

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 49th Street, Sacramento, CA 95817

Agenda/Agenda
BOARD MEETING/ REUNIÓN DE LA MESA
 May 21, 2026 at 5:30pm/21 de mayo 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

	Name/Nombre	Role/Miembro	Present/ Presente	Absent/ Ausente
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> (24-27)		
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) Vice-President/ <i>Vicepresidente</i>		
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. April 30, 2026/*30 de abril 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. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION – ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN

A. LAS Charter Renewal Petition Draft/Borrador de la petición para la renovación del chárter de LAS – School Leadership (60 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. LAS Fiscal Year 2026 Preliminary Budget/Presupuesto preliminar de LAS para el año fiscal 2026 –School Leadership (30 min.)

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

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

Motion: _____ Second: _____ Vote: _____

C. Nutrition Services Transition Update /Actualización de transición de servicios de nutrición – School Leadership (20 min.)

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

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

Motion: _____ Second: _____ Vote: _____

D. Policy Committee Update /Actualización del comité de pólizas – 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: _____

IV. FUTURE MEETINGS/Próxima Junta

A.) Next Meeting: Thursday, May 28, 2026 at 5:30pm – jueves, 28 de mayo 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.



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 49th Street, Sacramento, CA 95817

Minutes/Minutas
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
April 30, 2026/30 de abril de 2026
5:30 pm in Library

I. PRELIMINARY/PRELIMINARIO

I.A	Meeting was called to order by Elena Garduño-Medina at 5:35 PM. Roll call was taken./ La junta fue convocada por Elena Garduño-Medina a las 5:35 PM. Se tomó lista.			
I.B	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	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-Huamaní	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	
	Note: Amanda Goldman, SCUSD Director of Innovative Schools, was in attendance.			
	Agenda/Agenda		Action/Acción	
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>		A motion was made to approve the April 30, 2026 agenda. <i>Se hizo una moción para aprobar la agenda del 30 de abril de 2026.</i> 1 st Motion/1 ^a Moción: Pérez, M. 2 nd Motion/2 ^a Moción: Novoa Absences/Ausencias: Dickson, Garduño-Medina Abstentions/Abstenciones: None/ninguna The motion passed with seven votes. / <i>La moción pasó con cinco votos.</i>	
I.D.a.	Approval of Board Meeting Minutes <i>Aprobación de los minutos de la mesa directiva</i>		A motion was made to approve the February 27, 2026 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 27 de febrero de 2026.</i> 1 st Motion/1 ^a Moción: Novoa 2 nd Motion/2 ^a Moción: Bermudez Absences/Ausencias: Garduño-Medina Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>	
I.D.b.	Approval of Board Meeting Minutes <i>Aprobación de los minutos de la mesa directiva</i>		A motion was made to approve the March 21, 2026 meeting minutes. <i>Se hizo una moción para aprobar las minutas de la junta del 21 de marzo de 2026.</i>	

