIA Y LA PARTICIPACION</b>	<b>Acción 1.W</b>	Monitorear las tendencias de asistencia	S (LI, EL, FY)	\$272,387	\$14,457			\$286,845	\$191,195	\$95,650	3		
	<b>Acción 2</b>	Continuar con los esfuerzos coordinados de asistencia	N	\$2,000				\$2,000	\$0	\$2,000	3		
	<b>Acción 3.W</b>	Monitorear la asistencia a través del MTSS	S (LI, EL, FY)								2	La asistencia aún necesita mejorarse (SPED)	Objetivo 2 Acción 1
	<b>Acción 4.W</b>	Continuar con los apoyos integrales de salud	S (LI, EL, FY)								3		Objetivo 2 Acción 9y10
	<b>Acción 5.W</b>	Continuar la capacitación sobre prevención del acoso escolar	S (LI, EL, FY)								3		Objetivo 2 Acción 1
	<b>Acción 6</b>	(Nuevo) Implementación Artista en Residencia Docente	N		\$20,096			\$20,096	\$20,096	\$0	3		
	<b>Acción 7</b>	Analizar los datos de la encuesta anual de estudiantes	N								3	Actividad de fin de año	Objetivo 2 Acción 1

PROGRAMA ASES	Acción 8	Continuar el Programa ASES	N		\$143,096			\$143,096	\$141,560	\$1,536	3		
PROGRAMA DE ENRIQUECIMIENTO	Acción 9	Programa de Enriquecimiento Continuo	N	\$0	\$7,634			\$7,634	\$0	\$7,634	3		
APOYO SEL	Acción 10	Continuar Consejero FT	N		\$24,393			\$24,393	\$24,393	\$0	3		
	Acción 11.WL	Aumento del servicio: consejero de fisioterapia adicional	S (LI, EL, FY)	\$10,895				\$10,895	\$10,895	\$0	3		
OBJETIVO 3: CLIMA Y CONDICIONES (CC)													
SUSPENSIÓN BAJA	Acción 1.W	Continuar con la participación estudiantil de alto nivel	S (LI, EL, FY)								3		Objetivo 2 Acción 1
	Acción 2.W	Monitorear las tendencias de suspensión en toda la escuela	S (LI, EL, FY)								3		Objetivo 2 Acción 1
	Acción 3.W	Monitorear las tendencias de suspensión a través del MTSS	S (LI, EL, FY)								3		Objetivo 2 Acción 1
	Acción 4	Continuar la participación a través de excursiones	N	\$10,412	\$0	\$32,298	\$0	\$42,710	\$0	\$42,710	3		
ENCUESTAS A LAS PARTES INTERESADAS	Acción 5	Continuar con la encuesta anual a socios educativos (partes interesadas)	N								3	Actividad de fin de año	Objetivo 1 Acción 1
VOLUNTARIADO Y PARTICIPACIÓN	Acción 6	Servicios mejorados: Cuidado infantil para familias durante las reuniones escolares	N				\$0	\$0	\$0	\$0	3		
	Acción 7	Servicios mejorados: capacitaciones para padres y familias	N	\$5,342	\$966	\$0	\$0	\$6,308	\$966	\$5,342	3		
MATERIALES DE INSTRUCCIÓN Y CURRÍCULO	Acción 8.W LREBG	Esta es una acción de LREBG: (FY24&25) Continuar con las oportunidades de aprendizaje ampliadas (FY26) Servicios mejorados: Mantener materiales de enseñanza de calidad	N	\$120,453	\$24,825	\$0	\$1,666	\$146,945	\$24,750	\$122,195	3		Cambiado de Objetivo 1
BIBLIOTECA	Acción 9.W LREBG	Esta es una acción de LREBG (LCAP FY25, FY26): Ampliación del personal de la escuela de verano (LCAP FY26) Continuar PT Bibliotecario	N		\$12,949		\$267	\$13,216	\$8,904	\$4,312	3		Cambiado de Objetivo 1
CALIDAD DE LAS INSTALACIONES	Acción 10	Servicios mejorados: Mantener instalaciones de calidad y seguras.	N	\$263,310	\$39,245			\$302,555	\$111,087	\$191,468	3		
ACCIONES EN TODA LA LEA Y EN TODA LA ESCUELA													
Objetivo 1 AP	Acción 19.WL	Acción: LCFF S&C - Entrenamiento de lectoescritura	S (LI, EL, FY)										
Objetivo 1 AP	Acción 12.WL	Acción: LCFF S&C: Personal certificado	S (LI, EL, FY)										
	Acción 25.W												
Objetivo 2 AE	Acción 1.W	Ver arriba											
	Acción 3.W												
Objetivo 3 CC	Acción 1.W	Ver arriba											
	Acción 2.W												
	Acción 3.W												
Objetivo 1 AP	Acción 21.WL	Acción: LCFF S&C: Auxiliares de enseñanza a tiempo parcial (3x)	S (LI, EL, FY)										
Objetivo 1 AP	Acción 23.WL	Acción: LCFF S&C: Personal de servicios de apoyo a tiempo completo (1x)	S (LI, EL, FY)										
Objetivo 2 AE	Acción 11.WL	Acción: LCFF S&C: Consejero a tiempo parcial (1x)											
	Acción 4.WL												
	Acción 5.WL												
Objetivo 1 AP	Acción 22.W LREBG	Esta es una acción de LREBG (LCAP FY25, FY26 y FY27): Programa de intervención: Día central	S (LI, EL, FY)										
FY24&25 Objetivo 1 AP y FY26 Objetivo 3 CC	(FY24 &25) Obj 1 Acción 16.W and (FY26) Obj 3 Acción 8.W LREBG	Esta es una acción de LREBG: (FY24&25) Continuar con las oportunidades de aprendizaje ampliadas (FY26) Servicios mejorados: Mantener materiales de enseñanza de calidad	S (LI, EL, FY)										
FY24&25 Objetivo 1 AP y FY26 Objetivo 3 CC	(FY24 &25) Obj 1 Acción 24.W and (FY26) Obj 3 Acción 9.W LREBG	Esta es una acción de LREBG (LCAP FY25, FY26): Ampliación del personal de la escuela de verano y (LCAP FY26) Continuar PT Bibliotecario	S (LI, EL, FY)										
ACCIONES LIMITADAS													
Objetivo 1 AP	Acción 11.L	Acción: LCFF S&C: Monitoreo del progreso de los estudiantes que aprenden inglés hacia la lectoescritura bilingüe y el dominio del inglés académico	S (EL)										



A California Public School

Agenda Item# IVB

**Board Meeting Date:** February 27, 2026

**Subject:** Nutrition Services Transition Update: Health and Wellness Policy

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: March, 2026)
- Conference/Action
- Action

**Committee/Staff:** School Leadership

LAS leadership has continued to meet biweekly with the Vertex Nutrition Services transition team. One critical element that must be approved by the board as a part of the application process is the development of a School Health and Wellness policy. The attached draft will be shared with staff and the LAS Parent Council prior to a final recommendation to the board.

**Attachment:** Health and Wellness Policy (draft)



A California Public School

Agenda Artículo# IVB

**Fecha de la Reunión:** 27 de febrero de 2026

**Tema:** Actualización de transición de los servicios de nutrición: Póliza de salud y bienestar escolar

- Artículo de información
- Aprobación en la Agenda de Consentimiento/
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: March, 2026)
- Conferencia/Acción
- Acción

**Comité/Personal:** Liderazgo Escolar

El liderazgo escolar ha seguido reuniéndose cada dos semanas con el equipo de transición de Vertex Nutrition Services. Un elemento crucial que debe ser aprobado por la mesa directiva como parte del proceso de solicitud es el desarrollo de una póliza de salud y bienestar escolar. El borrador adjunto se compartirá con el personal y el Concilio de Familias de LAS antes de presentar una recomendación final a la mesa directiva.

**Documento adjunto:** Póliza de bienestar escolar

# The Language Academy of Sacramento

## Health and Wellness Policy

Original Adopted Date: {insert date here}

Last Revised Date: {insert date here}

Last Reviewed Date: {insert date here}

### Statement of Responsibility

The Language Academy of Sacramento recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can promote student achievement and lifelong commitment to wellness.

### Statement of Responsibility

The Board adopts the Local Student Wellness Policy based on the recommendations of the appointed Health and Wellness Committee and in accordance with federal and state laws and regulations.

The Executive Director and/or designee shall be **responsible** for the implementation and oversight of this policy to ensure the school, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations

The Executive Director and/or designee shall **annually** report to the Board on the school's compliance with law and policies related to student wellness.

The Executive Director and/or designee and the established Health and Wellness Committee shall conduct an **assessment** at least every three (3) years on the contents and implementation of this policy. This *triennial* assessment shall be made available to the public in an easily accessible manner.

The school shall **annually** inform and update the public, including parents/guardians, students and others in the community, about the contents, updates, and implementation of this policy via the school's website, student handbooks, newsletters, posted notices, and/or other efficient communication methods. This annual notification shall include information on how to access the Local School Wellness Policy; information about the most recent triennial assessment; information on how to participate in the development, implementation, and periodic review and update of the Local School Wellness Policy; and a means of contacting the Health and Wellness Committee leadership.

### Guidelines

To ensure the health and well-being of all students, the Board establishes that the school shall provide to students:

1. A comprehensive nutrition program consistent with federal and state regulations (**nutrition education/ nutrition promotion**)
2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines (**meal regulations/ smart snacks / food provided but not sold/ marketing**)
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day. (**physical activity/ education**)

## **Recordkeeping**

The school shall retain records documenting compliance with the Local School Wellness Policy.

## **Health and Wellness Committee**

The **Board** shall appoint a **Health and Wellness Committee** comprised of at least one (1) of each of the following: School Board member, school administrator, teacher, student, parent/guardian, school health professional, physical education teacher, and member of the public. Other members of the **Health and Wellness Committee** may include: school counselor, coach, support staff, dietician, health professional, or other individuals.

The **Health and Wellness Committee** shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing, and periodically reviewing and updating the Local Student Wellness Policy that complies with the law to recommend to the Board for adoption.

The **Health and Wellness Committee** shall review and consider evidence-based strategies and techniques in establishing future goals for nutrition education and promotion, physical activity and other school-based activities that promote student wellness as part of the policy development and revision process.

## **Nutrition Education**

Nutrition education will be provided within the sequential, comprehensive **health education program** in accordance with State Board of Education curriculum regulations and the academic standards for **Health, Safety and Physical Education, and Family and Consumer Sciences**.

Nutrition education in the school shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement and lifelong health habits.

Nutrition education lessons and activities shall be age-appropriate. Nutrition curriculum shall teach behavior-focused skills, which may include **menu planning and reading nutrition labels**.

The staff responsible for providing nutrition education shall be **properly trained** and prepared and shall participate in appropriate professional development. The **school shall** develop standards for such training and professional development.

## **Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

Schools shall promote nutrition through the implementation of **activities** where possible. Activities may include, but not be limited to, the **maintenance of the school garden, taste-testing of local products in the cafeteria or classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs**.

Consistent nutrition messages shall be disseminated and displayed throughout the schools **classrooms, cafeterias, and community**.

The school shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

## **Physical Activity**

The school shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Age-appropriate physical activity opportunities such as **outdoor and indoor recess, after school programs, during lunch**, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

The school **may partner with parents/guardians and community members** to institute programs that support lifelong physical activity.

Physical activity shall not be used or withheld as a form of punishment.

The school may **promote physical activity through encouragement of walking or biking as a means of transportation** to and from school.

Students, their families, and the community shall have access, with permission or approval, to physical activity facilities through supervised **activities**.

## **Physical Education**

A sequential physical education program consistent with curriculum regulations and **Health, Safety and Physical Education academic standards** shall be developed and implemented. Students must participate in a physical education program.

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice, and are assessed on developmentally appropriate skills for lifelong, health-enhancing physical activity. A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the **physical education program**.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for **Health, Safety, and Physical Education academic standards**.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Local assessments shall be implemented to track student progress on Health, Safety, and **Physical Education academic standards**.

Other physical activities include but are not limited to, **field days, jog-a-thons and recess**.

Safe and adequate equipment, facilities, and resources shall be provided for physical education courses.

Certified health and physical education teachers shall teach physical education.

Appropriate professional development shall be provided for physical education staff.

### **Other School-Based Activities**

**Drinking water** shall be available and accessible to students, without restriction, and at no cost to the student, at all meal periods and throughout the school day.

The school shall provide a clean, safe, and adequate space for eating and serving school meals.

Students shall be provided adequate time to eat, and meal time shall be scheduled appropriately.

Students shall have access to hand washing or sanitizing before meals and snacks.

To the extent possible, the school shall utilize available funding and outside programs to enhance student wellness.

The school shall provide appropriate training to all staff on the components of the Local Student Wellness Policy.

### **Nutrition Guidelines for All Foods/Beverages at School**

All foods and beverages available in school during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages available in school during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established **federal nutrition standards under the USDA meal pattern and dietary guidelines**.

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives.

### **Competitive Foods –**

Competitive foods available for sale **shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School)**. These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.

**Competitive foods** are defined as foods and beverages offered or sold to students on **school campus** during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The school may **impose additional restrictions** on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

### **Fundraiser –**

Fundraising activities held during the **school day** involving the sale of **competitive foods shall be limited**

**to foods that meet the Smart Snacks in School nutrition standards.**

The school shall establish administrative regulations to implement fundraising activities, including procedures for requesting a fundraiser exemption.

### ***Non-Sold Competitive Foods –***

Non-sold competitive foods available to students, which may **include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established USDA Smart Snacks in School.**

Non-Sold Competitive Foods include:

- (1) Foods and beverages given as a reward or an incentive
- (2) Classroom Parties and Celebrations
- (3) Shared Classroom Snacks
- (4) Classroom Donations

### ***Marketing/Contracting –***

**Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.**

### **Management of Food Allergies in School**

The school shall address food allergy management in the school in order to:

- Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
- Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
- Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

### **Safe Routes To School**

The school shall cooperate with local municipalities, public safety agency, police departments, and community organizations to develop and maintain safe routes to school.

**The Language Academy of Sacramento** will continue to monitor and maintain a positive environment for students outlined in the Local Student Wellness Policy.

### **Non-Discrimination Statement:**

USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that

administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

DRAFT



A California Public School

Agenda Item# IVC

**Board Meeting Date:** February 27, 2026

**Subject:** LAS and SCUSD Facilities Use Agreement

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

**Presented by:** School Leadership

**Background:** The Language Academy of Sacramento (LAS) continues to engage in active negotiations with Sacramento City Unified School District (SCUSD) regarding the proposed updates to the Facilities Use Agreement. LAS has proposed counter Facilities Use Agreement language that affirms and aligns with the existing lease term through 2043, as established in the original agreement executed by the California Department of Education, the California School Finance Authority, the Office of Public School Construction, Sacramento City Unified School District, and the Language Academy of Sacramento.

School Leadership is currently waiting for SCUSD's response to the proposed language.



Punto del orden: IVC

**Fecha de la reunión de la junta:** 27 de febrero de 2026

**Asunto:** Acuerdo de uso del plantel entre LAS y SCUSD

- Solo a título informativo
- Aprobación del orden del día consensuado
- Conferencia/Primera lectura (acción prevista:      )
- Conferencia (solo para debate)
- Conferencia/Acción
- Acción

**Presentado por:** Liderazgo Escolar

**Antecedentes:** La Academia de Idiomas de Sacramento (LAS) sigue manteniendo negociaciones activas con el Distrito Escolar de Sacramento (SCUSD) en relación con las actualizaciones propuestas al acuerdo de uso del plantel. LAS ha propuesto una contrapropuesta al texto del acuerdo de uso del plantel que confirma y se ajusta al plazo de arrendamiento vigente hasta 2043, tal y como se establece en el acuerdo original firmado por el Departamento de Educación de California, la Autoridad Financiera Escolar de California, la Oficina de Construcción de Escuelas Públicas, el Distrito Escolar de Sacramento y la Academia de Idiomas de Sacramento.

El liderazgo escolar está esperando la respuesta del SCUSD a la propuesta de redacción.

<p><b>Estimated Time of Presentation:</b> 5 min <b>Submitted By:</b> Morales <b>Date:</b> 2.24.26</p>
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<p><b>Pertinent Pages in</b> ( ) Charter, pgs _____ ( ) Bylaws, pgs _____ ( ) MOU, pgs _____ ( ) Policy _____</p>
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**FACILITIES USE AGREEMENT IN LIEU OF PROPOSITION 39**  
**Sacramento City Unified School District / Language Academy of Sacramento**

**THIS FACILITIES USE AGREEMENT** (“Agreement”) is made by and between the Sacramento City Unified School District, a public school district organized and existing under the laws of the State of California (“District”), and Language Academy of Sacramento, a California nonprofit corporation operating the Language Academy of Sacramento charter school. Language Academy of Sacramento nonprofit corporation and Language Academy of Sacramento charter school are collectively referred to as the “Charter School.” The District and Charter School are each individually referred to as a “Party” and collectively referred to as the “Parties.”

**RECITALS**

**WHEREAS**, the District and its charter schools are partners in the public education of students and it is the District’s intent to ensure that its facilities are shared equally with all of its students, including those students who attend District-authorized charter schools housed in District facilities.

**WHEREAS**, the District is the owner of certain real property located at 2850 49<sup>th</sup> Street which is more commonly known as the Marion Anderson (the “Site”).

**WHEREAS**, the Charter School is duly formed and approved by the District under the laws of the State of California, including the Charter Schools Act of 1992 (Education Code sections 47600 *et seq.*).

**WHEREAS**, the Charter School serves students enrolled in transitional kindergarten (“TK”) through 8<sup>th</sup> grade and the Charter School desires to use the Site and the facilities located thereon (“Facilities”) for the operation of the Charter School’s program.

**WHEREAS**, the Parties intend for this Agreement to fully and completely satisfy their respective obligations for the 2026-2027 through 2031-2032 school years concerning the allocation and use of District facilities and that the Charter School shall have no right to an allocation or use of additional District facilities, beyond those allocated hereunder, pursuant to Education Code section 47614 and Title 5 of the California Code of Regulations, sections 11969 *et seq.* (collectively, “Proposition 39”) during the Term of this Agreement.

**WHEREAS**, the Parties desire through this Agreement to set forth the terms and conditions pursuant to which the Charter School will occupy and use the Site.

**NOW, THEREFORE**, in consideration of the covenants and agreements set forth to be kept and performed by the Charter School, the Parties agree as follows:

1. **TERM.**

- a. **Term of Agreement.** The term of this Agreement shall begin on July 1, 2026 and shall expire on June 30, 2032 (“Term”), provided that the District’s Board of Education takes action to renew the Charter School’s charter for a five-year term. Should the District’s Board authorize a different length of years for the renewal term based upon the Charter School’s then-current performance tier status and as required by Education Code sections 47607 and 47607.2 (e.g., low-performing, middle-performing, or high-performing), the Parties agree to amend this Agreement to align the Term with the length of the renewal term authorized by the District’s Board.
- b. **Early Termination.** In the event the Charter School ceases to operate for any reason during the Term, including but not limited to voluntary closure, insolvency, non-renewal, or revocation, this Agreement shall terminate, except for those sections surviving termination, and the Charter School shall immediately surrender possession of the Site to the District; provided, however, that in the event of non-renewal or revocation of Charter School’s charter, this Agreement will not be subject to early termination until such time as the Charter School has exhausted its statutory appeal rights or until the expiration of the Term of this Agreement, as applicable, whichever occurs first.
- c. **Intent for Charter School’s Long-Term Use of Site.** The District recognizes that the Charter School has committed extensive funding to make improvements to the Site, including the Facilities, through the utilization of [types of funding/grant programs], with the term of the [insert type] loan ending in 2043. While the Term of this Agreement expires on June 30, 2032, the District has no intention of terminating the Charter School’s continued occupation and use of the Site and Facilities if the Charter School remains active, operational, and in good standing with the District. The purpose of setting the expiration date for the Term of this Agreement is to ensure alignment with the term of the Charter School’s then-current charter, and to trigger an obligation of the Parties to revisit and review this Agreement, update any terms and/or conditions based on new or changed circumstances or legal requirements in effect at the time, and obtain the approval of any new, revised, or updated terms and/or conditions from the respective governing boards of the Parties.