		<p>1st Motion/<i>1ª Moción</i>: Bermudez 2nd Motion/<i>2ª Moción</i>: Dickson Absences/<i>Ausencias</i>: Garduño-Medina Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>
II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN		
II.A.1.	Public Comments <i>Comentarios Públicos</i>	Amanda Goldman, SCUSD Director of Innovative Schools, introduced herself to the governing board. <i>Amanda Goldman, Directora de escuelas innovadoras para SCUSD, se presentó a la mesa directiva.</i>
III. INFORMATIONAL ITEMS ARTÍCULOS DE INFORMACION		
III.1.	Student Council/Concilio estudiantil - Representative/representante	The Student Council report was provided by Eduardo de León. <i>Eduardo de León presentó el reporte mensual del Concilio estudiantil.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
III.2.	Parent Council/Concilio de familias - Representative/representante	The Parent Council report was provided by Eduardo de León. <i>Eduardo de León compartió el reporte del concilio de familias.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A	LAS Charter Renewal: Timeline and Next Steps/Renovación del chárter de LAS: Línea cronológica y próximos pasos – School Leadership/Liderazgo escolar	<p>Teejay Bersola presented the Charter Renewal timeline and next steps to the board. <i>Teejay Bersola presentó sobre la renovación del chárter, la línea cronológica y próximos pasos a la mesa directiva.</i></p> <p>A motion was made to approve the Charter Renewal Timeline <i>Se hizo una moción para aprobar la línea cronológica de la renovación del chárter</i></p> <p>1st Motion/<i>1ª Moción</i>: Yáñez-Gutiérrez 2nd Motion/<i>2ª Moción</i>: Ramírez-Huamaní Absences/<i>Ausencias</i>: Dickson, Pérez, González Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i></p>
	Public Comments <i>Comentarios Públicos</i>	The motion passed with five votes. / <i>La moción pasó con cinco votos.</i>
IV.B	Facilities: Facilities Use Agreement/Acuuerdo de uso de instalaciones del plantel – School Leadership/Liderazgo escolar	<p>School leadership presented the final version of the Facilities Use Agreement (FUA). <i>El liderazgo escolar presentó la versión final del Acuerdo de instalaciones (FUA).</i></p> <p>A motion was made to approve the final FUA. <i>Se hizo una moción para aprobar la versión final del FUA.</i></p> <p>1st Motion/<i>1ª Moción</i>: González 2nd Motion/<i>2ª Moción</i>: Ramírez-Huamaní Absences/<i>Ausencias</i>: Garduño-Medina Abstentions/<i>Abstenciones</i>: None/<i>ninguna</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>
IV.C	Core Building Modernization Update/Actualización del edificio principal – School Leadership/Liderazgo escolar	Eduardo de León provided an update to the board. <i>Eduardo de León presentó una actualización a la mesa directiva.</i>
	Public Comments <i>Comentarios Públicos</i>	None/ <i>Ninguno</i>

IV.D	Nutrition Services Transition Update: Health & Wellness Policy, Request for Proposal/Actualización de transición de servicios de nutrición: Póliza de salud y bienestar, Solicitud de propuesta – School Leadership/Liderazgo escolar	<p>Eduardo de León presented the report to the board. <i>Eduardo de León presentó el reporte a la mesa directiva.</i></p> <p>A motion was made to empower the Executive Director, the Director of Business and Operations, and panel members, from reviewing food vendor submissions and making a final selection based on established criteria.</p> <p><i>Se presentó una moción para facultar al Director Ejecutivo, al Directora de Negocios y Operaciones y a los miembros del comité para revisar las propuestas de los proveedores de alimentos y realizar una selección final basada en criterios establecidos.</i></p> <p>1st Motion/1^a Moción: Dickson 2nd Motion/2^a Moción: Novoa Absences/Ausencias: Garduño-Medina Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> <p>A motion was made to approve the Health and Wellness policy. <i>Se hizo una moción para aprobar la póliza de salud y bienestar escolar.</i></p> <p>1st Motion/1^a Moción: Pérez 2nd Motion/2^a Moción: Bermudez Absences/Ausencias: Garduño-Medina Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.E	February and March Check Registers/Registros de cuenta bancaria para los meses de febrero y marzo – School Leadership/Liderazgo escolar	<p>The check registers were presented to the board. <i>Se presentaron los registros de la cuenta bancaria a la mesa directiva.</i></p> <p>A motion was made to approve the February Check Register. <i>Se hizo una moción para aprobar el Registro de la cuenta bancaria de febrero.</i></p> <p>1st Motion/1^a Moción: Ramírez-Huamaní 2nd Motion/2^a Moción: Dickson Absences/Ausencias: Garduño-Medina Abstentions/Abstenciones: None/ninguna The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p> <p>A motion was made to approve the March Check Register. <i>Se hizo una moción para aprobar el Registro de la cuenta bancaria de marzo.</i></p> <p>1st Motion/1^a Moción: Dickson 2nd Motion/2^a Moción: Yáñez-Gutiérrez Absences/Ausencias: Garduño-Medina Abstentions/Abstenciones: Novoa, Pérez The motion passed with six votes. / <i>La moción pasó con seis votos.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno
IV.F	Monthly Financials/Finanzas mensuales – School Leadership/Liderazgo escolar	<p>The monthly financials summary was provided to the board for review. <i>Las finanzas mensuales se compartieron con la mesa directiva para repasar.</i></p>
	Public Comments <i>Comentarios Públicos</i>	None/Ninguno