To that end, at least twelve (12) months prior to the expiration of the Term of this Agreement, the Parties agree to meet and engage in good faith negotiations regarding any proposed new, revised, or updated terms and/or conditions concerning the Charter School’s continued occupation and use of the Site, including the Facilities located thereon. The agreed-upon terms and conditions negotiated in the prospective facilities use agreement between the Parties shall

be subject to the approval of the Parties' respective governing boards and the renewal of the Charter School's charter.

- d. **Possession of and Title to Property.** Upon the expiration or earlier termination of this Agreement, possession of the Site, including the Facilities located thereon, shall automatically revert to the District. As titleholder to the Site, with the exception of those furnishings and equipment designated as the Charter School's personal property, the District reserves the right at the termination of this Agreement to recoup the full rights and benefits of such ownership, including, but not limited to, use of such Site for District programs and services.

2. **SITE.**

- a. **Allocation of Space.** Subject to the terms and conditions of this Agreement, the District hereby grants to Charter School the shared use of the Site, for the sole purpose of operating the Charter School and its related educational programs in strict accordance with the Charter School's charter. The allocation of space is more fully described in **Exhibit 1**, attached hereto, and incorporated herein by this reference. The Charter School acknowledges that a leasehold interest in the Site is not being provided to the Charter School by the District.
- i. Exclusive Use Space. The Charter School's right to exclusively use designated space as more fully described in **Exhibit 1** shall be coterminous with the term of this Agreement.
- ii. Shared Use Space. The District reserves the right to use or assign use of the Facilities at the Site that have not been designated or assigned to the Charter School. The blue areas on the map (**Exhibit 1B**) indicate areas of District use.
- iii. District Access. During the Term, the District shall have access to all areas of the Site and the Facilities, including unobstructed internet access, as necessary to allow the District to maintain the Site and to conduct any other District-sponsored or District-supported events or programs on the Site pursuant to and consistent with the terms of this Agreement, provided that the District's activities on the Site shall not unreasonably interfere with the operations of the Charter School.
- iv. Use of Exclusive Space. The Charter School may utilize the exclusive space provided (both classroom and non-classroom space) in any configuration and for any purpose to meet the educational goals of the Charter School, as those goals are described in the Charter School's charter. Any physical changes to the space must conform to the requirements of this Agreement regarding repairs, modifications, and improvements.

- b. **Satisfaction of Proposition 39 Obligation/Waiver of Claims.** The Charter School agrees that by accepting the Site and Facilities pursuant to this Agreement, it shall have no entitlement to occupy or use additional District facilities pursuant to Proposition 39 during the Term of this Agreement, irrespective of whether the Charter School's in-District student enrollment increases beyond its in-District student enrollment as of the Effective Date of this Agreement. Notwithstanding the above, the Charter School may, at its option, by November 1<sup>st</sup> of the school year in which the Term of this Agreement expires, submit a request for use of District facilities for the following school year under Proposition 39. The Charter School hereby expressly and voluntarily waives its right to bring any claim or legal action arising out of or related to alleged compliance or noncompliance with Proposition 39 that is in any way related to this Agreement, the Site or Facilities, or the time period covered by this Agreement, including, but not limited to, claims that are in any way related to the District's allocation of facilities to the Charter School under this Agreement. The Parties agree that this waiver does not extend to the respective duties and obligations of the Parties under this Agreement. This Section 2.b. shall survive the early termination or expiration of this Agreement.

3. **FACILITIES USE FEE.**

- a. **Facilities Use Fee.** For each school year during the Term of this Agreement, the District will charge the Charter School a facilities use fee ("Facilities Use Fee") in exchange for the Charter School's occupancy and use of the Site and Facilities. The District will issue an invoice to the Charter School of the Facilities Use Fee on a quarterly basis each school year, and payment shall be due to the District within thirty (30) days of the date of the invoice. The District anticipates that such payments will be due on or about September 30, December 30, March 30, and June 30, respectively, of each school year.

The calculation of the Facilities Use Fee is described more particularly in **Exhibit 2** to this Agreement, attached hereto and incorporated herein by this reference. The total Facilities Use Fee amount will be calculated based on a pro rata cost estimate per square foot for the Facilities provided to the Charter School. The dollar amount to be paid by the Charter School for use of the Facilities will be calculated by the District pursuant to Title 5 of the California Code of Regulations, section 11969.7. To calculate the Facilities Use Fee, the District will determine the actual facilities costs in the year preceding the fiscal year in which facilities are provided and the total allocation of space to the Charter School.

These costs will not be available to the District for precise calculation until after each fiscal year ends. An estimate for the coming year will be provided before the end of the prior fiscal year. Once the actual facilities costs for the prior fiscal year become available, the District shall provide written notice to the Charter School

of the updated Facilities Use Fee calculation based on the actual facilities costs data. Amounts owed to or by the Charter School resulting from this updated calculation (when accounting for payments already made by the Charter School during the then-current fiscal year) will be credited or added to any subsequent remaining installment payments of the Facilities Use Fee. The Charter School shall pay the required installments promptly to the District, without deduction, setoff, prior notice, or demand.

This fee does not include Site-specific costs which the Charter School must include in its own budget, including the cost of computers, computer labs, laptop carts, server equipment, utilities, internet service, phone service, audio-visual equipment, custodial service and supplies, landscaping and grounds service, campus security, nutrition services, and other costs described in this Agreement. Such costs shall be the sole responsibility of the Charter School.

The Parties agree that the Facilities Use Fee is in lieu of the Charter School paying both a pro-rata share fee for housing in-District students and an additional fee for housing out-of-District students.

- b. **Late Payments.** Late payment by the Charter School to the District will cause the District to incur costs not contemplated by this Agreement, the exact amount of which will be difficult and impracticable to ascertain. Therefore, if any installment due from the Charter School is not received by the District within five (5) calendar days of the date such payment is due, the Charter School shall pay to the District an additional sum of five percent (5%) of the overdue installment amount as a late charge. The Parties agree that this late charge represents a fair and reasonable estimate of the costs that the District will incur by reason of late payment by the Charter School.

4. **USE.**

- a. **Charter School Facility Use Handbook.** The Charter School shall abide by the requirements and standards for facility operations set forth in the Charter School Facilities Use Handbook, attached hereto as **Exhibit 3** and incorporated herein by this reference; provided, however, that if the District's actual practices differ, the Charter School shall comply with District practices. This Charter School Facilities Use Handbook will be updated regularly by the District to address the then-current needs and standards of the District for facility operations processes. The District will provide the Charter School with a copy of any updates to the Handbook and will follow the process outlined in Section 9.e. should the Charter School need to abide by any updates.
- b. **Operations.** The Charter School shall comply with District policies, regulations, and practices regarding the operation of the Site, including any District-owned furnishings and equipment present on the Site, except that if the District's actual

practices differ, the Charter School shall comply with District practices. All District Board-adopted policies are available on the District's website at all times and will be referenced in the Charter School Facilities Use Handbook.

- c. **Permitted Use.** The Site shall be used and occupied by the Charter School for the sole purpose of operating the Charter School and related educational activities (including after school and enrichment programs) and for no other purpose without the prior written consent of the District. The Charter School shall not carry on or house any programs or activities on the Site for students who are not currently enrolled in the Charter School without the prior written approval of the District. This does not include activities such as interscholastic athletics or other similarly organized events (e.g., the Charter School hosting an event for a club or a student organization that has chapters at multiple schools).
- d. **Prohibited Uses.**
  - i. No Increase in Insurance. The Charter School shall not do or permit to be done anything which will invalidate or increase the cost of any fire, extended coverage or any other insurance policy covering the Site, or which will make such insurance coverage unavailable on commercially reasonable terms and conditions, and the Charter School shall comply with all rules, orders, regulations and requirements of the insurers of the Site. Should the Charter School initiate any use which increases insurance premiums, the Charter School shall pay for such increases.
  - ii. Compliance with Law. The Charter School shall not use the Site or permit anything to be done in or about the Site that will in any way conflict with any applicable law, statute, ordinance or governmental rule, or regulation or requirement of duly constituted public authorities now in force or which may hereafter be enacted or promulgated. The Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to any repairs, alterations, improvements, or modifications it makes to the Site, including but not limited to compliance with the Americans with Disabilities Act, local building codes, the California Environmental Quality Act, and federal, state and local laws relating to hazardous materials, health, safety, noise, environmental protection, waste disposal, water and air quality. Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site resulting from the Charter School's use and occupancy thereof, the Charter School shall immediately notify the District and state/local agencies, as appropriate, and at its sole expense, shall be obligated to clean all the property affected to the reasonable satisfaction of the District and any governmental agencies having jurisdiction over the Site. The District shall be responsible for any discharge, leakage, spillage,

emission, or pollution of any type that may occur upon or from the Site not resulting from the Charter School's use or occupancy thereof. If the Charter School fails to take steps to clean the Site or otherwise fails to comply with any requirements regarding the clean-up or amelioration of any discharge, leakage, spillage, emission, or pollution of any type resulting from the Charter School's use and occupancy thereof, the District reserves the right to take over the clean-up and to take all necessary steps to recoup any and all costs associated therewith from the Charter School, which takeover shall not occur unreasonably.

- iii. **No Nuisance or Waste.** The Charter School shall not use or allow the Site to be used for any unlawful purpose, nor shall the Charter School cause, maintain, or permit any nuisance or waste in, on, or about the Site.
- e. **Public Health.** The Charter School shall take all steps and measures necessary or required to comply with all current and future orders, laws, and recommendations issued by any applicable government agency (including the California Department of Public Health, the California Department of Education, the Sacramento County Public Health Officer, and the state and/or federal government) that are applicable to the Charter School's occupancy and use of the Site.
- f. **Security Badges.** The Charter School will provide identification cards to its staff. Each identification card will be pictured with the school name, logo, staff name, and title. All Charter School staff shall carry and have visible their identification card at all times while at the Site. This will assist District security and other staff to identify Charter School staff as needed. If the Charter School is co-located with a District program, both the Charter School's staff and the District's staff shall carry their respective identification cards at all times that they are at the Site.
- g. **Alarms.** The Charter School shall have access to activate burglar alarms and intruder alerts at the Site. The Charter School agrees that in the event any of the Charter School's employees, directors, trustees, officers, agents, students, visitors, contractors, or invitees trigger a false alarm at the Site, the Charter School shall be solely responsible for all costs incurred. Please refer to **Exhibit 3** for more details regarding District processes and procedures related to alarms.
- h. **Master Keys.** Keys will be provided to Charter staff in relation to staff position, number of staff on the Charter site, and need for various levels of Master Key access. The District will work collaboratively with the Charter School to ensure the Charter School has sufficient keys to address its needs on the Site. Please refer to **Exhibit 3** for details regarding District processes and procedures related to master keys

- i. **Fire-Related Materials.** The District shall be responsible, at its sole cost, for any and all fire-related materials or testing at the Site required by law or local enforcement agencies, including but not limited to, any costs associated with fire hoses, fire extinguishers, fire hydrants, suppression units, drop-down doors, standpipe inspections, and fire alarms, except that the Charter School shall be responsible for fire-related testing and materials for any alterations, additions, or improvements it makes to the Site, consistent with Section 10 of this Agreement. The Charter School shall immediately notify the District when such materials are required and/or if testing other than the scheduled annual testing is required. The District shall perform the necessary testing or maintenance and may do so utilizing District personnel or by hiring a third party. The District shall be responsible for the cost of any such work, including, but not limited to, the cost to the District of any District employees' time spent performing such repair or maintenance work.
- j. **Civic Center Act.** The Charter School agrees to comply with District policies, regulations, and practices with respect to the Civic Center Act (Education Code sections 38131 *et seq.*) in accommodating requests for use of the Site by members of the community. The Charter School shall inform the District in writing of its scheduled events outside of the regular school day as soon as reasonably possible, and the District agrees to work with the Charter School to schedule use of the Site by members of the community in a manner that avoids interference with Charter School events and activities. The District will not schedule use of the Site if the Charter School has already scheduled use of the Site and provided advance notification to the District consistent with the procedures in the Charter School Facilities Use Handbook. Please refer to **Exhibit 3** for more details regarding District processes and procedures related to use of facilities under the Civic Center Act.
5. **FURNISHINGS AND EQUIPMENT.** The District agrees to provide the Charter School with reasonably equivalent furnishings and equipment to accommodate its projected in-District student average daily attendance ("ADA") upon its initial occupancy of the Site. Items provided to the Charter School during the Term shall remain the property of the District. The Charter School shall notify the District within 30 days of initial occupancy or 30 days of the start of a new term where the charter school anticipates a substantial increase in enrollment ("Furnishings Request") of all furnishings and equipment that the Charter School requests for the Term. Within 90 days of notification the District shall provide the Charter School with furnishings and equipment consistent with District schools. An inventory of the furnishings and equipment supplied by the District for the Charter School's use at the Site, The inventory shall outline type, condition, and quantity of each furnished item. The District shall not provide furnishings for any improvements paid for by the Charter. The District, however, shall have no obligation to provide any furnishings and/or equipment for any improvements to the Site constructed and paid for by the Charter School pursuant to Section 10 of this Agreement. The

District will retain ownership of all furnishings and equipment provided to the Charter School and will expect all furnishings and equipment to be returned to the District at the expiration or earlier termination of the Term of this Agreement in the same condition as received, reasonable wear and tear excepted. Following the initial occupancy of the Site, the Charter School shall repair and replace furnishings and equipment (including but not limited to desks, chairs, library books, servers, switches, security alarms, telephones, fixtures and other technology, security, and telecommunications-related hardware) as desired. The District's cost of updating furnishings and equipment will not be included in the pro-rata calculation and the Charter School will not be included in the Districtwide furniture/equipment replacement schedule.

6. **TECHNOLOGY/TELECOMMUNICATIONS.** The Site is wired for telephone and computer data connectivity including servers, routers, and switches consistent with District schools. Charter shall maintain District network connectivity to all District IP devices throughout the Site. Connections shall be reestablished if those network connections that had been previously removed.

7. **UTILITIES.**

a. **Responsibility for Cost.** The Charter School shall be solely responsible for the cost of all utilities used or consumed by the Charter School for the proportional share of the Site used by the Charter School during the Term, including electricity, water, gas, waste disposal, Internet/Wi-Fi, telephone systems, data lines and related equipment. The District will remain responsible for the upkeep and maintenance of all existing telephone systems, data lines, and related equipment, software and hardware utilized by the Charter School, unless the Charter School installs additional infrastructure above and beyond what existed immediately prior to such installation. The District will invoice the Charter School for all utility costs for their proportional share of use of the Site, and the Charter School shall reimburse the District for all such costs within thirty (30) days of the date of the invoice. Invoices will include a copy of the utility bill or documentation that explains and justifies the amount invoiced. Within one hundred twenty (120) days after the expiration or earlier termination of this Agreement, the District will provide the Charter School with a reconciliation of the Charter School's outstanding utility costs over the Term, if any. The District may invoice the Charter School for any underpayment. The Charter School shall reimburse the District for such underpayment, if any, within thirty (30) days from the date of the invoice.

b. **Compliance with District Energy Conservation Policies.** In the spirit of energy conservation, Charter shall endeavor to follow District and industry energy conservation measures. Comparisons of year-over-year energy usage shall be shared and reviewed with Charter, based on related sites and equipment.

- c. **Failure to Furnish Utilities.** The District's failure to furnish utilities when such failure is caused by (i) Acts of God or other acts beyond the control or fault of the District; (ii) strikes, lockouts, or other labor disturbances or labor disputes of any kind; (iii) any laws, rules, orders, ordinances, directions, regulations, requirements, or any other action by federal, state, county, or municipal authority; (iv) inability despite the exercise of reasonable diligence by the District to obtain electricity, water, or fuel; or (v) any other unavoidable delay, shall not cause the District to be in default and shall not result in any liability to the District.
- d. **Improvements Triggering Upgrades to Utilities.** Prior to the installation of any alterations, additions, or improvements to the Site as defined in Section 10 herein, the District may conduct an inspection to determine the impact of the alteration, addition, or improvement and occupancy on current utilities. Any and all upgrades to utilities that are necessary to accommodate the alterations, additions, or improvements are the responsibility and at the sole cost of the Charter School.

8. **CONDITION OF PROPERTY; DAMAGE, DESTRUCTION.**

- a. **Condition of Property.** The District is not aware of any defect in or condition of the Site (or any portion thereof) being offered for use by the Charter School that would prevent its use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into question the appropriateness or sufficiency of the Site for its intended purpose. As of the Effective Date of this Agreement, the District confirms that the Site meets all legal requirements necessary for the Charter School to be able to operate on the Site.
- b. **Cost of Restoration Due to Damage.** The cost of restoring the Site, including the Facilities located thereon, shall be borne by the Charter School to the extent such cost is not covered by District insurance, unless the cause of the casualty is due to the gross negligence or willful misconduct of the District, its employees, agents, or invitees. The District shall tender the cost of restoring the Site to its insurance carrier if the casualty is caused by a third party not invited onto the Site by either Party.
- c. **Partial Damage – Insured.** If the Site is damaged by any casualty which is covered under fire and extended coverage insurance carried by the District, then the District may restore the damage, provided insurance proceeds are available to pay eighty percent (80%) or more of the cost of restoration and provided such restoration can be completed within ninety (90) days after the commencement

of the work in the opinion of a licensed architect or engineer appointed by the District. In such event, this Agreement shall continue in full force and effect, except that the Charter School shall be entitled to a proportionate reduction of facilities use payments while such restoration takes place, with such proportionate reduction to be based upon the extent to which the restoration efforts interfere with the Charter School's operations on the Site. The District shall provide the Charter School with alternative space in the District for any part of the Charter School program that is displaced by the partial damage and/or the repair work of the same. If the Charter School secures alternative space, there shall be no diminution in the facilities use payments during the period of the restoration.

- d. **Total Destruction.** If the Site is totally destroyed (defined as the destruction of fifty percent (50%) of the usable classroom space) or the Site cannot be restored as required herein under applicable laws and regulations, notwithstanding the availability of insurance proceeds, then this Agreement shall be terminated effective the date of the damage. Upon the effective date of the damage, the District must provide a reasonably equivalent facility to the Charter School as soon as reasonably practicable to avoid any interruption of the Charter School's educational programming.

## 9. MAINTENANCE, REPAIRS, OPERATIONS, AND SECURITY

- a. **Routine Operations.** Routine operations are generally defined as cleaning and operating buildings (including the classrooms therein) and grounds efficiently on a regular basis in a manner that promotes learning in a safe, clean, and healthy environment. This may also be understood as daily custodial or groundskeeping work. Examples of custodial and operations as compared to routine maintenance are described in Charter School Facilities Use Handbook. Responsibilities for those items are described in subsequent sections.
- b. **Routine Maintenance.** Routine maintenance is generally defined as maintaining, repairing, and conducting preventative care of buildings (including the classrooms therein) and grounds efficiently on a regular basis in a manner that promotes learning in a safe, clean, and healthy environment. Routine maintenance includes, but is not limited to, routine, recurring, and usual work for the preservation and protection of the Site for its intended purposes in a safe and continually usable condition for which it was designed, improved, constructed, altered, or repaired. The routine maintenance and minor repairs on the Site, including all associated costs and expenses, will be the responsibility of the District for all District-owned structures on the Site. **For any structures, equipment, or apparatus that are constructed, installed, or placed by the Charter Schools as part of improvements made to the Site, the District shall be responsible for such routine maintenance and repairs but only insofar as such**

structures, equipment, or apparatus meet District standards and specifications. The District shall have no responsibility whatsoever for any structures, equipment, or apparatus constructed, installed, or placed by the Charter School on the Site that deviate from District standards or specifications. The types of routine maintenance and minor repairs for which the District shall be responsible are described in Charter School Facilities Use Handbook attached hereto as **Exhibit 3** (as may amended from time to time), and such routine maintenance and repairs shall be performed in accordance with District policies and procedures, and the standards described in the Charter School Facilities Use Handbook.