IV. FUTURE MEETINGS/PRÓXIMA JUNTA

- a. Regular Board Meeting: Thursday, May 28, 2026 at 5:30pm – *jueves, 28 de mayo de 2026 a las 5:30pm*

V. FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS

VI. ADJOURNMENT/CLAUSURA

The board meeting was adjourned at 6:59 PM. / *La reunión de la Mesa se terminó a las 6:59 PM.*



Board Meeting Date: May 21, 2026

Subject: LAS Charter Renewal: Timeline and Petition Draft

- 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.

LAS Charter Original Petition Approval Date, Renewal Historical Timeline and Upcoming Renewal Dates:

2004
Original Charter Petition Approval: February 19, 2004
2008
1 st Charter Renewal: September 8, 2008
2014
2 nd Charter Renewal: March 20, 2014
2019
3 rd Charter Renewal: January 22, 2019
2026
4 th LAS Charter Renewal
<i>License to exist from July 1, 2027 – June 30, 2032</i>
<i>Submission to SCUSD: June 8-18, 2026</i>
<i>Initial Hearing before August 6, 2026</i>
<i>Determination Hearing before September 3, 2026</i>

Recommendation:

It is recommended that the Board review the LAS charter renewal timeline and the attached charter petition renewal document.

Attachments:

- 1) LAS Charter Renewal Petition

Estimated Time of Presentation: 60 min
Submitted By: Bersola
Date: 051926

Pertinent Pages in
 () Charter, pgs _____ () Bylaws, pgs _____
 () MOU, pgs _____ () Policy _____



Fecha de la Reunión: 21 de mayo de 2026

Tema: Renovación de Chárter de LAS: Cronograma y borrador de la petición

- 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 de la dirección general, la visión y la planificación estratégica para alcanzar los objetivos educativos de la escuela, tal y como se establecen en los estatutos.

Fecha de aprobación de la petición original del chárter de LAS, cronología de renovaciones y próximas fechas de renovación:

<p>2004 Aprobación de la petición del chárter original: 19 de febrero de 2004</p>
<p>2008 Primera renovación del chárter: 8 de septiembre de 2008</p>
<p>2014 Segunda renovación del chárter: 20 de marzo de 2014</p>
<p>2019 Tercera renovación del chárter: 22 de enero de 2019</p>
<p>2026 4ª renovación del chárter de LAS <i>Válida desde el 1 de julio de 2027 hasta el 30 de junio de 2032</i> Presentación ante el SCUSD: 8-18 de junio de 2026 Audiencia inicial antes del 6 de agosto de 2026 Audiencia de resolución antes del 3 de septiembre de 2026</p>

Recomendación

Se recomienda que la Mesa revise el calendario de renovación de los estatutos de LAS y el documento adjunto de renovación de la petición de la carta.

Adjunto:

- 1) LAS Charter Petición

Language Academy of SACRAMENTO

CHARTER



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

Charter Renewal Approved by Sacramento City Unified School District
September 8, 2008
March 20, 2014
January 22, 2019

Charter Renewal Submitted for Approval to Sacramento City Unified School District
June 8, 2026

Charter Term: July 1, 2027 to June 30, 2032

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION 8

INTRODUCTION 12

Charter School Intent and Charter Requirements 12

About the Language Academy of Sacramento (LAS) 13

- Vision Statement
- Mission Statement
- Historical Background
- School Location
- Enrollment History
- LAS Demographics
- 2004 Founding Board
- School Leadership
- Key Supporters

Highlights and Recognitions 15

- Local
- Statewide
- International

Charter Renewal Criteria 17

- Rationale for a Five-Year Renewal of LAS: Part 1
- The Language Academy of Sacramento (LAS): Dual Language Education Program Design
- Evidence of Meeting Charter Renewal Standards: Renewal Evidence 1 – Evidence 7
- Rationale for a Five-Year Renewal of LAS: Part 2

ELEMENT 1 – EDUCATIONAL PROGRAM 44

Population to be Served by the School

Number of Students and Grades Served

Enrollment Demographics Over Time

The LAS Graduate: An Educated Person in the 21st Century

Program Description

- LAS Biliteracy Grade Span Progression
- Achievement in English
- LAS Cohort Trends
- Unique Educational Program Context in Understanding Achievement
- LAS Key Charter Goals
- LAS Program Framework: Based on Understanding by Design (UbD)
- Two-Way Spanish-English Bilingual Program Structure at LAS

Curriculum Description

- Curriculum List- State Adopted and Supplemental Materials
- Curriculum for Socio-Emotional Learning
- Instructional Approaches

How Learning Best Occurs

- LAS Learning Principles
- Literacy Instruction in English
- Literacy Instruction in Spanish
- Literacy Instruction

Identifying and Responding to Needs of All Pupils

- Support for Students Who Are English Language Learners
- Support for Students Achieving Above Grade Level
- Support for Students Achieving Below Grade Level
- MTSS (Multi-Tiered System of Support)
- Interventions
- Student Success Team
- Three-Tiered Intervention Approach
- Section 504 of the Rehabilitation Act
- Support for Students with Disabilities
- Special Education Program Description

School Days and Instructional Minutes

Learning Time

Technology and Materials for Students

LAS Annual Goals

ELEMENT 2: MEASURABLE STUDENT OUTCOMES 110

Statement: LAS Goals, Actions, and Measurable Outcomes to Achieve the Eight State Priorities

Statement: Local Control and Accountability Plan

Context of LAS Dual Language Education (DLE) Program and LCAP Goals

Schoolwide Performance Goals to be Achieved Over a Given Period of Time: Upward Trajectory Concept

Student Outcomes and Actions Aligned with the Eight State Priorities

LAS Key Charter Goals

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS 115

LAS Assessments for Standards and Skills that LAS Seeks to Measure

- All Required State and Federal Assessments

- LAS Schoolwide Assessments
 - LAS Assessments for Reading Standards
 - LAS Assessment for Writing Standards
 - LAS Assessment for Math Standards

Plans for Collecting, Analyzing and Reporting Data on Pupil Achievement to School Staff, Site Governance, Students and Parents

- Data for Continuous Improvement
- Student Report Cards
- Parent Communication
- Educational Technology for Data, Learnings and Assessment
- Use and Plan for Reporting Data
- Methods for Measuring Pupil Outcomes for State Priorities and SARC

ELEMENT 4: GOVERNANCE STRUCTURE 124

Non-Profit Public Benefit Corporation

LAS Bylaws

Governing Board Structure: Composition and Qualifications

Current LAS Governing Board

Governing Board Member Recruitment

Board Meetings, Trainings and Responsibilities

Board Committees

Board Duties

Board Delegation of Duties

Organizational Chart

Board Policies

Stakeholder Involvement

Parent Involvement

- Parent Rights
- Committees Available to Parents
- Parent Organizations
- Parent/Guardian Involvement

ELEMENT 5 – EMPLOYMENT QUALIFICATIONS 136

Qualifications of School Employees

Professional Development

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES 142

- Procedures for Background Checks
- Tuberculosis Risk Assessment and Examination
- Role of Staff as Mandated Child Abuse Reporters
- Comprehensive Discrimination and Harassment Policies and Procedures
- Drug Free/Alcohol Free/Smoke Free Environment
- Bloodborne Pathogens
- Facility Safety
- School Safety Plan
- Health and Safety Procedures
- Suicide Prevention Policy
- Prevention of Human Trafficking
- Menstrual Products
- All Gender Restrooms
- School Meals
- Recess
- California Healthy Youth Act
- Mental Health Education
- Mental Health Information
- Workplace Violence Prevention Plan
- Bullying Prevention
- Supporting LGBTQ Students
- Safety Act
- Homicide Threats
- Gun Safety Notice
- Athletic Programs
- Transportation Services
- Extreme Weather Policy