- c. **Williams Monitoring.** If the Site is subject to *Williams* monitoring pursuant to Education Code section 1240, the District shall be responsible for performing all routine maintenance and minor repairs during the period of the monitoring. Please refer to **Exhibit 3** for further detail on *Williams* monitoring and site inspections.
- d. **Custodial Services and Groundskeeping.** The Charter School shall be responsible for performing all custodial services and groundskeeping on the Site, including all associated costs and expenses, in a manner consistent with the District's custodial services and groundskeeping on its other school sites, which promotes learning in a safe, clean, and healthy environment. The scope of custodial services and groundskeeping to be performed by the Charter School on the Site is detailed in the Charter School Facilities Use Handbook, attached hereto as **Exhibit 3** (as may be amended from time to time), and such services shall be performed in accordance with District policies and procedures, and the standards described in the Charter School Facilities Use Handbook, or the District's actual practice, whichever is less. The Charter School shall be responsible for providing all tools, equipment, and supplies necessary for the performance of the custodial services and groundskeeping, including all restroom materials and supplies.
- e. **Use of Third Parties for Custodial Services, and Groundskeeping.** To the extent the Charter School does not have sufficient, available, or qualified staff to perform custodial services and/or groundskeeping on the Site, the Charter School is authorized to contract with qualified and experienced third parties to perform such work; provided, however, that all contractors shall possess all licensing and bonding for their respective trades and/or classifications, consistent with the law and District policies and procedures. The contract shall specify the exact services that will be provided and the associated costs, the term of the contract, the obligation of the contractor to comply with all applicable laws and District policies/procedures concerning operations and groundskeeping services, as set forth in the Charter School Facilities Use Handbook, and how the Charter School will monitor the contractor to ensure

quality of services rendered. Following approval of any third-party contract by the Charter School, the Charter School shall provide the District with a copy of said contract. Should the Charter School and third-party contractor materially revise or enter into a new contract, the Charter School shall promptly provide the District with a copy of the revised or new contract. If the District determines in its reasonable discretion that the operations and groundskeeping services performed by the contractor do not conform to District policies, procedures, or standards, the District will provide written notice of such non-conforming items to the Charter School consistent with Section 15 of this Agreement. The Charter School, through its contractor or otherwise, shall remedy the non-conforming items consistent with the procedures and timelines set forth in Section 15.

- f. **Monitoring and Inspections by District Employee.** A designated employee shall conduct periodic physical inspections of the Site throughout the Term of this Agreement to evaluate the condition of the Site, including, but not limited to, exterior surfaces, interior surfaces, mechanical, electrical, plumbing, and fire alarm systems. The inspection may also include safety or risk management associated items. The District designee will, to the extent practicable, coordinate with the Charter School to schedule a date and time in which the inspection will occur.

Following each inspection, the District designee shall prepare a written summary of any deficiencies, concerns, or issues identified during the inspection that are the responsibility of the District and/or the Charter School (as defined in Sections 9.a through 9.c. above) to perform, repair, or remedy and must be performed as required by the terms of this Agreement. Within 30 days of the preparation of the written summary, at least one representative of each Party shall meet to review the written summary and determine a reasonable timeline in which the responsible Party shall perform, repair, or remedy the identified items in a manner consistent with the terms of this Agreement.

To the extent that any identified maintenance, repair, custodial, and/or groundskeeping items pose an immediate threat to the health or safety of students, staff, visitors, or invitees on the Site, the District or Charter School (depending on whose responsibility the work is) shall perform the work as soon as possible. For any items that are the responsibility of the Charter School to perform, the District will provide at least forty-eight (48) hours' notice prior to a re-inspection of the Site to confirm that such items have been performed to the District's reasonable satisfaction. The District will notify the Charter School in writing to confirm resolution of the issue(s), or any outstanding issue(s) to be addressed, within five (5) business days of the re-inspection. The Charter School shall not rely upon the physical inspections conducted by the District to identify all maintenance, custodial, and/or groundskeeping items for which the Charter School is responsible; rather, notwithstanding the physical inspections, the

Charter School shall proactively address such items to ensure the Site is maintained in a good and safe working condition.

- g. **Responsibility for Major Repairs and Major Maintenance.** Except as provided in Section 9.g.i. below, the District shall be responsible for major repairs and major maintenance of the Site. For purposes of this section, major repair and maintenance projects are those that are significant in scope and may involve a public works bid. Major repairs and maintenance include the significant repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, low voltage, roofing, and flooring systems, exterior and interior painting, fencing, and any other items considered deferred maintenance under Education Code section 17582. The Charter School shall notify the District designee immediately of any damage or defect in or on the Site that may require major repair and/or maintenance through the channels described in the Facility Use Handbook. The District will perform the major repair, replacement, or maintenance as expeditiously as possible, consistent with the manner in which it processes and executes work orders for major repairs/maintenance on its other District school sites. If the major repair or maintenance issue poses an immediate threat to the health or safety of students, staff, visitors, or invitees on the Site, the District will commence the repair, replacement, or maintenance work as soon as reasonably practicable. The District shall have access to the Site to perform major repairs, maintenance, and inspections, and will coordinate such work with Charter School administration. The Charter School shall be responsible for notifying the District in writing as soon as possible of any discovered or known damage or defect in or on the Site that may require major repair and/or maintenance. The District shall not be responsible for any injury, harm, or loss to persons or property resulting from any defects, damage, or conditions in or on the Site for which the Charter School failed to provide timely written notice to the District. More details on this can be found in **Exhibit 3**.

- i. For any structures, equipment, or apparatus that are constructed, installed, or placed by the Charter School on the Site, the District shall be responsible for such major repairs and major maintenance but only insofar as such structures, equipment, or apparatus meet District standards and specifications. The District shall have no responsibility whatsoever for any structures, equipment, or apparatus constructed, installed, or placed by the Charter School on the Site that deviate from District standards or specifications. The Charter School shall still be responsible for notifying the District as soon as possible of any discovered or known damage or defect in or on the Site that may require major repair and/or maintenance by the Charter School. The District shall not be responsible for any injury, harm, or loss to persons or property resulting from any defects, damage, or conditions in or on the Site that are the responsibility of the Charter School to repair or maintain.

10. **ALTERATIONS, ADDITIONS, AND IMPROVEMENTS.**

- a. **Requirements.** The Charter School shall not make, construct, or install any alterations, additions, or improvements (including but not limited to murals, science laboratories, or lockers) to the Site or any part thereof without obtaining the prior written approval of the District, which shall not be unreasonably conditioned, delayed, or withheld, and, if required, the Division of the State Architect. The Charter School shall follow the District's Construction Standards and Specifications and provide a copy of its plans for the proposed work to the District before commencing any work on the Site or Facilities. If the District discovers that the Charter School has made, or is in the process of making, any alterations, additions, or improvements without first obtaining the District's written approval, the provisions in Sections 10.f. and 15 below shall apply. The Charter School shall follow all required laws and requirements applicable for any alterations, additions, or improvements to the Site. Contractors retained by the Charter School with respect to the construction or installation of any authorized alterations, additions, or improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability, and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The construction or installation of any authorized alterations, additions, or improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable to the Charter School, including, but not limited to, building code standards, including Title 24 of the California Code of Regulations, the Field Act, the Americans with Disabilities Act, the Fair Employment and Housing Act, and all applicable District policies/standards, specifications, prevailing wage laws, and policies and/or requirements related to facilities construction and as required by the Division of the State Architect ("Construction Standards").
- b. **Inspection by District.** The District shall have a continuing right at all times during the period that alterations, additions, or improvements are being constructed or installed to enter the Site and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.
- c. **Signage.** The Charter School, with the prior written approval of the District through the Special Projects Request ("SPR") process, shall be allowed to establish signage in a manner that is customary and equivalent to what other District school sites have established. The District shall have final approval over the design, content, and location of the Charter School's signage, but shall not unreasonably deny or condition such design, content, or location. The Charter School must remove the signage upon the expiration or earlier termination of this Agreement, and shall restore the Site to its condition prior to the installation of the signage to the District's reasonable satisfaction. The Charter School will

further ensure that all District posted signage at the Site that is required by law or regulation shall remain posted. The Charter School does not need to seek District consent for any signage that must be posted as required by law.

- d. **Conditions.** The District may impose as a condition to the approval of any proposed alterations, additions, or improvements to the Site such requirements as the District may deem necessary in its reasonable discretion, including the manner in which the work is done; a right of approval of the contractor performing the work; the times during which it is to be accomplished; and the requirement that upon written request of the District at the time it provides approval for the alterations, additions, and/or improvements, the Charter School will remove any and all alterations, additions, and/or improvements installed at the Charter School's expense and all movable partitions, counters, personal property, equipment, fixtures, and furniture at the expiration or earlier termination of the Agreement. The District further reserves the right to require approval of all terms, including but not limited to, plans and specifications, construction schedules, work hours, and all licensing and bonding of contractors (including performance and payment bonds covering 100% of the contract price). The District's grounds for disapproval of any plans and specifications shall be limited to a determination that the Charter School's proposed plans or specifications would allow for construction of alterations, additions, or improvements that do not substantially comply with the general appearance and design of existing improvements on the Site or the Construction Standards, cause a conflict with applicable law, place the District at risk of third party liability, or subject the District to out-of-pocket costs. The District will review all plans and specifications within a reasonable time, and not unreasonably delay its response to the Charter School's preliminary plans and specifications; provided that, after approval by the District of the documents, any substantial change to the plans or specifications shall be subject to approval by the District. Prior to the commencement of any work, the Charter School shall obtain and pay for all required permits and authorizations of all governmental authorities having jurisdiction over the work. The Charter School further agrees to give reasonable written notice of, and will allow a District representative to be present at, each regular meeting regarding construction of the project until project completion.

The Charter School agrees to name the District as an intended third-party beneficiary of any contract for the construction of alterations, additions, or improvements made by the Charter School. Any and all contractors or individuals installing, maintaining, or attending to work on the Site shall maintain all appropriate licensing to conduct such work.

- e. **Compliance with the California Environmental Quality Act (CEQA).** For any project associated with the Charter School's alteration, addition, or improvement to the Site, the District shall act as the "lead agency" for any

required compliance with CEQA under Public Resources Code sections 21000 *et seq.* and Title 14 of the California Code of Regulations, sections 15000 *et seq.*, including any determination as to whether the project qualifies for an exemption under CEQA, using all appropriate documents that will be prepared by the Charter School or its consultants at the Charter School's sole cost. The District shall retain authority over the review and approval of such documents, but shall not be responsible or liable for any errors in or omissions from such documents by the Charter School or its consultants. In the event of any legal challenge to the project under CEQA, the District agrees to tender its defense of such challenge to the Charter School. The Charter School agrees to defend and indemnify the District from any challenge to any determination made by the District under CEQA related to the project. The Charter School further agrees to indemnify, defend by counsel approved by the District in writing, and hold harmless the District, its employees, officers, governing board and members thereof, agents, and representatives, from and against any claims, liabilities, losses, costs, or damages arising out of or resulting from any claim or contention arising out of this Agreement, or the Charter School's use of the Site or construction of alterations, additions, or improvements thereon, including but not limited to, any third-party challenge based on CEQA, except where caused by the negligence or misconduct of the District.

- f. **Failure to Comply with Construction Standards.** Should the Charter School fail to obtain prior written approval from the District for any alterations, additions, or improvements to the Site or Facilities, fail to contract and perform any alterations, additions, or improvements to the Site or Facilities in accordance with the Construction Standards, or fail to adhere to any reasonable conditions imposed by the District as part of its approval of or consent to the performance of the work, the District may, at its sole option, direct the Charter School to immediately cease the work and the District may, in its sole discretion, alter, repair, or improve the Site to bring it into compliance with the Construction Standards and/or the conditions of the District's approval, and the Charter School shall be solely responsible for all such costs and expenses incurred by the District. The Charter School shall not make any alteration, addition, or improvement that reduces the value of the Site.
- g. **Reimbursement of District Fees and Costs.** For any alterations, additions, or improvements requiring District approval, the District may need to commit administrative time and resources (e.g., to serve as the lead agency for environmental review under CEQA, attend construction meetings, process construction-related easements, etc.) as a result of the project taking place on District-owned property. The Charter School shall reimburse District for the actual fees, costs, and other expenditures reasonably incurred by the District, including the reasonable fees and costs of District legal counsel, related to making, constructing, or installing of any alterations, additions, or improvements

on the Site or Facilities. The District shall invoice the Charter School for such actual fees, costs, and other expenditures and shall provide reasonable detail of the charges incurred. The Charter School shall reimburse the District for the full amount specified on the invoice within thirty (30) days.

- h. **Liens.** The Charter School shall keep the Site free from any and all liens arising out of any work performed, materials furnished, or obligations incurred by or on behalf of the Charter School. If the Charter School fails to promptly release and remove any such lien, the District, at its sole option, may immediately take all action necessary to release and remove such lien, without any duty to investigate the validity thereof, and all sums, costs and expenses, including reasonable attorneys' fees and costs, incurred by the District in connection with such lien shall be immediately due and payable by the Charter School.
- i. **Property of District.** All such alterations, additions, or improvements shall, at the expiration or earlier termination of the Agreement, become the property of the District and remain upon and be surrendered with the Site, unless otherwise communicated at the time of approval for the improvements.
- j. **Personal Property.** All articles of personal property and all business and trade fixtures, machinery and equipment, cabinetwork, furniture, and movable partitions owned by the Charter School or installed by the Charter School at the Charter School's expense at the Site shall be and remain the property of the Charter School and may be removed by the Charter School at any time during the Term.

11. **ENTRY BY THE DISTRICT.**

- a. **General Entry.** The District reserves the right to enter the Site for inspection or to supply any service to be provided by the District to the Charter School. In furtherance of any alterations, improvements, or repairs, the District may erect scaffolding and other necessary structures where reasonably required by the character of the work to be performed, always providing the entrance to the Site shall not be blocked, and further providing that the business of the Charter School shall not be unreasonably interfered with. The District may enter the Site with 48 hours' advance notice to Charter School, except in the case of an emergency, visit/inspection by the District's designee, or to address a maintenance work order request, where no prior notice is required. The District and Charter School agree to cooperate so that disruption to the educational program of the Charter School is minimized. The Charter School hereby waives any claim for damages for any injury or inconvenience to or interference with the Charter School's business, any loss of occupancy or quiet enjoyment of the Site during such activities. For each of the aforesaid purposes, the District shall at all times have and retain a key with which to unlock all of the doors located on the Site, excluding the Charter School's vaults and safes, and the District shall

have the right to use any and all means which the District may deem proper to open said doors in an emergency to obtain entry to the Site. Entry to the Site obtained by the District under this section shall not be construed or deemed to be a forcible or unlawful entry into or a detainer of the Site, or an eviction of the Charter School from the Site or any portion thereof.

12. **INDEMNITY.**

- a. **Charter School's Indemnification.** The Charter School shall, to the fullest extent permitted by law, indemnify, hold harmless, and defend the District, its trustees, officers, employees, and agents from and against any and all claims, demands, actions, suits, losses, liability, penalties, expenses and costs for any injury, death, or damage to any person or property arising out of or related to obligations of the Charter School under this Agreement as they relate to the Site or arising from the Charter School's use of the Site or from any activity, work, or other things done, permitted or suffered by the Charter School in or about the Site, excepting those claims, demands, actions, suits, losses, liability, penalties, expenses, and costs caused by the negligence or intentional acts of the District, its employees, agents, officers, invitees, and visitors as they relate to the Site.

The Charter School shall further indemnify, hold harmless, and defend the District from and against any and all third party claims arising from any breach or default in the performance of any obligation on the Charter School's part to be performed under the terms of this Agreement, or arising from any act, omission, or negligence of the Charter School, or any officer, agent, employee, invitee, or visitor of the Charter School, and from all costs, attorney's fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding brought thereon, excepting those claims, demands, actions, suits, losses, liability, penalties, expenses, and costs caused by the negligence or intentional acts of the District, its employees, agents, officers, invitees, and visitors as they relate to the Site. If any action or proceeding is brought against the District by reason of such claim (regardless of whether a claim is filed), the Charter School, upon notice from District, shall defend the same at the Charter School's expense. The Charter School shall give prompt written notice to the District Superintendent in case of casualty or accidents in or on the Site. This section shall survive the early termination or expiration of this Agreement.

- b. **District's Indemnification.** The District shall, to the fullest extent permitted by law, indemnify, hold harmless, and defend the Charter School, its directors, officers, employees, and agents from and against any and all claims, demands, actions, suits, losses, liability, penalties, expenses, and costs for any injury, death, or damage to any person or property arising out of or related to obligations of the District, or its employees, agents, officers, invitees, and visitors, under this Agreement as they relate to the Site or arising from any

activity, work, or other things done, permitted or suffered by the District in or about the Site, excepting those claims, demands, actions, suits, losses, liability, penalties, expenses, and costs caused by the negligence or intentional acts of the Charter School, its employees, agents, officers, invitees, and visitors as they relate to the Site. If any action or proceeding is brought against the Charter School by reason of such claim (regardless of whether a claim is filed), the District, upon notice from the Charter School, shall defend the same at the District's expense. Both parties shall give prompt written notice to the other in case of casualty or accidents in or on the Site. This section shall survive the early termination or expiration of this Agreement.

13. **INSURANCE.**

- a. **Property and Liability.** The Charter School's Board of Directors shall ensure that the Charter School retains appropriate liability insurance coverage. During the Term, the Charter School shall obtain and keep in effect liability coverage as follows:
1. Coverage under SCUSD Schools Insurance Authority Policy (SIA). To protect the interests of the Charter School and the District, the District will include the Charter School under its SIA general liability policy.
  2. General Liability. In addition to the coverage provided by the District, the Charter School is required to maintain general liability and auto liability insurance with respect to the Site and the operations of or on behalf of the Charter School in, on, or about the Site, including but not limited to: bodily injury, death, product liability (if applicable), blanket contractual, broad form property damage liability coverage in an amount not less than Ten Million Dollars (\$10,000,000) per occurrence. Charter School's general liability and auto liability policies shall be primary and shall not seek contribution from the District's coverage and be endorsed with a form at least as broad as ISO form CG 20 10 or CG 20 26 to provide that District and its officers, officials, employees, and volunteers shall be additional insureds under such policies.
  3. Workers' Compensation. Workers' compensation and Employers' Liability insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1,000,000.00 per accident or occupational illness. Said coverage's insurers shall waive rights of subrogation with respect to the District, its Board of Education, and their officers, and employees.
  4. Sexual Abuse and Molestation. Sexual Abuse and Molestation Insurance is required with limits not less than Five Million Dollars (\$5,000,000) per

occurrence. This insurance shall cover alleged and actual claims of sexual abuse or molestation. This coverage can either be included under a General Liability policy or obtained in a separate policy. Any policy inception date, continuity date, or retroactive date must be before the effective date of this agreement, and the Charter School agrees to maintain continuous coverage through a period no less than three (3) years after completion of the services required by this Agreement.

5. **Professional Liability.** Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than Five Million Dollars (\$5,000,000) per claim. Policy form language to include Educator's Legal Liability coverage.
  6. **Property Insurance.** Property insurance protecting against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring the alterations, additions, and improvements to the Site by the Charter School and all of the Charter School's trade fixtures, furnishings, equipment, and other personal property. The property policy shall include "extra expense" coverage and shall be in an amount not less than one hundred percent (100%) of the replacement value.
- b. **First Party Property Insurance.** The District will maintain first party property insurance for the Site. The District shall not be responsible for insuring any of the Charter School's personal property or persons (including, without limitation, students or members of staff).
  - c. **Insurance Policy Criteria.** All policies of insurance required to be carried by the Charter School shall be written by responsible insurance companies authorized to do business in the State of California, rated no less than the standard that the District requires for the schools within its boundaries (A.M. Best, A-, VII, or better), or the equivalent provided through a risk-pooling joint powers authority operating pursuant to Government Code sections 6500 *et seq.* Any insurance required of the Charter School hereunder may be furnished by the Charter School pursuant to a blanket policy carried by it or under a separate policy.
  - d. A true and exact copy of each paid-up policy evidencing insurance or a certificate of the insurer, certifying that a policy has been issued, providing the coverage required and containing the provisions specified herein, shall be delivered to the District prior to the Effective Date of this Agreement, and upon renewals, not less than thirty (30) days prior to the expiration of such coverage. Any policy provided by the Charter School under this Agreement shall be occurrence-based, not "claims made." In addition, the District shall be named as an additional insured on the liability policies. The District may, at any time and from time to

time, upon reasonable notice to the Charter School and at no cost to the Charter School, inspect and/or copy any and all insurance policies required hereunder. In no event shall the policies required herein be considered as limiting the liability of the Charter School under this Agreement.