ELEMENT 7: STUDENT POPULATION BALANCE 150

Outreach and Recruitment Plan

Plan for Achieving Balance

Linguistic Balance

Plan for Monitoring and Correcting Imbalances

Annual Outreach Efforts with Specific Organizations and Media

Additional Outreach Actions

Practices and Policies to Support Balance

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES 154

Enrollment Assurances	
Application Process and Timeline	
Admissions Guidelines & Public Random Lottery Process	
Charter School Complaint Notice	
ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT	158
How the Audit Will be Conducted	
Accounting Principles, Process and Timeline	
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES	159
Alternative Means of Correction: Progressive Discipline	
Procedures	
ELEMENT 11: STAFF RETIREMENT	186
ELEMENT 12: ATTENDANCE ALTERNATIVES	186
ELEMENT 13: EMPLOYEE RETURN RIGHTS	186
ELEMENT 14: DISPUTE RESOLUTION	187
Disputes Resolution Process with SCUSD	
Internal Disputes	
Uniform Complaint Procedures	
ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE	191
MISCELLANEOUS CHARTER PROVISIONS	192
Facilities	
Impact To District	
Civil Liability	
Authorizer Support Services	
Financial and Administrative Plan	
Administrative Services	
Budgets and Financial Reporting	
Financial and Oversight Relationship	
Insurance	

Attendance Accounting

Transportation

CONCLUSION 196

Reasons Charter Petition Should Be Approved

Standard for Review of the LAS Charter Petition for Renewal

Final Commentary

Charter Term Request

SIGNATURE PAGE 199

REFERENCES 200

AFFIRMATIONS AND DECLARATION

The Language Academy of Sacramento (LAS) or the “Charter School”, located within the Sacramento City Unified School District (“SCUSD” or “District”) boundaries, and operated by The Language Academy of Sacramento (“LAS”), a nonprofit public benefit corporation, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- LAS declares that it shall be deemed the exclusive public school employer of the employees of LAS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as provided by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the

Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter school shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”) as well as all other components of Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facility. [Education Code Section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

- The Charter School shall not require any child to attend the Charter School nor any employee to work at the Charter School. [Ref. Education Code Section 47605(f)-(g)]
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with Education Code Section 51744 *et seq.* related to independent study, as applicable.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall ensure that preferences, if given as part of the enrollment lottery are not likely to negatively impact the racial, ethnic and unduplicated pupil balance the charter school strives to reflect.

Executive Summary of Petition Updates

Charter Petition Component	Updates for 2027-2032 Petition
Element 1	No substantive changes
Element 2	No substantive changes
Element 3	No substantive changes
Element 4	No substantive changes
Element 5	No substantive changes
Element 6	No substantive changes
Element 7	No substantive changes
Element 8	No substantive changes
Element 9	No substantive changes
Element 10	No substantive changes
Element 11	No substantive changes
Element 12	No substantive changes
Element 13	No substantive changes
Element 14	No substantive changes
Element 15	No substantive changes
Miscellaneous Provisions	No substantive changes

INTRODUCTION

In accordance with the Charter Schools Act of 1992 (Education Code Section 47600, *et seq.*), on February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). The school operates as an independent, directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. SCUSD renewed the LAS charter on September 8, 2008, March 20, 2014 and again on January 22, 2019. LAS's current charter is set to expire on June 30, 2027. (Note: Extension per state law due to schooling disruption because of Covid-19 pandemic). This charter renewal petition represents the LAS community's request for a fifth, five-year cycle beginning July 1, 2027 to June 30, 2032.

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

Charter School Intent and Charter Requirements

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

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

Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral

part of the California educational system and that establishment of charter schools should be encouraged. (Education Code Section 47605(c).)

About The Language Academy of Sacramento (LAS)

Vision Statement

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

Mission Statement

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

Historical Background

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

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

In the subsequent eighteen months, the Charter Development Team worked diligently to research and design a blueprint for an exemplary TWSI charter school. They collaborated with various advocacy organizations for support: the Bilingual/Multicultural Education Department (BMED) at California State University Sacramento, Area Congregations Together (ACT), Sacramento City Teachers Association (SCTA), Charter Schools Development Center (CSDC), California Association for Bilingual Educators (CABE), California Department of Education (CDE) Language Policy and Leadership Department, and the Center for Applied Linguistics (CAL) in Washington, D.C.

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

School Location

The Language Academy of Sacramento is located at 2850 49th Street, Sacramento, CA 95817 where it leases the facility from Sacramento City Unified School District (“District”). With its \$11.5 million Prop 1D grant, the charter school has recently completed a facilities expansion project which includes a two-story building for middle school classrooms and a state-of-the-art gymnasium. LAS at present intends to remain at this location with no plans or intentions to change locations.

Enrollment History

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school’s opening in 2004, LAS enrollment has grown from 228 students to 636 students for the FY26 school year. As of April 2026, there are 779 children on the LAS waiting list.

LAS Demographics

For FY26, LAS demographic data constitutes 77% Unduplicated, 67% Low-Income, 39% English Learners and 9% qualifying for Special Education services. About 93% of the students are Latino, 1% Black/African Americans, 4% White, 2% Asian, and 1% Two or more races.

2004 Founding Board

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

School Leadership

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

Key Supporters

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

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

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

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

Colombia: UC Davis International English and Professional Program

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

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

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

Japan: UC Davis International English and Professional Programs

Malaysia: United States Department of Commerce

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

Taiwan: UC Davis International English and Professional Programs

Highlights and Recognitions

Recognitions:

- Featured in the Global California 2030 Initiative as a Dual Language Immersion Model (2018)
- LAS reflects California’s commitment to multilingual education following Proposition 58’s passage in 2016.
- LAS's existence is a validation of the public’s evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.

Local

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

Infrastructure & Staff:

- State-of-the-art gym and middle school building (since 2015)
- 92% of teachers with 2+ years of experience; 72% with 5+ years (as of 2026)
- 1:1 student-to-technology ratio, fully equipped for distance learning (since 2020)

Climate & Engagement

2025

- 92% of students like their school; 99% value learning Spanish (2025 survey)
- 98% of parents would recommend LAS (2025 survey)
- 97% of staff would recommend LAS (2025 survey)

2026

- 96% of students like their school; 98% value learning Spanish (2026 survey)
- 98% of parents would recommend LAS (2026 survey)
- 100% of staff would recommend LAS (2026 survey)

Statewide Recognition:

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

International Recognition:

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

Charter Renewal Criteria

In accordance with Education Code Section 47600 et seq., LAS petitions the Sacramento City Unified School District for the renewal of the TK-8 charter for The Language Academy of Sacramento a term of five (5) school years beginning July 1, 2027 and ending on June 30, 2032.

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill (“AB”) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported in the Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be “verified data.”

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status. Each of the three tiers has unique qualifying criteria.

The three performance categories thresholds are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The California Department of Education provided a Charter School Performance Category Data File. The file provides the analysis of each Charter School in the State of California and provides the performance category for Charter Renewal.

Per the CDE’s analysis, LAS-is in the Middle Performance Category.

Because LAS is a dual language education (DLE) immersion program, research indicates that it

takes a minimum of 5-7 years before DLE students’ performance in English is comparable to non-DLE students.

On this note, the CA Dashboard results for ELA, Math, and subgroups only partially captures the academic performance trajectory of students in DLE programs. At LAS, we refer to this expected accelerated trajectory as DLE’s End-of-Stage 3 (Grade 8) where DLE’s student performance in English is appropriately comparable to non-DLE students.

Rationale for a Five-Year Renewal of LAS: Part 1

LAS has served students in Sacramento City Unified for 22 years. Our small school, with intimate classrooms, and deep collaboration between families, teachers, and administrators has been an authentic choice for Sacramento families for years. Every year LAS has more applicants than we have space to accommodate. LAS conducts a random public lottery to admit students due to the great interest in our program. For a range of reasons, families have determined that attending this particular educational program: Dual Language Education, is in the best interests of their children.