14. **ASSIGNMENT AND SUBLETTING.** The Charter School may not assign its rights or sublet any portion of the Site without the prior written consent of the District.
15. **USE OF KITCHEN SPACE.** For a Charter School utilizing District own facilities but not using the District as its School Food Authority the following applies:
  - a. All Kitchen equipment owned by Nutrition services, except for the installed walk-in refrigerator and built-in sinks, will be removed from the facility. A full list will be attached in Exhibit 4 below.
  - b. The Charter School will be responsible for procuring and maintaining all new and remaining kitchen equipment in accordance with appropriate standards.
  - c. The District facilities department will continue to maintain the kitchen building in accordance with this agreement, but will not be responsible for equipment by the end of this agreement. Equipment responsibilities are included in Exhibit 4. The Charter school is responsible for all maintenance and repairs of all food service equipment.
16. **DEFAULT AND REMEDIES.**
  - a. **Default by the Charter School.** The occurrence of any of the following shall constitute a material default and breach of this Agreement by the Charter School:
    - i. Any failure by the Charter School to make payments required to be paid hereunder, where such failure continues for forty-five (45) calendar days after written notice by the District to the Charter School.
    - ii. A failure by the Charter School to observe and perform any other provision of this Agreement to be observed or performed by the Charter School, where such failure continues for thirty (30) calendar days after written notice thereof by the District to the Charter School; unless, however, the nature of the default is such that the same cannot reasonably be cured within said 30-day period. The Charter School shall not be deemed to be in default if the Charter School shall within such period commences such cure and thereafter diligently prosecutes the same to completion.
    - iii. The making by the Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against the

Charter School a petition to have the Charter School adjudged bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against the Charter School, the same is dismissed within sixty (60) calendar days); the appointment of a trustee or receiver to take possession of substantially all of the Charter School's assets located at the Site or of the Charter School's interests in this Agreement, where possession is not restored to the Charter School within thirty (30) calendar days; or the attachment execution or other judicial seizure of substantially all of the Charter School's assets located at the Site or of the Charter School's interest in this Agreement, where such seizure is not discharged within thirty (30) calendar days.

- iv. Revocation of the Charter School's charter by the District's Board of Education or cessation of the Charter School's program for any reason. However, if the Charter School pursues an appeal of a revocation of its Charter by the District's Board, the Charter School shall not be in default under this section until the Charter School has exhausted its available statutory or other legal appeal rights.
- v. The failure by the Charter School to utilize the Site for the sole purpose of operating a charter school as authorized by this Agreement and the Charter School's charter where such failure continues for five (5) calendar days after written notice by the District to the Charter School.

b. **Remedies.** If the Charter School commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason of such default or breach:

- i. Maintain this Agreement in full force and effect and recover use payments and other monetary charges as they become due, without terminating the Charter School's right to possession irrespective of whether the Charter School shall have abandoned the Site.
- ii. Terminate the Charter School's right to possession by any lawful means, in which case this Agreement shall terminate and the Charter School shall immediately surrender possession of the Site to the District. In such event the District shall be entitled to recover from the Charter School all damages incurred by the District by reason of the Charter School's default. If the District terminates this Agreement, it agrees to provide the Charter School with alternative reasonably equivalent facilities.
- iii. No remedy conferred or reserved to the District is intended to be exclusive and every remedy shall be cumulative and in addition to every

other remedy given under this Agreement or existing in law or in equity. No delay or omission to exercise any right or power accruing upon any event of default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right or power may be exercised from time to time and as often as may be deemed expedient. The District is entitled to exercise any remedy reserved to it and without giving notice other than such notice as is required under the Agreement. All remedies reserved to the District shall survive the termination of the Agreement.

- c. **Default by the District.** The District shall not be in default unless the District fails to perform obligations required of the District within a reasonable time, but in no event later than thirty (30) calendar days after written notice by the Charter School to the District specifying wherein the District has failed to perform such obligations; provided however, that if the nature of the District's obligation is such that more than 30 days are required for performance, then the District shall not be in default if the District commences performance within such 30-day period and thereafter diligently prosecutes the same to completion. In the event of default by the District, the Charter School may pursue all remedies available by law.

- 17. **DISPUTE RESOLUTION.** The Parties agree to attempt to resolve all disputes regarding this Agreement, including any alleged violation, misinterpretation, or misapplication of the Agreement, pursuant to the dispute resolution procedures set forth in the Charter School's charter. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances which may be cause for revocation of the Charter School's charter, the District shall not be obligated by the terms of any dispute resolution procedures as a precondition to the initiation of revocation proceedings.

18. **MISCELLANEOUS.**

- a. **Effective Date.** The effective date of this Agreement ("Effective Date") shall be the date in which the Agreement is fully executed by the Parties and approved by their respective governing boards, whichever date is later.
- b. **Interpretation.** This Agreement was negotiated outside of the requirements of Proposition 39. Nothing in this Agreement shall be construed to impose any obligations on the Parties related to the requirements of Proposition 39, irrespective of whether certain terms or language in this Agreement correspond with terminology used in Proposition 39 (e.g., "reasonably equivalent," "furnished and equipped," etc.). The use of any such terms in this Agreement are for descriptive or clarification purposes only and shall not be interpreted under the statutory or regulatory framework of Proposition 39.

- c. **Captions.** The captions of the paragraphs of this Agreement are for convenience only and shall not be deemed to be relevant in resolving any question of interpretation or construction of any section of this Agreement.
- d. **Exhibits.** Exhibits, addenda, and schedules initialed by the Parties are deemed by attachment to constitute part of this Agreement and are incorporated herein.
- e. **Amendments.** This Agreement may only be amended in writing that specifically indicates its intent to modify and/or amend this Agreement. All amendments shall only be effective if executed by the Parties and approved by the Parties' respective governing boards.
- f. **Entire Agreement.** This Agreement, along with any exhibits and other attachments, constitutes the entire agreement between the District and the Charter School relative to the Site. The Parties agree that all prior or contemporaneous oral agreements between and among themselves and their agents or representatives relative to the Site are merged in or revoked by this Agreement.
- g. **Joint Obligation of Language Academy of Sacramento Nonprofit Corporation and Language Academy of Sacramento Charter School.** For all purposes set forth in this Agreement, whenever the terms of this Agreement obligate Language Academy of Sacramento Charter School to a particular course of action or prohibit/restrict Language Academy of Sacramento Charter School from a particular course of action, Language Academy of Sacramento Nonprofit Corporation shall also be jointly required to fulfill such obligation and be subject to such prohibition or restriction hereunder.
- h. **Severability.** If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable, then the remainder of this Agreement shall not be affected and the remaining terms and provisions of this Agreement shall remain enforceable to the fullest extent permitted by law.
- i. **Time of the Essence.** Time is of the essence with respect to the performance of every provision of this Agreement in which time of performance is a factor, except as to the conditions relating to the delivery of possession of the Site to the Charter School.
- j. **Binding Effect, Choice of Law, Venue.** The Parties agree that all provisions of this Agreement are to be construed as both covenants and conditions. Subject to any provisions restricting assignment or subletting by the Charter School, all of the provisions of this Agreement shall bind and inure to the benefit of the Parties and their respective heirs, legal representatives, successors, and assigns. The laws of the State of California shall govern this Agreement. Venue shall lie only in the County of Sacramento.

- k. **Waiver.** No covenant, term, or condition or the breach thereof shall be deemed waived, except by written consent of the Party against whom the waiver is claimed, and any waiver or the breach of any covenant, term, or condition shall not be deemed to be a waiver of any preceding or succeeding breach of the same or any other covenant, term or condition. Acceptance by the District of any performance by the Charter School after the time the same shall have become due shall not constitute a waiver by the District of the breach or default of any covenant, term or conditions unless otherwise expressly agreed to by the District in writing.
  
- l. **Holding Over.** The Charter School is prohibited from remaining in possession of all or any part of the Site after the expiration of the Term, or after the termination thereof, without the express written consent of the District. Notwithstanding the foregoing, if the Charter School holds over, the Charter School shall pay one hundred twenty-five percent (125%) of the monthly facilities use fee each month, plus all other charges payable under this Agreement. Any holdover by the Charter School requires the Charter School to comply with all terms of this Agreement. The District shall have the right to remove the Charter School at any time after the expiration of the Term or termination of this Agreement.
  
- m. **Fingerprinting.** The Charter School shall be responsible for ensuring compliance with all fingerprinting and criminal background investigation requirements described in Education Code sections 45125.1 and 45125.2. The District shall be responsible for complying with all criminal background check laws for all employees, contractors, or vendors that it directs to the Site for any work to be performed at its direction.
  
- n. **Notices.** All notices required by this Agreement may be sent by United States mail, postage pre-paid, to the Parties as follows:

<p><b>DISTRICT:</b>  Sacramento City Unified School District  5735 47<sup>th</sup> Avenue,  Sacramento, CA 95824  Attention: Superintendent's Office  Email: Superintendent@scusd.edu</p>	<p><b>CHARTER SCHOOL:</b>  Language Academy of Sacramento  2850 29<sup>th</sup> Street  Sacramento, CA 95817  Attention: Eduardo de Leon  Email: _____</p>
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Any notices required by this Agreement sent by facsimile transmission or electronic mail to the facsimile and electronic mail addresses above shall be considered received on the business day they are sent, provided they are sent during the receiving party's business hours and provided receipt is confirmed by telephone, facsimile, or electronic mail, and further provided the original is

promptly placed into the United States mail, postage pre-paid, and addressed as indicated above.

- o. **Governing Board Approval.** This Agreement shall become effective once this Agreement is fully executed by the Parties and approved or ratified by the Parties' respective governing boards.
- p. **Authority to Execute.** Each person below warrants and guarantees that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.
- q. **Execution in Counterparts.** This Agreement may be signed in counterpart such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date indicated below.

**DISTRICT:**

**CHARTER SCHOOL:**

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Executive Director**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

**Date of District Board of Trustees' Approval:** \_\_\_\_\_

**Date of Charter School Board of Directors' Approval:** \_\_\_\_\_

**EXHIBIT 1**

**Allocation of Space**

**See Attached Map and Room Use Inventory indicating fee rate, square footage, and utilities use rate.**

**EXHIBIT 2**

**See Attached PDF of Sample Billing Calculation Method for 2024-24**

**EXHIBIT 3**

**See Attached Charter School Facilities Use Handbook**

**EXHIBIT 4**

**Kitchen Equipment List**

**DRAFT**

## 1. TERM.

**Term of Agreement.** The term of this Agreement (“Term”) shall commence on July 1, 2026, and shall expire on June 30, 2043, provided that the District’s Board of Education takes action to renew the Charter School’s charter.

**Intent for Long-Term Use of Site.** The District acknowledges that the Charter School has made significant and long-term financial commitments to improve and maintain the Site and Facilities through the Charter School Facilities Program (CSFP) with the State Allocation Board and the California School Finance Authority (Loan Numbers. 54/67439-00-006 and 54/67439-00-005), each with maturity dates extending through 2043. In recognition of this investment, the District affirms its intent that the Charter School shall have uninterrupted occupancy and use of the Site and Facilities for the duration of the Term and beyond, provided that the Charter School remains active, operational, and in good standing with the District. The District shall not terminate, relocate, or otherwise unreasonably interfere with the Charter School’s continued operation at the Site during this period.

**Renewal Negotiations.** No later than twelve (12) months prior to the expiration of the Term, the Parties shall meet and engage in good faith negotiations concerning any proposed modifications, revisions, or new terms governing the Charter School’s continued occupancy and use of the Site and all Facilities thereon. Any subsequently negotiated facilities use agreement shall be subject to the approval of the governing boards of both Parties and contingent upon the renewal of the Charter School’s charter.

**Periodic Review and Revisions.** To ensure ongoing alignment with applicable laws, regulations, and operational requirements, the Parties shall review and, if necessary, amend Sections 2 through 18 of this Agreement every five (5) years during the Term. In the event the District’s Board authorizes a renewal term of a different length based on the Charter School’s performance classification pursuant to Education Code Sections 47607 and 47607.2 (e.g., low-performing, middle-performing, or high-performing), the Parties shall amend this Agreement solely to align with the length of the charter renewal term as authorized by the District’s Board. Such revisions shall reflect any changes in law, facility’s needs, or agreed-upon operational circumstances in effect at the time of review.

**Early Termination.** In the event the Charter School ceases to operate for any reason during the Term, including but not limited to voluntary closure, insolvency, non-renewal, or revocation, this Agreement shall terminate, except with respect to those provisions that expressly survive termination. The Charter School shall surrender possession of the Site to the District. Contents, including but not limited to, furnishing, equipment, and technology, shall remain property of the Charter. However, in the event of non-renewal or revocation of the Charter School’s charter, this Agreement shall not be subject to early termination until the Charter School has exhausted all available statutory appeal rights or until the expiration of the Term of this Agreement, whichever occurs first.

**Possession of and Title to Property.** Per the standing Memorandum of Understanding with the State of California and the District, page 2, section E(2), (a) accepts title to the Facilities, as defined in (b), as trustee for the State of California public school system, Title shall be conveyed by an instrument acceptable to the school district; (b) In the event the Charter School, or any subsequent charter school, ceases to use the Facility or in the Event of Default occurs, the School

District shall observe the requirements of Section 17078.62 of the California Education Code as set forth in the MOU agreement, Section 4.2.



**Board Meeting Date:** February 25, 2026

**Subject:** Second Interim, 2025-2026

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

**Committee:** School Leadership

**Information:** Local Educational Agencies (LEAs) are required to file two reports during a fiscal year on the status of the LEA's financial health. Charter schools are required to submit interim reports to the sponsoring district (SCUSD) and the Sacramento County Office of Education.

The Second Interim report is a snapshot in time of the LEA's revenue and expenditure forecasts for the current fiscal year as well as a projection of the two subsequent fiscal years.

Second interim reports will be compared to adopted budgets through January 31, 2026 and are due March 15<sup>th</sup>.

**Recommendation:**

School Leadership requests that the Governing Board review and approve the Second Interim.

**Documents Attached:**

1. Second Interim

<b>Second Interim</b>				
<b>Members</b>	A y e	N a y	A b s t a i n	A b s e n t
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denise				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Pérez, Miguel				
Ramírez,-Huamaní, Yesenia				
González, Antonio				
Bermudez, Pablo				
Totals:				



Agenda Artículo# IVD

**Fecha de la Reunión:** 27 de febrero del 2026

**Tema:** Segundo Informe Intermedio, 2025-2026

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

**Comisión:** Liderazgo escolar

Las agencias educativas locales (LEA) están obligadas a presentar dos informes durante un año fiscal sobre el estado de la salud financiera de la LEA. Las escuelas subvencionadas deben presentar informes provisionales al distrito patrocinador (SCUSD) y a la Oficina de Educación del Condado de Sacramento.

El segundo informe provisional es un resumen de los ingresos y gastos de la LEA para el año fiscal en curso, así como una proyección de los dos años fiscales siguientes.

Los segundos informes provisionales se compararán con los presupuestos adoptados hasta el 31 de enero del 2026 y debe entregarse el 15 de marzo.

**Recomendación:**

El Liderazgo Escolar recomienda que la Mesa Directiva revise y apruebe el Segundo Informe.

**Documentos adjuntos:**

1. Segundo Informe Intermedio

<p><b>Estimated Time of Presentation:</b> 10 min <b>Submitted By:</b> School Leadership <b>Date:</b> 02.25.2026</p>
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Language Academy  
Income Statement  
As of Jan FY2026

	Actual							YTD Budget & Forecast					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>													
<b>Revenue</b>													
LCFF Entitlement	-	237,753	-	1,519,410	-	855,912	1,094,172	3,707,247	8,394,404	8,387,690	(6,714)	4,680,443	44%
Federal Revenue	-	-	-	-	-	-	-	-	313,923	313,923	-	313,923	0%
Other State Revenues	26,784	30,164	49,815	56,784	-	76,994	152,828	393,368	2,668,376	2,697,945	29,569	2,304,577	15%
Local Revenues	2,014	5,230	1,672	4,041	2,367	1,797	2,147	19,268	48,300	54,300	6,000	35,032	35%
Fundraising and Grants	-	9,673	1,377	4,779	10,526	14,084	1,307	41,746	37,510	42,582	5,071	836	98%
<b>Total Revenue</b>	<b>28,798</b>	<b>282,820</b>	<b>52,863</b>	<b>1,585,014</b>	<b>12,893</b>	<b>948,787</b>	<b>1,250,453</b>	<b>4,161,629</b>	<b>11,462,514</b>	<b>11,496,440</b>	<b>33,926</b>	<b>7,334,811</b>	<b>36%</b>
<b>Expenses</b>													
Compensation and Benefits	273,995	225,869	689,673	703,236	646,004	756,846	707,410	4,003,032	7,718,386	7,738,469	(20,083)	3,735,437	52%
Books and Supplies	71,257	29,275	19,672	29,588	16,691	17,960	24,849	209,291	436,486	474,105	(37,619)	264,814	44%
Services and Other Operating Expenditures	159,271	128,922	64,500	61,330	52,384	266,945	141,766	875,119	1,929,021	1,875,751	53,270	1,000,632	47%
Depreciation	-	-	-	-	-	409,366	68,228	477,593	822,128	822,128	-	344,535	58%
Other Outflows & Amortization	-	-	-	-	-	32,261	-	32,261	80,628	80,628	-	48,367	40%
<b>Total Expenses</b>	<b>504,523</b>	<b>384,066</b>	<b>773,845</b>	<b>794,153</b>	<b>715,079</b>	<b>1,483,377</b>	<b>942,253</b>	<b>5,597,296</b>	<b>10,986,649</b>	<b>10,991,081</b>	<b>(4,432)</b>	<b>5,393,785</b>	<b>51%</b>
<b>Net Income</b>	<b>(475,726)</b>	<b>(101,246)</b>	<b>(720,981)</b>	<b>790,861</b>	<b>(702,185)</b>	<b>(534,590)</b>	<b>308,201</b>	<b>(1,435,667)</b>	<b>475,865</b>	<b>505,359</b>	<b>29,495</b>	<b>1,941,026</b>	
<b>Fund Balance</b>													
Beginning Balance (Unaudited)									14,617,822	14,617,822	-		
Audit Adjustment									-	(8,168)	(8,168)		
Beginning Balance (Audited)									14,617,822	14,609,654	(8,168)		
Net Income									475,865	505,359	29,495		
<b>Ending Fund Balance</b>									<b>15,093,687</b>	<b>15,115,013</b>	<b>21,326</b>		
Fund Balance as a % of Expenses									137%	138%	0%		

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KEY ASSUMPTIONS

Enrollment Summary

K-3  
4-6  
7-8  
**Total Enrolled**

ADA %

K-3  
4-6  
7-8  
**Average ADA %**

ADA

K-3  
4-6  
7-8  
**Total ADA**

Actual							YTD					
							Budget & Forecast					
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
								304	304	-		
								199	199	-		
								132	132	-		
								<b>635</b>	<b>635</b>	-		
								95.0%	95.0%	0.0%		
								95.0%	95.0%	0.0%		
								95.0%	95.0%	0.0%		
								<b>95.0%</b>	<b>95.0%</b>	<b>0.0%</b>		
								288.80	288.80	-		
								189.05	189.05	-		
								125.40	125.40	-		
								<b>603.25</b>	<b>603.25</b>	-		

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		Actual						YTD		Budget & Forecast				
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>														
<b>LCFF Entitlement</b>														
8011	Charter Schools General Purpose Entitlement - State Aid	-	237,753	-	665,709	-	855,912	427,956	2,187,330	5,059,231	5,052,517	(6,714)	2,865,187	43%
8012	Education Protection Account Entitlement	-	-	-	366,240	-	-	366,240	732,480	1,490,821	1,490,821	-	758,341	49%
8096	Charter Schools in Lieu of Property Taxes	-	-	-	487,461	-	-	299,976	787,437	1,844,352	1,844,352	-	1,056,915	43%
<b>SUBTOTAL - LCFF Entitlement</b>		-	<b>237,753</b>	-	<b>1,519,410</b>	-	<b>855,912</b>	<b>1,094,172</b>	<b>3,707,247</b>	<b>8,394,404</b>	<b>8,387,690</b>	<b>(6,714)</b>	<b>4,680,443</b>	<b>44%</b>
<b>Federal Revenue</b>														
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	89,175	89,175	-	89,175	0%
8291	Title I	-	-	-	-	-	-	-	-	187,945	187,945	-	187,945	0%
8292	Title II	-	-	-	-	-	-	-	-	23,781	23,781	-	23,781	0%
8294	Title IV	-	-	-	-	-	-	-	-	13,022	13,022	-	13,022	0%
<b>SUBTOTAL - Federal Revenue</b>		-	-	-	-	-	-	-	-	<b>313,923</b>	<b>313,923</b>	-	<b>313,923</b>	<b>0%</b>
<b>Other State Revenue</b>														
8319	Other State Apportionments - Prior Years	-	-	-	-	-	6,184	-	6,184	-	6,184	6,184	-	100%
8381	Special Education - Entitlement (State	26,784	27,675	49,815	49,815	-	49,815	99,630	303,534	553,500	553,500	-	249,966	55%
8382	Special Education Reimbursement (State	-	2,489	-	6,969	-	8,960	4,480	22,898	49,777	49,777	-	26,879	46%
8550	Mandated Cost Reimbursements	-	-	-	-	-	12,035	-	12,035	12,036	12,036	-	1	100%
8560	State Lottery Revenue	-	-	-	-	-	-	48,718	48,718	171,379	171,379	-	122,662	28%
8590	All Other State Revenue	-	-	-	-	-	-	-	-	570,679	594,064	23,385	594,064	0%
8591	Prop 28 Arts & Music in Schools	-	-	-	-	-	-	-	-	113,183	113,183	-	113,183	0%
8593	Expanded Learning Opportunities Program	-	-	-	-	-	-	-	-	994,340	994,340	-	994,340	0%
8596	Other State Revenue 6	-	-	-	-	-	-	-	-	203,482	203,482	-	203,482	0%
<b>SUBTOTAL - Other State Revenue</b>		<b>26,784</b>	<b>30,164</b>	<b>49,815</b>	<b>56,784</b>	-	<b>76,994</b>	<b>152,828</b>	<b>393,368</b>	<b>2,668,376</b>	<b>2,697,945</b>	<b>29,569</b>	<b>2,304,577</b>	<b>15%</b>
<b>Local Revenue</b>														
8636	Uniforms	244	3,490	-	402	388	15	-	4,540	12,000	12,000	-	7,460	38%
8638	Merchandise Sales	-	-	-	-	-	-	-	-	1,300	1,300	-	1,300	0%
8660	Interest	1,769	1,740	1,672	1,669	1,691	1,758	1,733	12,033	9,000	15,000	6,000	2,967	80%
8670	Fees and Contracts	-	-	-	-	-	-	-	-	6,000	6,000	-	6,000	0%
8693	Field Trips	-	-	-	-	288	-	-	288	15,000	15,000	-	14,712	2%
8699	All Other Local Revenue	-	-	-	1,970	-	24	-	1,994	5,000	5,000	-	3,006	40%
8999	Uncategorized Revenue	-	-	-	-	-	-	414	414	-	-	-	(414)	
<b>SUBTOTAL - Local Revenue</b>		<b>2,014</b>	<b>5,230</b>	<b>1,672</b>	<b>4,041</b>	<b>2,367</b>	<b>1,797</b>	<b>2,147</b>	<b>19,268</b>	<b>48,300</b>	<b>54,300</b>	<b>6,000</b>	<b>35,032</b>	<b>35%</b>
<b>Fundraising and Grants</b>														
8801	Donations - Parents	-	-	1,134	388	1,312	1,330	-	4,164	5,000	5,000	-	836	83%
8802	Donations - Private	-	7,068	242	200	-	250	556	8,316	7,510	8,316	806	-	100%
8803	Fundraising	-	2,605	-	4,191	9,214	12,504	751	29,265	25,000	29,265	4,265	-	100%
<b>SUBTOTAL - Fundraising and Grants</b>		-	<b>9,673</b>	<b>1,377</b>	<b>4,779</b>	<b>10,526</b>	<b>14,084</b>	<b>1,307</b>	<b>41,746</b>	<b>37,510</b>	<b>42,582</b>	<b>5,071</b>	<b>836</b>	<b>98%</b>
<b>TOTAL REVENUE</b>		<b>28,798</b>	<b>282,820</b>	<b>52,863</b>	<b>1,585,014</b>	<b>12,893</b>	<b>948,787</b>	<b>1,250,453</b>	<b>4,161,629</b>	<b>11,462,514</b>	<b>11,496,440</b>	<b>33,926</b>	<b>7,334,811</b>	<b>36%</b>

**Language Academy**  
**Income Statement**  
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	Actual							YTD					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>													
<b>Compensation &amp; Benefits</b>													
<b>Certificated Salaries</b>													
1100 Teachers Salaries	56,875	900	257,953	263,911	274,235	272,137	261,384	1,387,395	2,701,117	2,620,984	80,133	1,233,589	53%
1101 Teacher - Stipends	-	-	-	-	-	-	-	-	56,000	72,000	(16,000)	72,000	0%
1102 Title I/SES Tutoring	-	-	-	-	-	-	-	-	57,000	57,000	-	57,000	0%
1103 Teacher - Substitute Pay	6,460	660	14,688	15,096	19,843	12,572	11,984	81,303	124,483	124,483	-	43,180	65%
1300 Certificated Supervisor & Administrator Salaries	13,757	13,757	13,757	13,757	13,757	13,757	13,757	96,299	165,084	165,084	-	68,785	58%
1311 SPED Certificated	6,157	1,650	55,217	55,642	55,707	50,704	50,381	275,457	522,361	522,361	-	246,904	53%
1920 Other Cert - Summer	-	-	-	-	-	-	-	-	134,000	149,500	(15,500)	149,500	0%
1940 Other Certificated Supervisor & Admin Salaries	-	-	14,021	14,021	14,021	14,021	14,021	70,103	135,870	135,870	-	65,768	52%
<b>SUBTOTAL - Certificated Salaries</b>	<b>83,249</b>	<b>16,967</b>	<b>355,636</b>	<b>362,426</b>	<b>377,562</b>	<b>363,191</b>	<b>351,526</b>	<b>1,910,556</b>	<b>3,895,915</b>	<b>3,847,281</b>	<b>48,634</b>	<b>1,936,725</b>	<b>50%</b>
<b>Classified Salaries</b>													
2100 Classified Instructional Aide Salaries	2,183	2,148	13,260	14,286	15,273	11,100	11,955	70,205	138,147	138,147	-	67,942	51%
2103 SPED Classified	1,620	2,567	14,084	15,346	13,792	10,828	10,070	68,306	146,683	147,835	(1,152)	79,528	46%
2104 Summer School Classified	-	-	-	-	-	-	-	-	54,374	49,000	5,374	49,000	0%
2200 Classified Support (Intervention Tutoring)	10,248	607	-	19,882	19,936	15,130	14,520	80,322	176,400	183,000	(6,600)	102,678	44%
2300 Classified Supervisor & Administrator Salaries	11,387	10,870	11,387	11,905	10,352	11,905	11,387	79,193	119,503	119,503	-	40,310	66%
2400 Classified Clerical & Office Salaries	10,676	34,858	22,739	22,818	22,161	22,028	28,752	164,034	292,824	292,824	-	128,791	56%
2900 Classified Other Salaries	1,590	8,285	12,609	13,538	12,913	10,913	12,154	72,002	138,277	138,277	-	66,275	52%
2905 Other Classified - After School	22,521	27,874	48,456	50,840	50,200	38,863	59,186	297,941	532,638	591,638	(59,000)	293,697	50%
2925 Other Classified - Childcare	-	-	-	-	-	-	-	-	1,400	1,400	-	1,400	0%
2930 Other Classified - Maintenance/Grounds	5,223	18,490	21,571	23,889	21,598	20,914	20,579	132,265	233,432	247,976	(14,544)	115,711	53%
<b>SUBTOTAL - Classified Salaries</b>	<b>65,449</b>	<b>105,698</b>	<b>144,107</b>	<b>172,505</b>	<b>166,226</b>	<b>141,681</b>	<b>168,602</b>	<b>964,267</b>	<b>1,833,678</b>	<b>1,909,600</b>	<b>(75,922)</b>	<b>945,333</b>	<b>50%</b>
<b>Employee Benefits</b>													
3100 STRS	3,803	2,943	67,019	68,053	70,447	67,803	66,444	346,513	744,120	734,831	9,289	388,318	47%
3300 OASDI-Medicare-Alternative	6,317	8,373	16,469	18,738	18,717	16,361	18,210	103,185	179,395	180,430	(1,036)	77,245	57%
3400 Health & Welfare Benefits	86,486	77,557	92,434	80,137	(1,504)	150,040	88,131	573,281	920,967	920,967	-	347,686	62%
3500 Unemployment Insurance	34	74	299	312	316	297	296	1,628	14,414	14,414	-	12,786	11%
3600 Workers Comp Insurance	25,494	6,374	6,374	(7,318)	6,374	10,431	6,374	54,103	68,755	69,083	(327)	14,980	78%
3900 Other Employee Benefits	3,164	7,883	7,334	8,383	7,866	7,042	7,827	49,499	61,143	61,863	(720)	12,363	80%
<b>SUBTOTAL - Employee Benefits</b>	<b>125,298</b>	<b>103,204</b>	<b>189,930</b>	<b>168,305</b>	<b>102,217</b>	<b>251,974</b>	<b>187,282</b>	<b>1,128,209</b>	<b>1,988,794</b>	<b>1,981,588</b>	<b>7,206</b>	<b>853,378</b>	<b>57%</b>
<b>Books &amp; Supplies</b>													
4100 Approved Textbooks & Core Curricula Materials	24,401	4,474	-	-	-	3,229	-	32,104	100,000	125,000	(25,000)	92,896	26%
4101 SPED Textbooks	-	-	-	-	-	-	-	-	5,000	5,000	-	5,000	0%
4200 Books & Other Reference Materials	4,369	1,515	416	2,923	1,282	2,118	-	12,623	62,500	62,500	-	49,877	20%
4201 Library Resources	-	1,483	-	2,829	-	2,940	-	7,252	7,450	7,450	-	198	97%
4315 Custodial Supplies	5,120	4,268	1,785	4,423	3,395	(34)	2,811	21,768	32,464	32,464	-	10,696	67%
4320 Educational Software	24,487	6,227	3,843	9,665	969	3,487	16,942	65,619	50,000	65,619	(15,619)	-	100%
4325 Instructional Materials & Supplies	3,601	5,062	10,177	5,845	5,603	1,323	1,667	33,278	35,000	35,000	-	1,722	95%
4330 Office Supplies	384	3,491	612	1,224	209	64	939	6,923	10,000	10,000	-	3,077	69%
4335 PE Supplies	-	1,802	881	939	686	6	-	4,314	10,300	10,300	-	5,986	42%
4340 Professional Development Supplies	-	-	-	66	-	33	167	267	1,000	1,000	-	733	27%
4352 Garden	245	-	-	-	2,100	1,500	-	3,845	2,060	4,060	(2,000)	215	95%
4354 ASES Materials	-	-	1,536	-	-	2,255	1,023	4,814	6,180	6,180	-	1,366	78%
4355 Summer School Materials	-	-	-	-	-	-	-	-	4,532	4,532	-	4,532	0%
4356 SPED Consumables	-	-	224	1,513	292	37	275	2,341	5,000	5,000	-	2,659	47%
4410 Classroom Furniture, Equipment & Supplies	8,022	788	53	160	-	-	-	9,023	50,000	30,000	20,000	20,977	30%
4420 Computers: individual items less than \$5k	-	-	-	-	-	502	-	502	30,000	20,000	10,000	19,498	3%
4423 Classroom Noncapitalized Items 1	-	-	-	-	-	-	-	-	10,000	10,000	-	10,000	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	629	165	146	-	2,155	500	1,024	4,619	15,000	40,000	(25,000)	35,381	12%
<b>SUBTOTAL - Books and Supplies</b>	<b>71,257</b>	<b>29,275</b>	<b>19,672</b>	<b>29,588</b>	<b>16,691</b>	<b>17,960</b>	<b>24,849</b>	<b>209,291</b>	<b>436,486</b>	<b>474,105</b>	<b>(37,619)</b>	<b>264,814</b>	<b>44%</b>

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	Actual							YTD					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>Services &amp; Other Operating Expenses</b>													
5210 Conference Fees	1,198	-	-	-	-	-	5,424	6,622	20,000	20,000	-	13,378	33%
5215 Travel - Mileage, Parking, Tolls	515	94	-	216	-	-	1,433	2,258	5,150	5,150	-	2,892	44%
5220 Travel and Lodging	899	-	-	1,367	-	-	5,720	7,986	26,000	26,000	-	18,014	31%
5305 Dues & Membership - Professional	-	-	-	2,548	-	160	-	2,708	15,914	15,914	-	13,206	17%
5450 Insurance - Other	62,261	15,565	15,565	15,594	15,565	31,130	15,565	171,245	186,785	186,785	-	15,540	92%
5515 Janitorial, Gardening Services & Supplies	1,350	9,588	-	900	-	29,900	10,544	52,281	124,800	124,800	-	72,519	42%
5535 Utilities - All Utilities	-	-	-	-	-	50,354	-	50,354	108,212	108,212	-	57,858	47%
5605 Equipment Leases	2,534	3,205	2,534	-	3,075	2,534	2,534	16,415	36,750	36,750	-	20,335	45%
5610 Rent	-	35,882	-	-	-	37,638	-	73,520	169,158	169,158	-	95,638	43%
5615 Repairs and Maintenance - Building	119	119	119	119	119	119	119	833	30,000	20,000	10,000	19,167	4%
5616 Repairs and Maintenance - Computers	-	1,151	574	-	-	664	-	2,389	15,000	5,000	10,000	2,611	48%
5617 Repairs and Maintenance - Other Equipment	-	462	100	783	16	-	-	1,361	2,705	2,705	-	1,344	50%
5803 Accounting Fees	10,395	395	516	5,219	705	10,395	10,396	38,020	27,583	38,020	(10,437)	-	100%
5804 Parent Trainings	-	-	-	-	-	75	-	75	1,591	1,591	-	1,516	5%
5805 Administrative Fees	1	192	-	1,525	675	-	2,217	4,610	10,609	10,609	-	5,999	43%
5806 Assemblies	900	-	-	456	-	-	-	1,356	5,305	5,305	-	3,949	26%
5809 Banking Fees	-	-	-	1	-	-	-	1	500	500	-	499	0%
5812 Business Services	8,438	8,438	8,578	8,438	8,438	8,438	8,438	59,203	101,250	101,250	-	42,047	58%
5813 Board Development	-	-	-	-	-	-	-	-	3,000	3,000	-	3,000	0%
5818 SPED Legal Fees	-	-	-	-	296	-	-	296	5,000	5,000	-	4,704	6%
5824 District Oversight Fees	-	-	-	-	-	-	-	-	91,952	91,952	-	91,952	0%
5827 ELO-P Expenses	3,617	-	4,018	-	5,240	45,352	32,864	91,089	400,000	325,000	75,000	233,911	28%
5830 Field Trips Expenses	6,960	-	537	2,864	4,353	3,974	17,526	36,214	57,680	57,680	-	21,466	63%
5836 Fingerprinting	-	290	256	421	255	1,158	93	2,472	3,183	3,183	-	711	78%
5839 Fundraising Expenses	15,548	7,433	123	599	2,585	7,164	3,313	36,765	38,935	38,935	-	2,170	94%
5845 Legal Fees	-	925	110	-	-	185	883	2,103	6,000	6,000	-	3,898	35%
5851 Marketing and Student Recruiting	-	-	-	-	-	-	-	-	1,299	1,299	-	1,299	0%
5852 Prop 28 Expenses	-	-	-	-	-	-	-	-	56,306	56,306	-	56,306	0%
5857 Payroll Fees	3,584	2,134	1,924	2,106	2,192	2,133	4,452	18,526	16,232	34,232	(18,000)	15,706	54%
5860 Printing and Reproduction	2,328	2,469	4,582	5,755	102	4,456	3,047	22,740	25,000	25,000	-	2,260	91%
5861 Prior Yr Exp (not accrued)	-	10,954	-	-	1,900	3,036	-	15,890	-	-	-	(15,890)	-
5863 Professional Development	-	7,440	4,005	67	1,024	-	-	12,536	30,000	30,000	-	17,464	42%
5869 Special Education Contract Instructors	-	2,838	3,269	9,440	3,974	18,954	9,519	47,993	182,475	182,475	-	134,482	26%
5872 Special Education SELPA Fee	235	1,126	1,867	1,867	-	1,867	3,866	10,828	22,494	22,494	-	11,666	48%
5874 Sports	-	-	-	-	-	-	-	-	8,000	8,000	-	8,000	0%
5875 Staff Recruiting	-	-	-	-	-	-	-	-	1,379	1,379	-	1,379	0%
5878 Student Assessment	21,527	-	771	-	-	-	-	22,298	22,298	25,000	(2,702)	2,702	89%
5881 Student Information System	12,826	7,650	-	-	-	-	-	20,476	20,476	21,000	(524)	524	98%
5887 Technology Services	3,060	8,895	12,795	-	1,770	6,705	3,510	36,735	35,000	45,000	(10,000)	8,265	82%
5899 Miscellaneous Operating Expenses	-	-	-	67	-	-	-	67	-	67	(67)	-	100%
5910 Communications - Internet / Website Fees	22	11	11	11	11	191	239	496	2,000	2,000	-	1,504	25%
5915 Postage and Delivery	-	713	61	-	36	312	18	1,140	3,000	3,000	-	1,860	38%
5920 Communications - Telephone & Fax	955	955	2,187	968	51	51	51	5,216	10,000	10,000	-	4,784	52%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>159,271</b>	<b>128,922</b>	<b>64,500</b>	<b>61,330</b>	<b>52,384</b>	<b>266,945</b>	<b>141,766</b>	<b>875,119</b>	<b>1,929,021</b>	<b>1,875,751</b>	<b>53,270</b>	<b>1,000,632</b>	<b>47%</b>
<b>Capital Outlay &amp; Depreciation</b>													
6900 Depreciation	-	-	-	-	-	409,366	68,228	477,593	822,128	822,128	-	344,535	58%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>409,366</b>	<b>68,228</b>	<b>477,593</b>	<b>822,128</b>	<b>822,128</b>	<b>-</b>	<b>344,535</b>	<b>58%</b>
<b>Other Outflows &amp; Amortization</b>													
7438 Long term debt - Interest	-	-	-	-	-	32,261	-	32,261	80,628	80,628	-	48,367	40%
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>32,261</b>	<b>-</b>	<b>32,261</b>	<b>80,628</b>	<b>80,628</b>	<b>-</b>	<b>48,367</b>	<b>40%</b>
<b>TOTAL EXPENSES</b>	<b>504,523</b>	<b>384,066</b>	<b>773,845</b>	<b>794,153</b>	<b>715,079</b>	<b>1,483,377</b>	<b>942,253</b>	<b>5,597,296</b>	<b>10,986,649</b>	<b>10,991,081</b>	<b>(4,432)</b>	<b>5,393,785</b>	<b>51%</b>

**Language Academy**  
**Monthly Cash Forecast**  
**As of Jan FY2026**

	2025-26													Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	
<b>Beginning Cash</b>	<b>6,662,963</b>	<b>8,126,157</b>	<b>8,553,582</b>	<b>7,679,894</b>	<b>8,684,797</b>	<b>8,038,265</b>	<b>8,207,893</b>	<b>8,663,583</b>	<b>8,525,128</b>	<b>8,209,184</b>	<b>8,448,121</b>	<b>8,218,887</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	237,753	-	1,519,410	-	855,912	1,094,172	577,943	660,399	1,159,468	642,122	642,122	8,387,690	998,389
Federal Revenue	-	-	-	-	-	-	-	56,187	-	-	56,187	-	313,923	201,549
Other State Revenue	26,784	30,164	49,815	56,784	-	76,994	152,828	230,205	54,141	105,012	95,950	1,755,729	2,697,945	63,540
Other Local Revenue	2,014	5,230	1,672	4,041	2,367	1,797	2,147	7,089	7,089	7,089	7,089	7,089	54,300	(414)
Fundraising & Grants	-	9,673	1,377	4,779	10,526	14,084	1,307	167	167	167	167	167	42,582	-
<b>TOTAL REVENUE</b>	<b>28,798</b>	<b>282,820</b>	<b>52,863</b>	<b>1,585,014</b>	<b>12,893</b>	<b>948,787</b>	<b>1,250,453</b>	<b>871,591</b>	<b>721,797</b>	<b>1,271,737</b>	<b>801,516</b>	<b>2,405,107</b>	<b>11,496,440</b>	<b>1,263,064</b>
<b>EXPENSES</b>														
Certificated Salaries	83,249	16,967	355,636	362,426	377,562	363,191	351,526	379,603	379,603	387,345	395,087	395,087	3,847,281	-
Classified Salaries	65,449	105,698	144,107	172,505	166,226	141,681	168,602	189,067	189,067	189,067	189,067	189,067	1,909,600	-
Employee Benefits	125,298	103,204	189,930	168,305	102,217	251,974	187,282	168,421	169,791	170,661	172,252	172,252	1,981,588	-
Books & Supplies	71,257	29,275	19,672	29,588	16,691	17,960	24,849	50,170	58,008	60,019	48,636	47,982	474,105	-
Services & Other Operating Expenses	159,271	128,922	64,500	61,330	52,384	266,945	141,766	181,136	196,726	181,161	181,161	260,449	1,875,751	-
Capital Outlay & Depreciation	-	-	-	-	-	409,366	68,228	70,492	68,511	68,511	68,511	68,511	822,128	-
Other Outflows	-	-	-	-	-	32,261	-	-	-	-	-	-	80,628	-
<b>TOTAL EXPENSES</b>	<b>504,523</b>	<b>384,066</b>	<b>773,845</b>	<b>794,153</b>	<b>715,079</b>	<b>1,483,377</b>	<b>942,253</b>	<b>1,038,888</b>	<b>1,061,705</b>	<b>1,056,763</b>	<b>1,054,714</b>	<b>1,181,715</b>	<b>10,991,081</b>	<b>-</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(475,726)</b>	<b>(101,246)</b>	<b>(720,981)</b>	<b>790,861</b>	<b>(702,185)</b>	<b>(534,590)</b>	<b>308,201</b>	<b>(167,297)</b>	<b>(339,908)</b>	<b>214,973</b>	<b>(253,198)</b>	<b>1,223,392</b>	<b>505,359</b>	<b>1,263,064</b>
Accounts Receivable	2,185,788	538,475	(504,814)	91,899	-	10,202	3,486	15,865	-	-	-	-	-	-
Other Current Assets	124,194	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	(65,063)	(49,748)	(16,329)	(4,638)	(507)	405,563	52,881	70,492	68,511	68,511	68,511	68,511	-	-
Accounts Payable	(7,519)	162,935	226,036	(57,868)	3,183	(77,632)	(33,958)	(45,576)	(44,547)	(44,547)	(44,547)	(44,547)	-	-
Other Current Liabilities	(261,503)	(11,963)	5,953	(5,122)	16,533	9,869	(11,824)	(11,940)	-	-	-	-	-	-
Summer Holdback	(166,394)	(166,404)	36,984	34,719	36,446	38,110	37,227	-	-	-	-	-	-	-
Deferred Revenue	198,926	55,376	99,463	155,053	-	388,309	99,677	-	-	-	-	(1,070,679)	-	-
Loans Payable (Long-Term)	(69,509)	-	-	-	-	(70,204)	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>8,126,157</b>	<b>8,553,582</b>	<b>7,679,894</b>	<b>8,684,797</b>	<b>8,038,265</b>	<b>8,207,893</b>	<b>8,663,583</b>	<b>8,525,128</b>	<b>8,209,184</b>	<b>8,448,121</b>	<b>8,218,887</b>	<b>8,395,563</b>		

**Language Academy**  
**Balance Sheet**  
**As of Jan FY2026**

	Jun FY25	Jan FY26
<b>ASSETS</b>		
Cash Balance	6,662,963	8,663,583
Accounts Receivable	2,674,902	349,865
Other Current Assets	124,194	-
Fixed Assets	11,069,588	10,747,429
ROU Assets	85,814	85,814
<b>TOTAL ASSETS</b>	<b>20,617,460</b>	<b>19,846,692</b>
<b>LIABILITIES &amp; EQUITY</b>		
Accounts Payable	8,588	223,764
Other Current Liabilities	522,169	264,113
Summer Holdback	331,272	181,960
Deferred Revenue	1,763,948	2,760,752
Loans Payable (Long-Term)	3,295,593	3,155,879
ROU Long-Term Liabilities	86,237	86,237
Beginning Net Assets	14,064,218	14,609,654
Net Income (Loss) to Date	545,436	(1,435,667)
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>20,617,460</b>	<b>19,846,692</b>

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: The Language Academy of Sac  
(continued)  
CDS #: 34674390106898  
Charter Approving Entity: Sacramento City Unified School  
County: Sacramento  
Charter #: 0640  
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 01/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
<b>1. LCFF Sources</b>										
State Aid - Current Year	8011	5,059,230.68	-	5,059,230.68	2,187,330.00	-	2,187,330.00	5,052,516.68	-	5,052,516.68
Education Protection Account State Aid - Current Year	8012	1,490,820.90	-	1,490,820.90	732,480.00	-	732,480.00	1,490,820.90	-	1,490,820.90
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,844,352.42	-	1,844,352.42	787,437.00	-	787,437.00	1,844,352.42	-	1,844,352.42
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		8,394,404.00	-	8,394,404.00	3,707,247.00	-	3,707,247.00	8,387,690.00	-	8,387,690.00
<b>2. Federal Revenues</b>										
No Child Left Behind/Every Student Succeeds Act	8290	-	224,748.00	224,748.00	-	-	-	-	224,748.00	224,748.00
Special Education - Federal	8181, 8182	-	89,175.00	89,175.00	-	-	-	-	89,175.00	89,175.00
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-	-	-	-	-
Total, Federal Revenues		-	313,923.00	313,923.00	-	-	-	-	313,923.00	313,923.00
<b>3. Other State Revenues</b>										
Special Education - State	StateRevSE	-	603,276.97	603,276.97	-	326,432.00	326,432.00	-	603,276.97	603,276.97
All Other State Revenues	StateRevAO	183,415.17	1,881,684.33	2,065,099.50	66,936.42	-	66,936.42	189,599.01	1,905,069.33	2,094,668.34
Total, Other State Revenues		183,415.17	2,484,961.31	2,668,376.48	66,936.42	326,432.00	393,368.42	189,599.01	2,508,346.31	2,697,945.32
<b>4. Other Local Revenues</b>										
All Other Local Revenues	LocalRevAO	85,810.45	-	85,810.45	61,013.69	-	61,013.69	96,881.92	-	96,881.92
Total, Local Revenues		85,810.45	-	85,810.45	61,013.69	-	61,013.69	96,881.92	-	96,881.92
<b>5. TOTAL REVENUES</b>		<b>8,663,629.62</b>	<b>2,798,884.31</b>	<b>11,462,513.93</b>	<b>3,835,197.11</b>	<b>326,432.00</b>	<b>4,161,629.11</b>	<b>8,674,170.93</b>	<b>2,822,269.31</b>	<b>11,496,440.24</b>
<b>B. EXPENDITURES</b>										
<b>1. Certificated Salaries</b>										
Certificated Teachers' Salaries	1100	2,938,600.00	-	2,938,600.00	1,468,697.40	-	1,468,697.40	2,874,466.74	-	2,874,466.74
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	165,084.00	522,360.50	687,444.50	165,275.20	206,480.45	371,755.65	223,794.00	463,650.50	687,444.50
Other Certificated Salaries	1900	-	269,870.00	269,870.00	-	70,102.50	70,102.50	-	285,369.75	285,369.75
Total, Certificated Salaries		3,103,684.00	792,230.50	3,895,914.50	1,633,972.60	276,582.95	1,910,555.55	3,098,260.74	749,020.25	3,847,280.99
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	217,077.72	122,126.00	339,203.72	71,217.35	67,293.80	138,511.15	218,229.72	116,752.00	334,981.72
Non-certificated Support Salaries	2200	-	176,400.00	176,400.00	-	80,322.28	80,322.28	-	183,000.00	183,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	119,503.00	-	119,503.00	79,192.80	-	79,192.80	119,503.00	-	119,503.00
Clerical and Office Salaries	2400	292,824.40	-	292,824.40	164,033.67	-	164,033.67	292,824.40	-	292,824.40
Other Non-certificated Salaries	2900	328,671.89	577,075.00	905,746.89	204,266.71	297,940.59	502,207.30	343,215.89	636,075.00	979,290.89
Total, Non-certificated Salaries		958,077.01	875,601.00	1,833,678.01	518,710.53	445,556.67	964,267.20	973,773.01	935,827.00	1,909,600.00
<b>3. Employee Benefits</b>										
STRS	3101-3102	592,803.64	151,316.03	744,119.67	293,685.31	52,827.37	346,512.68	591,767.80	143,062.87	734,830.67
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	118,296.31	61,098.42	179,394.73	103,185.21	-	103,185.21	119,418.42	61,011.96	180,430.37
Health and Welfare Benefits	3401-3402	597,277.56	323,689.50	920,967.06	572,156.05	1,125.00	573,281.05	605,082.36	315,884.70	920,967.06
Unemployment Insurance	3501-3502	11,264.40	3,150.00	14,414.40	1,628.19	-	1,628.19	11,351.90	3,062.50	14,414.40
Workers' Compensation Insurance	3601-3602	48,741.13	20,013.98	68,755.11	47,728.81	6,374.00	54,102.81	48,864.40	20,218.17	69,082.57
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	54,367.39	6,775.20	61,142.59	44,478.82	5,020.59	49,499.41	55,087.39	6,775.20	61,862.59
Total, Employee Benefits		1,422,750.44	566,043.12	1,988,793.56	1,062,862.39	65,346.96	1,128,209.35	1,431,572.28	550,015.39	1,981,587.67
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	102,500.00	2,500.00	105,000.00	30,123.42	1,980.52	32,103.94	127,500.00	2,500.00	130,000.00
Books and Other Reference Materials	4200	66,950.00	3,000.00	69,950.00	14,242.49	5,632.66	19,875.15	63,950.00	6,000.00	69,950.00
Materials and Supplies	4300	146,536.00	10,000.00	156,536.00	127,564.06	15,604.29	143,168.35	154,154.94	20,000.00	174,154.94
Noncapitalized Equipment	4400	104,000.00	1,000.00	105,000.00	13,012.93	1,130.48	14,143.41	98,500.00	1,500.00	100,000.00
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		419,986.00	16,500.00	436,486.00	184,942.90	24,347.95	209,290.85	444,104.94	30,000.00	474,104.94
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	51,150.00	-	51,150.00	15,642.75	1,223.02	16,865.77	47,150.00	4,000.00	51,150.00
Dues and Memberships	5300	15,914.00	-	15,914.00	2,708.00	-	2,708.00	15,914.00	-	15,914.00
Insurance	5400	186,785.00	-	186,785.00	171,244.62	-	171,244.62	186,785.00	-	186,785.00
Operations and Housekeeping Services	5500	233,012.00	-	233,012.00	102,635.48	-	102,635.48	233,012.00	-	233,012.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	253,613.00	-	253,613.00	94,519.15	-	94,519.15	233,613.00	-	233,613.00
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	519,765.87	653,781.00	1,173,546.87	300,409.65	179,883.96	480,293.61	561,495.94	578,781.00	1,140,276.94
Communications	5900	15,000.00	-	15,000.00	6,852.39	-	6,852.39	15,000.00	-	15,000.00
Total, Services and Other Operating Expenditures		1,275,239.87	653,781.00	1,929,020.87	694,012.04	181,106.98	875,119.02	1,292,969.94	582,781.00	1,875,750.94
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)</b>										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	822,128.25	-	822,128.25	477,593.21	-	477,593.21	822,128.25	-	822,128.25
Total, Capital Outlay		822,128.25	-	822,128.25	477,593.21	-	477,593.21	822,128.25	-	822,128.25
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	80,628.00	-	80,628.00	32,260.84	-	32,260.84	80,628.00	-	80,628.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		80,628.00	-	80,628.00	32,260.84	-	32,260.84	80,628.00	-	80,628.00
<b>8. TOTAL EXPENDITURES</b>		<b>8,082,493.57</b>	<b>2,904,155.62</b>	<b>10,986,649.19</b>	<b>4,604,354.51</b>	<b>992,941.51</b>	<b>5,597,296.02</b>	<b>8,143,437.16</b>	<b>2,847,643.64</b>	<b>10,991,080.80</b>

<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		581,136.05	(105,271.32)	475,864.74	(769,157.40)	(666,509.51)	(1,435,666.91)	530,733.77	(25,374.33)	505,359.44
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(105,271.32)	105,271.32	-	(666,509.51)	666,509.51	-	(25,374.33)	25,374.33	-
4. TOTAL OTHER FINANCING SOURCES / USES		(105,271.32)	105,271.32	-	(666,509.51)	666,509.51	-	(25,374.33)	25,374.33	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		475,864.74	-	475,864.74	(1,435,666.91)	-	(1,435,666.91)	505,359.44	-	505,359.44
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	14,617,822.20	-	14,617,822.20	14,617,822.20	-	14,617,822.20	14,617,822.20	-	14,617,822.20
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	(8,168.33)	-	(8,168.33)	(8,168.33)	-	(8,168.33)
c. Adjusted Beginning Balance		14,617,822.20	-	14,617,822.20	14,609,653.87	-	14,609,653.87	14,609,653.87	-	14,609,653.87
2. Ending Fund Balance, June 30 (E + F.1.c.)		15,093,686.94	-	15,093,686.94	13,173,986.96	-	13,173,986.96	15,115,013.31	-	15,115,013.31
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	549,332.46		549,332.46	279,864.80		279,864.80	549,554.04		549,554.04
Unassigned/Unappropriated Amount	9790	14,544,354.48	-	14,544,354.48	12,894,122.16	-	12,894,122.16	14,565,459.27	-	14,565,459.27

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: The Language Academy of Sac  
(continued)  
CDS #: 34674390106898  
Charter Approving Entity: Sacramento City Unified Schoo  
County: Sacramento  
Charter #: 0640  
Fiscal Year: 2025-26

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	5,059,230.68	2,187,330.00	5,052,516.68	(6,714.00)	-0.13%
Education Protection Account State Aid - Current Year	8012	1,490,820.90	732,480.00	1,490,820.90	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,844,352.42	787,437.00	1,844,352.42	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		8,394,404.00	3,707,247.00	8,387,690.00	(6,714.00)	-0.08%
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	224,748.00	-	224,748.00	-	0.00%
Special Education - Federal	8181, 8182	89,175.00	-	89,175.00	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-
Total, Federal Revenues		313,923.00	-	313,923.00	-	0.00%
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	603,276.97	326,432.00	603,276.97	-	0.00%
All Other State Revenues	StateRevAO	2,065,099.50	66,936.42	2,094,668.34	29,568.84	1.43%
Total, Other State Revenues		2,668,376.48	393,368.42	2,697,945.32	29,568.84	1.11%
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	85,810.45	61,013.69	96,881.92	11,071.47	12.90%
Total, Local Revenues		85,810.45	61,013.69	96,881.92	11,071.47	12.90%
<b>5. TOTAL REVENUES</b>						
		11,462,513.93	4,161,629.11	11,496,440.24	33,926.31	0.30%
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	2,938,600.00	1,468,697.40	2,874,466.74	(64,133.26)	-2.18%
Certificated Pupil Support Salaries	1200	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	687,444.50	371,755.65	687,444.50	-	0.00%
Other Certificated Salaries	1900	269,870.00	70,102.50	285,369.75	15,499.75	5.74%
Total, Certificated Salaries		3,895,914.50	1,910,555.55	3,847,280.99	(48,633.51)	-1.25%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	339,203.72	138,511.15	334,981.72	(4,222.00)	-1.24%
Non-certificated Support Salaries	2200	176,400.00	80,322.28	183,000.00	6,600.00	3.74%
Non-certificated Supervisors' and Administrators' Sal.	2300	119,503.00	79,192.80	119,503.00	-	0.00%
Clerical and Office Salaries	2400	292,824.40	164,033.67	292,824.40	-	0.00%
Other Non-certificated Salaries	2900	905,746.89	502,207.30	979,290.89	73,544.00	8.12%
Total, Non-certificated Salaries		1,833,678.01	964,267.20	1,909,600.01	75,922.00	4.14%
<b>3. Employee Benefits</b>						
STRS	3101-3102	744,119.67	346,512.68	734,830.67	(9,289.00)	-1.25%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	179,394.73	103,185.21	180,430.37	1,035.65	0.58%
Health and Welfare Benefits	3401-3402	920,967.06	573,281.05	920,967.06	-	0.00%
Unemployment Insurance	3501-3502	14,414.40	1,628.19	14,414.40	-	0.00%
Workers' Compensation Insurance	3601-3602	68,755.11	54,102.81	69,082.57	327.46	0.48%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	61,142.59	49,499.41	61,862.59	720.00	1.18%
Total, Employee Benefits		1,988,793.56	1,128,209.35	1,981,587.67	(7,205.89)	-0.36%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	105,000.00	32,103.94	130,000.00	25,000.00	23.81%
Books and Other Reference Materials	4200	69,950.00	19,875.15	69,950.00	-	0.00%
Materials and Supplies	4300	156,536.00	143,168.35	174,154.94	17,618.94	11.26%
Noncapitalized Equipment	4400	105,000.00	14,143.41	100,000.00	(5,000.00)	-4.76%
Food	4700	-	-	-	-	-
Total, Books and Supplies		436,486.00	209,290.85	474,104.94	37,618.94	8.62%

<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	-	-	-	-
Travel and Conferences	5200	51,150.00	16,865.77	51,150.00	-
Dues and Memberships	5300	15,914.00	2,708.00	15,914.00	-
Insurance	5400	186,785.00	171,244.62	186,785.00	-
Operations and Housekeeping Services	5500	233,012.00	102,635.48	233,012.00	-
Rentals, Leases, Repairs, and Noncap. Improvements	5600	253,613.00	94,519.15	233,613.00	(20,000.00)
Transfers of Direct Costs	5700-5799	-	-	-	-
Professional/Consulting Services and Operating Expend. Communications	5800	1,173,546.87	480,293.61	1,140,276.94	(33,269.93)
	5900	15,000.00	6,852.39	15,000.00	-
Total, Services and Other Operating Expenditures		1,929,020.87	875,119.02	1,875,750.94	(53,269.93)
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>					
Land and Land Improvements	6100-6170	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-
Equipment	6400	-	-	-	-
Equipment Replacement	6500	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	822,128.25	477,593.21	822,128.25	-
Total, Capital Outlay		822,128.25	477,593.21	822,128.25	-
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-
Debt Service:					
Interest	7438	80,628.00	32,260.84	80,628.00	-
Principal (for modified accrual basis only)	7439	-	-	-	-
Total, Other Outgo		80,628.00	32,260.84	80,628.00	-
<b>8. TOTAL EXPENDITURES</b>		10,986,649.19	5,597,296.02	10,991,080.80	4,431.61
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		475,864.74	(1,435,666.91)	505,359.44	29,494.70
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		-	-	-	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		475,864.74	(1,435,666.91)	505,359.44	29,494.70
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	14,617,822.20	14,617,822.20	14,617,822.20	-
b. Adjustments/Restatements	9793, 9795	-	(8,168.33)	(8,168.33)	(8,168.33)
c. Adjusted Beginning Fund Balance		14,617,822.20	14,609,653.87	14,609,653.87	
2. Ending Fund Balance, June 30 (E + F.1.c.)		15,093,686.94	13,173,986.96	15,115,013.31	
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-
All Others	9719	-	-	-	-
b. Restricted	9740	-	-	-	-
c. Committed					
Stabilization Arrangements	9750	-	-	-	-
Other Commitments	9760	-	-	-	-
d. Assigned					
Other Assignments	9780	-	-	-	-
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	549,332.46	279,864.80	549,554.04	221.58
Unassigned/Unappropriated Amount	9790	14,544,354.48	12,894,122.16	14,565,459.27	21,104.79

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: The Language Academy of Sacra  
(continued) \_\_\_\_\_  
CDS #: 34674390106898  
Charter Approving Entity: Sacramento City Unified School  
County: Sacramento  
Charter #: 0640  
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			Totals for 2026-27	Totals for 2027-28
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	5,052,516.68	0.00	5,052,516.68	5,207,204.31	5,415,651.57
Education Protection Account State Aid - Current Year	8012	1,490,820.90	0.00	1,490,820.90	1,526,750.27	1,573,468.01
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,844,352.42	0.00	1,844,352.42	1,844,352.42	1,844,352.42
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		8,387,690.00	0.00	8,387,690.00	8,578,307.00	8,833,472.00
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	224,748.00	224,748.00	224,748.00	224,748.00
Special Education - Federal	8181, 8182	0.00	89,175.00	89,175.00	92,365.00	92,075.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	313,923.00	313,923.00	317,113.00	316,823.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	603,276.97	603,276.97	604,969.26	604,969.26
All Other State Revenues	StateRevAO	189,599.01	1,905,069.33	2,094,668.34	1,821,070.49	1,738,922.91
Total, Other State Revenues		189,599.01	2,508,346.31	2,697,945.32	2,426,039.75	2,343,892.17
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	96,881.92	0.00	96,881.92	83,300.00	83,300.00
Total, Local Revenues		96,881.92	0.00	96,881.92	83,300.00	83,300.00
5. TOTAL REVENUES						
		8,674,170.93	2,822,269.31	11,496,440.24	11,404,759.75	11,577,487.17
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,874,466.74	0.00	2,874,466.74	3,041,528.00	3,131,063.84
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	223,794.00	463,650.50	687,444.50	708,067.84	729,309.87
Other Certificated Salaries	1900	0.00	285,369.75	285,369.75	273,947.10	278,145.48
Total, Certificated Salaries		3,098,260.74	749,020.25	3,847,280.99	4,023,542.94	4,138,519.19
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	218,229.72	116,752.00	334,981.72	345,031.17	355,382.11
Non-certificated Support Salaries	2200	0.00	183,000.00	183,000.00	75,000.00	50,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	119,503.00	0.00	119,503.00	123,088.09	126,780.73
Clerical and Office Salaries	2400	292,824.40	0.00	292,824.40	301,609.13	310,657.41
Other Non-certificated Salaries	2900	343,215.89	636,075.00	979,290.89	1,008,627.61	1,038,844.44
Total, Non-certificated Salaries		973,773.01	935,827.00	1,909,600.01	1,853,356.01	1,881,664.69

Description	Object Code	FY 2025-26			Totals for 2026-27	Totals for 2027-28
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	591,767.80	143,062.87	734,830.67	768,496.70	790,457.17
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	119,418.42	61,011.96	180,430.37	178,537.73	181,794.14
Health and Welfare Benefits	3401-3402	605,082.36	315,884.70	920,967.06	1,013,063.77	1,073,847.59
Unemployment Insurance	3501-3502	11,351.90	3,062.50	14,414.40	14,414.40	14,414.40
Workers' Compensation Insurance	3601-3602	48,864.40	20,218.17	69,082.57	70,522.79	72,242.21
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	55,087.39	6,775.20	61,862.59	63,718.47	65,630.02
Total, Employee Benefits		1,431,572.28	550,015.39	1,981,587.67	2,108,753.85	2,198,385.53
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	127,500.00	2,500.00	130,000.00	108,150.00	111,394.50
Books and Other Reference Materials	4200	63,950.00	6,000.00	69,950.00	72,048.50	74,209.96
Materials and Supplies	4300	154,154.94	20,000.00	174,154.94	161,232.28	166,069.25
Noncapitalized Equipment	4400	98,500.00	1,500.00	100,000.00	108,150.00	111,394.50

Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		444,104.94	30,000.00	474,104.94	449,580.78	463,068.20
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	47,150.00	4,000.00	51,150.00	52,684.50	54,265.04
Dues and Memberships	5300	15,914.00	0.00	15,914.00	16,391.42	16,883.16
Insurance	5400	186,785.00	0.00	186,785.00	192,388.55	198,160.21
Operations and Housekeeping Services	5500	233,012.00	0.00	233,012.00	240,002.36	247,202.43
Rentals, Leases, Repairs, and Noncap. Improvements	5600	233,613.00	0.00	233,613.00	261,221.39	269,058.03
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	561,495.94	578,781.00	1,140,276.94	1,122,279.64	1,141,216.72
Communications	5900	15,000.00	0.00	15,000.00	15,450.00	15,913.50
Total, Services and Other Operating Expenditures		1,292,969.94	582,781.00	1,875,750.94	1,900,417.86	1,942,699.09
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	822,128.25	0.00	822,128.25	822,128.25	822,128.25
Total, Capital Outlay		822,128.25	0.00	822,128.25	822,128.25	822,128.25
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	80,628.00	0.00	80,628.00	80,628.00	80,628.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		80,628.00	0.00	80,628.00	80,628.00	80,628.00
<b>8. TOTAL EXPENDITURES</b>		8,143,437.16	2,847,643.64	10,991,080.80	11,238,407.68	11,527,092.95
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		530,733.77	(25,374.33)	505,359.44	166,352.07	50,394.22

Description	Object Code	FY 2025-26			Totals for 2026-27	Totals for 2027-28
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(25,374.33)	25,374.33	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(25,374.33)	25,374.33	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		505,359.44	0.00	505,359.44	166,352.07	50,394.22
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	14,617,822.20	0.00	14,617,822.20	15,115,013.31	15,281,365.38
b. Adjustments to Beginning Balance	9793, 9795	(8,168.33)	0.00	(8,168.33)		
c. Adjusted Beginning Balance		14,609,653.87	0.00	14,609,653.87	15,115,013.31	15,281,365.38
2. Ending Fund Balance, June 30 (E + F.1.c.)		15,115,013.31	0.00	15,115,013.31	15,281,365.38	15,331,759.60
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	549,554.04	0.00	549,554.04	561,920.38	576,354.65
Unassigned/Unappropriated Amount	9790	14,565,459.27	0.00	14,565,459.27	14,719,445.00	14,755,404.95



**Board Meeting Date:** February 27, 2026

**Subject:** January 2026 Check Register

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

**Committee:** School Leadership

**Information:** School Leadership requests that the Governing Board review and approve the January 2026 check register.

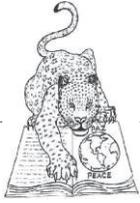
**Documents Attached:**

1. January 2026 Check register

<b>January 2026</b>				
<b>Members</b>	Aye	Nay	Abstain	Absent
Garduño-Medina, Elena				
Rodríguez, José Luis				
Dickson, Alex				
Yáñez-Gutiérrez, Adriana				
Hayes, Alex				
Novoa, Ana				
Ramírez,-Huamaní, Yesenia				
Victorica, Luisana				
González, Antonio				
Totals:				

**Estimated Time of Presentation:** 10 min  
**Submitted By:** School Leadership  
**Date:** 03.17.25

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



**Fecha de la Reunión:** 27 de febrero de 2026

**Tema:** Registro de la cuenta bancaria para enero de 2026

- 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 enero de 2026.

**Documento adjunto:**

1. Registro de la cuenta bancaria de enero de 2026

**Language Academy of Sacramento**  
**Check Register**  
**January, 2026**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
1/9/2026	12145	Amazon Capital Services	Instructional Materials, Office Materials, Classroom libraries	\$2,196.93
1/9/2026	12146	Baker Tilly, US, LLP	Audit Services	\$10,395.00
1/9/2026	12147	Becca Hawkins	PC: Winter Festival Fundraising Materials	\$104.01
1/9/2026	12148	Calidanza Dance Co.	ELOP Instructional Services	\$3,600.00
1/9/2026	12149	Capitol Elementary	SPED Services	\$3,510.65
1/9/2026	12150	Cecilia Martinez, OTR/L	SPED Services	\$400.00
1/9/2026	12151	Charter Safe	Package Premium / Workers Compensation: February 2025-2026	\$21,939.00
1/9/2026	12152	Cortney Carlson	Winter Festival Fundraising Expenses	\$147.57
1/9/2026	12153	EdTec Inc.	Back Office Services: January 2026	\$8,437.50
1/9/2026	12154	Elevator Industries	Elevator Maintenance: January 2026	\$119.07
1/9/2026	12155	Fagen Friedman & Fulfrost LLP	SPED Legal Services	\$387.50
1/9/2026	12156	GoodFellas Catering	ELOP Nutritional Services: Winter Camp	\$2,200.00
1/9/2026	12157	HD Supply	Custodial Materials	\$142.88
1/9/2026	12158	IEP&Me, Inc.	SPED Educational Software	\$950.00
1/9/2026	12159	JCL Electronics, LLC	Technology Support / Technology Materials	\$4,487.66
1/9/2026	12160	K12 Health	SPED Health Services	\$1,264.00
1/9/2026	12161	Law Office of Jennifer McQuarrie	Legal Services	\$495.00
1/9/2026	12162	Liminex, Inc.	Educational Software	\$7,130.36
1/9/2026	12163	Rosa Lomeli	Reimb: Instructional Materials	\$74.57
1/9/2026	12164	Maria de Luna	Reimb: Instructional Materials	\$981.70
1/9/2026	12165	Manna SF Inc	PC Winter Festival Fundraising	\$932.40
1/9/2026	12166	Melani Vazquez Cuellar	Reimb: Conference Travel Expenses	\$561.97
1/9/2026	12167	Michael's Transporation Service	Field Trip Transportation: Kinder: Fog Willow Farms on 10/29/25	\$975.00
1/9/2026	12168	Neumann LTD	Field Trip Transportation: 5th Grade: CA Academy of Sciences SF	\$4,549.00
1/9/2026	12169	Office Depot	Printer Ink, Copy Pper	\$1,255.39
1/9/2026	12170	Olivia Vanier	Reimb: Live Scan Services	\$23.69
1/9/2026	12171	One Workplace L. Ferrari	Construction Materials	\$14,839.29
1/9/2026	12172	Rosio Perez	PC Winter Festival Materials	\$54.52
1/9/2026	12173	Irene Rodriguez	Reimb: Instructional Materials	\$54.88
1/9/2026	12174	Sacramento City Unified School District/Accounting Services	Plant Manager Services: October 2025	\$9,583.51
1/9/2026	12175	Screaming Squeegee	Jaguar Academy Employee Shirts	\$593.45
1/9/2026	12176	Sierra Nevada Journeys	ELOP Instructional Services: Winter Camp	\$6,000.00
1/9/2026	12177	Thomson Reuters - West Publishing Corp	Professional Development Materials	\$167.48
1/9/2026	12178	Vertex Support Services, LLC	Administrative Fees	\$2,216.67
1/21/2026	12179	B Street Theatre	Field Trip Admissions: 3rd Grade	\$975.00
1/21/2026	12180	Department of Justice	Live Scan Services	\$32.00
1/21/2026	12181	Learning Solutions	SPED Services	\$3,829.15
1/21/2026	12182	Lizette Acosta-Caro	Reimb: Student Council Apparel, Fundraising Materials	\$487.37
1/21/2026	12183	Susana Mercado	Reimb: Club Colibri Materials	\$214.49
1/21/2026	12184	Pedro Miranda	Landscaping Services	\$960.00
1/21/2026	12185	DBA Valkyrie Theatre Co	ELOP Instructional Services: Theatre: 1st & 2nd Installments	\$21,063.53
1/23/2026	12186	B Street Theatre	Field Trip Admissions: M.S.	\$2,147.00
1/23/2026	12187	Bishop's Pumpkin Farn Inc.	Field Trip Admissions: 2nd Grade	\$1,626.00
1/23/2026	12188	Bowlero	Field Trip Admissions: M.S.	\$4,069.93
1/23/2026	12189	Capitol Elementary	SPED Services	\$514.97
1/23/2026	12190	Cynthia Alfaro	Reimb: Student Council Fundraising Expenses	\$73.72
1/23/2026	12191	HD Supply	Custodial Materials	\$1,605.53
1/23/2026	12192	Jackeline Gomez	Reimb: Live Scan Services	\$37.00
1/23/2026	12193	Network Office Systems	Printing Materials	\$101.24
1/23/2026	12194	Ana Novoa	Student Council: Fundraising Expenses	\$216.41
1/23/2026	12195	Office Depot	Copy Paper	\$937.88
1/28/2026	12196	SchoolMint, Inc.	Enrollment Software	\$8,100.00
1/21/2026	ACH	Mutual of Omaha	Health Benefits - January 2026	\$5,866.66
1/21/2026	ACH	Mutual of Omaha	Health Benefits - February 2026	\$5,866.66
1/21/2026	ACH	Western Health Advantage	Health Benefits - February 2026	\$9,886.00

1/21/2026	ACH	Vision Service Plan - CA	Health Benefits - February 2026	\$1,177.72
1/21/2026	ACH	Sutter Health Plus	Health Benefits - February 2026	\$22,949.48
1/21/2026	ACH	Kaiser Foundation Health Plan Inc	Health Benefits - February 2026	\$44,199.06
1/7/2026	ACH	California Credit Union	Various	\$5,610.57
1/13/2026	ACH	California Credit Union	Various	\$8,618.88
1/21/2026	ACH	California Credit Union	Various	\$2,327.84
1/5/2026	ACH	Marlin Leasing Corp	Phone Leases	\$2,533.69
<b>Total:</b>				<b>\$266,798.43</b>



A California Public School

Agenda Item# IVF

**Board Meeting Date:** February 27, 2026

**Subject:** Comprehensive School Safety Plan

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

**Information:** The Comprehensive School Safety Plan (CSSP) was adopted by the LAS Governing Board during the 2025-2026 school year. The CSSP is a detailed, all-encompassing strategy that aims to create a safe and secure learning environment for students and staff. It addresses various aspects of safety, including physical security, prevention of violence, and social-emotional well-being. In California, all public schools are mandated to develop and implement a CSSP and have their Governing Board approve any updates by March 1<sup>st</sup> of each year.

**Recommendation:**  
 It is recommended that the board approve the attached CSSP.

**Attachment:** LAS Comprehensive School Safety Plan

<b>Fiscal Audit 2024 - 2025</b>				
<b>Members</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Absent</b>
Garduño-Medina, Elena				
Dickson, Alex				
Rojas, Denisse				
Yáñez-Gutiérrez, Adriana				
Novoa, Ana				
Pérez, Miguel				
Ramírez-Huamaní, Yesenia				
González, Antonio				
Bermudez, Pablo				
<b>Totals:</b>				

**Estimated Time of Presentation:** 15 min  
**Submitted By:** School Leadership  
**Date:** 02.24.26



**Fecha de la Reunión:** 27 de febrero de 2026

**Tema:** Plan Integral de Seguridad Escolar

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

**Información:**

El Plan Integral de Seguridad Escolar (CSSP por sus siglas en inglés) fue adoptado por la Mesa Directiva de LAS durante el año escolar 2025-2026. El CSSP es un plan detallado e integral que busca crear un entorno de aprendizaje seguro para estudiantes y el personal. Aborda diversos aspectos de la seguridad, como la seguridad física, la prevención de la violencia y el bienestar socioemocional. En California, todas las escuelas públicas tienen la obligación de desarrollar e implementar un CSSP y que su Mesa Directiva apruebe cualquier actualización antes del 1 de marzo de cada año.

**Recomendación:**

Se recomienda que la mesa directiva apruebe el CSSP.

**Documento adjunto:**

Plan Integral de Seguridad Escolar

# The Language Academy of Sacramento



## Comprehensive School Safety Plan

**2026-2027**

The LAS Governing Board Approval Confirmed by:

Name	Title	Signature	Date
Eduardo de León	Executive Director		
Elena Garduño-Medina	Board President/Chair		

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## Comprehensive School Safety Plan Purposes and Compliance

The California Education Code ([section 32282](#)) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in [SB 719](#) and [AB 115](#). It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

January 1, 2019, [Assembly Bill 1747](#), School Safety Plans, became law.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies including hate crime reporting procedures
- School wide dress code policies
- Procedures for safe ingress and egress of pupils, parents, and school employees
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

The Comprehensive School Safety Plan will be reviewed and updated by March of each year, in compliance with [California Education Code §47605\(c\)\(5\)\(F\)\(iii\)](#).

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

The Comprehensive School Safety Plan is available for review at the [LAS website](#) and main office.

## **The Language Academy of Sacramento Safety Plan Vision**

The Governing Board, staff, students and families of the LAS are committed to creating a nurturing and respectful educational environment that is safe and conducive to learning, which includes high expectations for students' academic achievement in English and Spanish, excellent daily attendance, as well as students' development of positive self-esteem, confidence, leadership skills and their ability to respect themselves and others.

## **Components of the Comprehensive School Safety Plan**

The Safety Plan Committee shall consult with local law enforcement, fire department, and other first responders, when practical (Education code § [32282](#)). In addition, LAS may delegate the responsibility of writing and developing a school safety plan to the School Safety committee. The committee shall be comprised of at least the following members, in compliance with California Education code [32281](#):

1. The Executive Director or Designee
2. Director of Business and Operations
3. One certificated staff member
4. One classified staff member

## **Assessment of School Safety**

The Safety Plan Committee will make regular assessments of the current status of school safety by conducting reviews of safety needs. The committee will conduct a needs assessment based on the data on an annual basis. Some data the committee reviews include:

- Student Climate survey results
- Parent Climate survey results
- Staff Climate survey results
- School disciplinary data

Based on the analysis of this data, the Safety Plan Committee will review the Comprehensive Safety Plan and make necessary adjustments. The Safety Plan Committee will meet quarterly to review school safety data and progress in areas identified within the plan.

## **Child Abuse Reporting Procedures (EC 32282(a)(2)(A); [Penal Code 11166](#))**

Child abuse or neglect includes the following: (Penal Code [11165.5](#), [11165.6](#))

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code [11165.1](#)
3. Neglect as defined in Penal Code [11165.2](#).
4. Willful cruelty or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code [11165.3](#).

5. Unlawful corporal punishment or injury as defined in Penal Code [11165.4](#)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code [11165.6](#))
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment (Penal Code [11165.6](#))
3. An injury resulting from the exercise by a teacher, Executive Director or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code [44807](#))
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code [49001](#))
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code [49001](#))

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code [11165.7](#))

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. (Penal Code [11166](#))

### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code [11166](#))

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code [11166.05](#), [11167](#))

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code [152.3](#), [288](#))

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code [11166](#))

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code [11166](#))

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code [11166](#))

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code [11166](#))

### Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services and/or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code [11166](#))

Sacramento Child Abuse Hotline: (916) 875-5437

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written report which includes a completed Department of Justice form (SS 8572). (Penal Code [11166](#), [11168](#))

The Department of Justice form may be obtained from the school office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code [11167](#))

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child
- f. The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code [11167](#))

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code [11166.05](#). (Penal Code [11167](#))

### 3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the Executive Director or designee. (Penal Code [11166](#))

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial telephone report to an appropriate agency.

The Executive Director or designee notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and Board policy. At the mandated reporter's request, the Executive Director or designee may assist in completing and filing these forms.

Reporting the information to an employer, supervisor, school administrator, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code [11166](#))

## Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code [11165.7](#)) Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

## Victim Interviews by Social Services

Whenever a representative from the Department of Social Services deems it necessary, a suspected victim may be interviewed on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code [11174.3](#))

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Executive Director or designee shall inform him/her, before the interview takes place, of the following requirements: (Penal Code [11174.3](#))

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code [11167.5](#).

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code [11174.3](#))

## Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code [48906](#))

## Parent/Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with a copy of the school's policy and/or procedure that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing to the Executive Director.

If a parent/guardian makes a complaint to any school's employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code [11166](#) to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to [5 CCR 4650](#).

## Notifications

The Business and Operations Officer or designee shall give to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code [11167](#). The school shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and [11167](#).

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code [11166](#) and that they will comply with those provisions. The signed statements shall be retained by the Executive Director or designee. (Penal Code [11166.5](#))

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code [15630-15637](#).

The Executive Director or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability

unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the school for making a report. (Penal Code 11166)

### **Disaster Procedures** (EC [32282\(a\)\(2\)\(B\)](#); GC [8607](#) and [3100](#))

The school disaster preparedness plan shall be available to staff, students and the public in the main office. Moreover, the plan shall be provided to each teacher and shall be available for public inspection at the main office. School Administration shall make certain that students and staff are familiar with their site plan.

### Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The office staff shall receive authorization from the Executive Director or school administration before releasing students.
2. Individual students shall not leave a school site without receiving permission from the designated staff member.
3. Staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The office staff shall record the release of all students.

### Role of Staff

School staff are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code [3100](#))

During an emergency, staff shall fulfill the following roles:

1. The Executive Director or designee shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use discretionary judgment in emergency situations which do not permit execution of prearranged plans. The Executive Director or designee shall:
  - a. Direct evacuation of buildings
  - b. Arrange for transfer of students when their safety is threatened

- c. Inform the Governing Board, SCUSD or designee of all emergency actions taken as soon as possible
  - d. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
  - e. Post directions for fire drills and other drills in classrooms, multipurpose rooms, etc.
2. Teachers shall be responsible for supervision of students in their charge. Teachers shall:
  - a. Direct evacuation of students in their charge in accordance with the school's instruction
  - b. Give the DROP (Drop, Cover, and Hold On) command as necessary
  - c. Take attendance, stay with the students, and provide supervision
  - d. Report missing students to the office
  - e. Send students in need of first aid to a person trained in first aid
3. Custodians are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians shall:
  - a. Survey and report damage to school administration
  - b. Direct rescue operations as required
  - c. Direct fire-fighting efforts until regular fire-fighting personnel take over
  - d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
  - e. Disburse supplies and equipment as needed
4. The front office clerks and staff shall:
  - a. Report a fire or disaster to the appropriate authorities
  - b. Answer telephones and monitor radio emergency broadcasts
  - c. Provide for the safety of essential school records and documents
  - d. Assist school administration, as needed
5. The office administrative assistants staff shall:
  - a. Administer first aid
  - b. Supervise the administration of first aid
  - c. Organize first aid and medical supplies
  - d. Assist school administration, as needed
6. The cafeteria manager shall direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students becomes necessary during a disaster.
7. The bus driver and/or ground supervisor(s) shall:
  - a. Supervise students if a disaster occurs while they are on the bus
  - b. Issue the DROP command as necessary while students are on the bus
  - c. Transfer students to a new location when directed by the school administration
  - d. Assist the custodian in damage control

## **Emergencies and Disaster Preparedness Plan**

In order to save lives and protect property, all school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The Executive Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The Executive Director or designee may appoint a staff and/or a committee to regularly review the disaster preparedness plan and recommend changes. ([Education Code 32282](#))

The Executive Director or designee shall augment the safety school plan with working plans and procedures.

Safety school plan shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or human-made disasters
3. Bomb threat or actual detonation
4. Attack or disturbance by individuals or groups

The Executive Director or designee should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The Executive Director or designee shall use state-approved Standard Emergency Management System guidelines and the National Incident Command System when updating school emergency and disaster preparedness plans.

The Executive Director or designee shall consult with district, city and/or county agencies so that school plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and school.

The Executive Director or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. ([Education Code 39834](#))

Disaster preparedness exercises shall be held regularly at the school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Governing Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Executive Director or designee shall ascertain that at least one staff member at each grade level holds a valid certificate in these areas. The Executive Director or designee shall provide for CPR in-service training to be offered at least once every two years for school staff.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. ([Government Code 3100](#))

### Earthquake and Multi-hazard Emergency Response Procedure System

LAS has defined emergency response procedures for earthquakes and other hazards in the Emergencies and Disaster Preparedness Plan. LAS follows the recommended “drop, cover, and hold on” procedures for earthquake response. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the Emergencies and Disaster Preparedness Plan.

### Air Quality Response

LAS uses both the Forecast AQI (measured by AirNow.gov) and Live AQI (measured by AirNow.gov) to make decisions regarding campus operations. For decisions regarding modifications in on-campus activities, LAS follows the Air Quality Action Charts from the Sacramento Metropolitan Air Quality Management District.

### Use of School Buildings for Emergency Shelters

The Executive Director shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Executive Director shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. ([Education Code 32282](#))

### **Instructional Continuity Plan (ICP)**

LAS is committed to ensuring instructional continuity during unexpected disruptions to learning, such as inclement weather, widespread illness, or family emergencies. Staff is dedicated to delivering digital resources to provide engaging, interactive experiences to support learning from home.

Within five calendar days of the onset of an emergency, a plan to pick up and check out devices for home use will be sent out to all families. Students will need their Single Sign-on to access school resources.

A list of resources to support student academic and mental health services and supports will be provided to all families through the school website. These resources will be communicated out to students and families within five calendar days of the onset of an emergency. Teachers will communicate with students and families about educational activities for students to complete in the first week of school with the understanding that some students will lack technology.

LAS will provide in person or remote instruction within ten school days. Teachers will adjust lesson plans and set up synchronous and asynchronous virtual instruction for students. Teachers will utilize platforms such as See Saw (grades TK-2) and Google Classroom (grades 3-8) to post assignments for students. Virtual instruction will commence no later than 10 school days after the start of the emergency.

### **School Suspension, Expulsion, and Mandatory Expulsion Guidelines**

A student may be suspended or expelled for any of the causes listed in state Education Code [48900 through 48915](#) and Board Policies.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus; or
4. During, going to, or coming from a school-sponsored activity.

Suspension shall be preceded, if possible, by a conference with the student and his or her parent or family member. The conference must take place within two (2) school days of the suspension, unless the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their written and/or verbal statement and evidence in his or her defense.

At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **Procedures to Notify Teachers of Dangerous Pupils**

LAS desires to provide a safe and orderly work environment for all employees. As part of the Comprehensive Safety Plan, the Executive Director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Executive Director or designee immediately. The Executive Director or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Executive Director or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on LAS premises.

The Executive Director or designee shall ensure that employees are trained in de-escalation techniques in order to protect themselves and students. Staff development may include training in classroom management and effective communication techniques.

The Executive Director or designee shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

## **Discrimination and Harassment Policies**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the Executive Director.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and school procedures. Complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

The Executive Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Executive Director or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Executive Director or designee shall ensure that all students receive age-appropriate information regarding sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies and/or laws.

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school staff to monitor, address, and prevent repetitive harassing behavior at LAS.

### **School-Wide Dress Code & Expectations**

The LAS Governing Board believes that the development of dress codes and grooming attitudes and behavior patterns is part of the educational experience. LAS is a community where respect is a foundational core value: self-respect, respect for others in the community, and respect for the common learning space we share. The LAS Dress Code exists as a community agreement of the balance between these three pillars of respect. Therefore, wearing clothing, hairstyle, makeup, or jewelry which are distracting or interfere with the study habits of students in class or school, or pose a health or safety risk to the students, are defined as not respectful and hence, not acceptable.

At LAS, we strongly encourage all students to wear school uniforms from Monday to Thursday. The uniform consists of a forest green (dark green) shirt or blouse, a LAS logo shirt (any color) and appropriate pants, jeans, shorts, or skirts. Jeans, without excessive holes, are also acceptable. Each Friday, students are allowed to wear appropriate free-dress.

Students' attire must adhere to the following guidelines:

- Students must wear clothing including both a shirt with pants or skirts, or the equivalent (dresses or shorts). Examples of unacceptable pants include those with excessive holes or pajama bottoms.
- When the body is standing straight, students must wear clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh.
- Tops/tank tops must have a strap.
- Clothing must cover all undergarments/underwear and may not be see-through.
- Shoes must be worn at all times. Flip-flops are prohibited.
- Hats, hoods, and head covers must be removed while indoors. Exceptions to this rule may be made for medical or religious reasons.
- Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.
- Students in grades Transitional Kindergarten-8<sup>th</sup> will participate in Physical Education classes and will be expected to dress appropriately for their grade level. In 5th-8th grades, students will be expected to wear physical education uniforms during classes.
- Special dress days, such as Student Council Spirit Days, will be announced by school personnel. The dress code may vary on these days and will be announced ahead of time.

If students are identified as wearing inappropriate attire or footwear, they will be given the opportunity to change into appropriate clothing, if available at the site, or request that a parent bring a change of clothing or footwear. All school certificated and classified personnel shall be responsible for reporting violations of this dress code. Continued violations of the dress code will be referred to administration for disciplinary action, which may include suspension.

### **Procedures for Safe Ingress and Egress of Pupils**

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school. Any problems associated with safe ingress and egress will be addressed immediately.

## A Safe and Orderly School Environment Conducive to Learning

The enforcement of LAS’s Student Handbook guidelines, combined with the safety guidelines presented in the LAS Safety Plan, establish expectations of student conduct, processes of discipline, and safety procedures to ensure a safe and orderly school environment conducive to learning.

Component 1: People and Programs- Creating a Caring and Connected School Climate; Goal 1: People and Programs- Creating a Caring and Connected School Climate

<b>Related Activities</b>	<b>Resources Needed</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline for Implementation</b>	<b>Method of Evaluation</b>
SARB program to inform parents of attendance requirements	Attendance data	Clerical office staff, administration, and teachers.	Quarterly	Attendance and truancy data
Second Step Curriculum	Curriculum	Teachers	Year-long	Teacher observation School Climate Committee Evaluations
Positive Behavior Intervention Support (PBIS)	Schoolwide Implementation Plan Positive behavior recognition	Teacher, School Climate Committee	Year-long	Discipline Data Positive Behavior Recognition Data
Multi-Tier Systems of Support (MTSS)	Standards Based Curriculum Academic Progress Data	Teachers, SPED Staff, School Counselor	Year-Long	Implementation Calendar Academic Progress Data
Community Volunteer Program	After School Coordinator	Volunteer mentors	Reviewed annually	Increase adult participation in classrooms
ACCESS/Mental Health Referrals	Counselor/School Psychologist	Counselor/School Psychologist	Reviewed annually	Participation in sessions
Student Satisfaction Survey	Survey/Questionnaires	Student Focus Group/Administration	Administered annually	Student focus groups/surveys
Monthly Class Attendance Recognitions	Awards	Administration/Office Staff/Teachers	Awarded semi-annual	Attendance data and Increased academic grades
Manchas Jaguares	Prize Box items	Staff/Administration	Daily	Monthly recipients

Component 1: People and Programs- Creating a Caring and Connected School Climate; Goal 2: Creating an environment that builds and emphasizes student grit and resiliency by focusing on College and Career Readiness Skills.

<b>Related Activities</b>	<b>Resources Needed</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline for Implementation</b>	<b>Method of Evaluation</b>
Parent Workshops	Community and In-School Resources	Parent Connector, teachers, School Administration	Annually (fall)	Parent Survey
Student feedback	Questionnaire/Survey	Student focus group/Administration	Administered annually	Student surveys
Career Day	Community Professional	Parent Council, Student Council, School Administration	Annually	Student Surveys
Mentoring and Cross-Age Tutoring Elective	Student evaluation rubric MCAT Schedule	Middle School Teachers, School Leadership,	Year-long	Mentor Teacher Evaluations

Component 2: Physical Environment- Creating a Physical Environment that Communicates Respect for Learning and for Individuals; Goal 1: Students and staff work collaboratively to maintain and improve the physical school environment.

<b>Related Activities</b>	<b>Resources Needed</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline for Implementation</b>	<b>Method of Evaluation</b>
Recycling Program	Collecting Bins	McClasky Adult School	Continuous throughout the school year	Visual Assessment
Manchas Jaguares	Recognition Awards	Staff/Administration	Daily	Monthly recipients
Improvement of school grounds	Tools/materials	School and District Maintenance Support Staff	Continuous throughout the school year	Visual Assessment/ Recommendations from staff
Technology Program	Chromebooks, iPads, and computers/devices	Staff, administration, and administration.	Reviewed annually	Survey the number of devices to student ratio targeting 1:1, TK-8 <sup>th</sup> Grade

Component 2: Physical Environment- Creating a Physical Environment that Communicates Respect for Learning and for Individuals; Goal 2: Students and staff work collaboratively to maintain and improve the social/emotional environment of the school.

<b>Related Activities</b>	<b>Resources Needed</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline for Implementation</b>	<b>Method of Evaluation</b>
School Garden	Tools/Materials	Students, Garden Coordinator, Teachers, School Administration	Year-Long	Student Survey
Kindness Month	Month long plan (Scope and Sequence) Recognition Awards	Students, Teachers, School Administration	Annually	Student and Teacher Feedback
Community Outreach	Planned Parenthood River Oaks La Familia Sol Collective	School Administration, Parent Council, Student Council	Monthly	Parent/Student/Staff Feedback
Manchas Jaguares	Prize Box items	Staff/Administration	Daily	Monthly recipients

**School Discipline Rules and Consequences (EC [35291](#) and EC [35291.5](#))**

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

1. Verbal Warning: Students will receive a verbal warning or participate in a community circle conference when they display inappropriate behavior.
2. Time Out in the Classroom/Think Spot: Students will receive time out in a designated area in the classroom when they are demonstrating disruptive or off-task behavior.
3. Time Out in Buddy Classroom and Follow up Agreement: Students will spend time out in another classroom when a verbal warning or classroom time out has not changed the misbehavior. They will complete a Behavior Reflection Sheet and confer with staff

member to problem solve through their challenge and repair harm.

4. **After School Detention:** Students may be asked to stay after school for failure to follow school rules or classroom expectations. Teachers may assign a 15-minute detention after school without parent notification. In the event that the detention time exceeds 15 minutes, parents will be notified by phone.
5. **In-House Suspension:** Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Parents will be notified of the in-house suspension. When students are assigned In-House Suspension, they may attend a different lunchtime or recess time. Students assigned to In-House Suspension are expected to sit and work quietly in the designated classroom. Parents must sign and return a referral the following day.
6. **Suspensions/Expulsions:** Suspensions are consequences for serious or persistent behaviors. At the time of the suspension, the school administration will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code [48914](#)), the parent is then obligated to meet with school staff without delay. A conference by phone or in person will be held to clarify the reason for the disciplinary action and to verify the events or evidence. Parents must keep their child at home for the duration of the suspension. Teachers are not required to supply schoolwork for suspended students.

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

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

## **Hate Crime Reporting Procedures and Policies**

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of their actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The school shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Executive Director or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Whenever possible and deemed appropriate, the Executive Director or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of school and community resources.

### Grievance Procedures

Any student who believes they are a victim of hate-motivated behavior shall immediately contact the Executive Director or other school administration. Upon receiving such a complaint, the Executive Director shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in the Student/Parent Handbook. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee, and/or law enforcement, as appropriate.

As necessary, the school shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

### **Emergency Action Plan: Medical Emergency or Sudden Cardiac Arrest**

An Emergency Action Plan (EAP) is a valuable tool that is meant to ensure the safety and wellbeing of students, staff, and other persons on campus during a medical emergency or sudden cardiac arrest (cardiopulmonary arrest). EAPs are an important part of a site's mitigation strategies as they can reduce the impact of emergencies on individuals.

All individuals involved in implementing the EAP, including teachers, school administrators, and other staff members, should be familiar with its contents and trained in any specific procedures it includes.

Cardiac arrest happens when your heart stops beating or beats so fast that it stops pumping blood. During cardiac arrest, people typically collapse and become unresponsive. Symptoms start without warning. Emergency treatment includes cardiopulmonary resuscitation (CPR) and defibrillation using an Automatic External Defibrillator (AED). CPR keeps enough oxygen in your lungs and gets it to your brain until an electric shock restores a normal heart rhythm. Early recognition and response are crucial in a cardiac emergency.

**Written Emergency Action Plan** When responding to a medical emergency in an emergency action plan, the primary steps are to immediately call for emergency medical services (911),

assess the situation to identify the nature of the emergency, provide appropriate first aid based on your training, and ensure the safety of both the injured person and those around them; do not move the victim unless absolutely necessary, especially if there is a potential head, neck, or back injury, and always follow instructions from the emergency dispatcher.

LAS has established the following as a protocol in case of a medical emergency or sudden cardiac arrest. The primary plan of action is to:

- Assess the situation
- Call 911 immediately
- Check for responsiveness
- Start CPR if necessary
- Use an AED if available, all while directing someone to retrieve additional help and locate the nearest AED
- Follow instructions from emergency personnel until they arrive
- Stay with the person until emergency assistance arrives.

AED Legislation In alignment with Education Code 35179.6/ and or CA AB 2009 AED Legislation, schools need to:

- Have a written Emergency Action Plan
- Acquisition of an AED
- Encourage AEDs be available for emergency care
- Ensure AEDs be available for emergency care
- Ensure an AED is available to athletic trainers and coaches
- Ensure AEDs are maintained and tested regularly

### **Opioid Overdose Protocol**

Opioids include prescription medications used to treat pain as well as illegal drugs such as heroin and illicit potent opioids such as fentanyl analogs. Opioids work by binding to specific receptors in the brain, spinal cord, and gastrointestinal tract. In doing so, they diminish the body's perception of pain. However, opioids can also have an impact on other systems of the body, such as altering mood, slowing breathing, and causing constipation. Opioid receptors binding causes the signs and symptoms of overdose as well as the euphoric effects of 'high' with opioid use.

According to the Center for Disease Control and Prevention, signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Slow, shallow breathing
- Choking or gurgling sounds
- Limp body
- Pale, blue, or cold skin

Opioid Overdose Protocol Per Education Code 32282, LAS has established the following as a protocol for students suffering from an opioid overdose:

1. Call 911 immediately
2. Try to keep the person awake and breathing
3. Lay the person on their side to prevent choking
4. Stay with the person until emergency assistance arrives.

## **Emergency Response Plan**

### **Step One:** Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

### **Step Two:** Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **Step Three:** Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

#### **Step Four: Communicate the Appropriate Response Action**

Once the type of immediate response action is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

#### **Fire Hazard Severity Zone and Refuge Shelter**

In the event that the LAS school site might be impacted by a high or very high fire hazard severity zone, or potentially affected by a rapidly moving forest fire, the site will take the above into consideration along with the following, per AB 2968: School Safety and Fire Prevention:

- Refuge Shelter for all pupils and staff for use in the event of an evacuation order, and to notify the operational area having jurisdiction of the refuge.
- Development of a communication and evacuation plan to be used in the event of an early notice evacuation warning as provided.

The evacuation plan will include, but not be limited to, and/or consider the following:

- Evacuation Procedures:
  - Develop clear evacuation procedures and be sure all staff are aware of them.
  - Research and know the evacuation/escape routes.
  - Map out assembly point locations.
  - Notify school leadership so that staff can meet you there/assist/notify families.
  - Loading of cars and roll call of all persons on site that day.
- Transportation:
  - LAS will use personal vehicles and consider how many cars are on site in a typical day, how many seats with seat belts are within those cars, and how many people can be put into a car, regardless of seats/seatbelts if needed.
- Reunification Site:
  - Follow the orders of local authorities.
  - Other as needed/necessary.
- Communication:
  - Inform parents/guardians of the intent to evacuate and what the plan is.
- Planning and Development:
  - Develop Individual Emergency Response Plans for those students with disabilities or special needs during an emergency situation.
  - Develop your Site Emergency Response Teams and locations:
    - A process to account for those who have evacuated
    - Communication Officer
    - Assembly Area
    - Social-Emotional Support Team
    - Key personnel contact information.
    - Logistics Team: document critical tools/equipment
    - Training guidelines and log

### **Annual Review, Evaluation and Approval Procedures**

The LAS Comprehensive School Safety Plan will be reviewed, evaluated and approved annually before by March 1 of each school year.

LAS adopted this Comprehensive School Safety Plan at the regular meeting of the Governing Board, as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, are available on the LAS website: [www.lasac.info](http://www.lasac.info).

An updated file containing all appropriate or required safety related plans and materials are available for public inspection on the LAS website ([www.lasac.info](http://www.lasac.info)). A copy of the Comprehensive School Safety Plan will be made available upon request.

### **Safety Plan Appendices**

The following items are available for review by contacting the LAS Main Office.

- Emergency Contact Numbers
- Incident Command System Description and Team Responsibilities
- Emergency Response Guidelines
  - Classroom Lockdown Procedures
  - Accidents/Medical Emergencies
  - Weapons on School Property
  - Intruder/Trespassing
  - Unidentified Person on School Site
  - Death on School Site (Natural Causes, Accidental, or Suicide)
  - Active Shooter on School Site
  - Unauthorized Removal/Missing/Abducted Person(s)
  - Armed Subject, Armed Robbery, or Hostage
  - Earthquake
  - Severe Weather/Flooding
  - Fire
  - Bomb Threat Procedures (device located)
  - Bomb Threat Checklist (if received by phone)
  - Evacuation Procedures – utility emergency
  - Gas Leaks
  - Recognizing the Levels of Violence and Response
  - Automated External Defibrillator (AED)
  - Protocol for Opioid Overdose



A California Public School

Agenda Item # IVF

**Board Meeting Date:** February 27, 2026

**Subject:** Board Development Update

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

**Information:**

The following are items that will be discussed by the Governing Board:

- Board Executive Member Elections
- Training in the following areas: Finance, Governance, and Academics

**Estimated Time of Presentation:** 5 min  
**Submitted By:** de León  
**Date:** 02.25.26

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



**Fecha de la Reunión:** 27 de febrero de 2026

**Tema:** Actualización de 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:**

Los siguientes son los puntos que requieren la atención de la mesa directiva:

- Elecciones para puestos ejecutivos de la mesa directiva
- Entrenamiento en las siguientes áreas: Finanzas, gobernanza y académico