The Language Academy of Sacramento (LAS): Dual Language Education Program Design

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

Two-Way Immersion 90/10 Model: Percentages of Daily Instruction

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

*middle school language of instruction varies per subject

Most instruction is in Spanish in the primary grades, and formal English literacy instruction begins in 2nd-3rd grades. English Language Development (ELD) is taught daily from kindergarten through eighth grade for English learners. In practice, LAS teachers have found that in the 90-10 model, English achievement in second and third grades is not adequately reflected on standardized state testing. However, by the sixth and seventh grades, students in dual immersion programs typically begin to outperform their counterparts in English-only programs. In fact, the real benefits of dual immersion instruction become evident in the middle school grades. This is precisely why the LAS school design incorporates kindergarten through eighth grade and is also the rationale for requesting a long-term commitment from every parent who enrolls his/her child at LAS. Program duration research has shown that students learning a second language need at least five to seven years to fully develop both conversational and academic proficiency comparable to that of a native speaker. For this reason, the Language Academy is a self-contained Transitional Kindergarten through 8th grade school.

Evidence of Meeting Charter Renewal Standards

Renewal Evidence 1 to Evidence 7

LAS documents its performance on the Dashboard and through verified data in support of the approval of its charter renewal petition below.

<p>Renewal Performance: Evidence 1</p> <p>Overall Performance:</p> <p>2025: ABOVE the CA State based on Difference From Standards (DFS) for ELA, Mathematics, and English Learner Progress Indicator (ELPI) Performance and OUTPERFORMS CA State in Rate for Chronic Absenteeism and Suspension</p> <p>Sacramento City Unified School District (SCUSD): Charter Authorizing District At a Glance Renewal Performance Analysis – Excerpt from SCUSD Annual Charter School Oversight Report June 4, 2026</p>

AT A GLANCE

Performance Area	Performance Level Notes or Required Actions
Performance Tier	On Track for Renewal
	The Charter School is on track for a middle-tier renewal based on 2025 and 2024 Dashboard data. All student groups increased performance in English Language Arts. Four of five student groups maintained or increased performance in Math. The Charter School has an exemplary

	English Learner Performance Indicator and a very low suspension rate. While chronic absenteeism remains a challenge, they outperform the state in this area for all student groups.
Education Program	Meets Standard
	Several key factors likely account for the Charter’s success in its academic program. <ol style="list-style-type: none"> 1) Stability (students and staff) and the conditions that create it - including shared leadership. 2) Collaboration structures 3) Data Literate and Informed Decision Making 4) Universal access to first instruction 5) Language-Dense environment 6) Robust MTSS process
Equitable Service	Meets Standard
	Tiered Support Systems are a key element of the Charter School’s ability to provide equitable access to all students.
Governance	Meets Standard
	Board members demonstrated a strong understanding of the school, its goals, and governance procedures.
Financial	Meets Standard
	The District has no financial health concerns.
Next Steps	Pending submission of a reasonably comprehensive renewal petition, the Charter School is on track for a streamlined Middle-Tier renewal in the 2026-27 School year.

Statewide Academic Performance Metric Comparison

Performance is based on the current year's status (average) and performance color on the CA Dashboard. Status is the ‘statewide average’ for academic Measures. An average is much more precise than a color. Distance from Standard: how far, on average, students are from the lowest possible score to meet the standard.

Measure 1b: Most Current English Language Arts Performance

Group	Distance from Standard and Performance Color	State Data	Status Comparison (Above, At, Below)
All Students	-19.3	-8.1	BELOW
English Learners	-45.5	-59.9	ABOVE
Long-Term EL	-55.3	-104.5	ABOVE
Disabilities	-116.1	-89.4	BELOW
SE Disadvantaged	- 32.4	-35.3	ABOVE
Hispanic	-23.2	-33.7	ABOVE

Measure 1c: Most Current Mathematics Performance

Group	Points from Standard and Performance Color	State Data	Status Comparison (Above, At, Below)
All Students	-31	-42.4	ABOVE
English Learners	- 53.4	-86.1	ABOVE
Long-Term ELs	-99.3	-158.9	ABOVE
Disabilities	-131	-120.7	BELOW
SE Disadvantaged	-46.3	-72.9	ABOVE
Hispanic	- 34.4	-73.6	ABOVE

Measure 1d: Most Current English Learner Progress (ELPI) Performance

Group	Percent Progressing and Performance Level	State Data	Status Comparison (Above, At, Below)
English Learner	51.4%	46.4%	ABOVE
Long-Term EL	57.1%	49.1%	ABOVE

2. Engagement and Climate Performance Indicators

Additional CA Dashboard metrics provide context for a school's successful implementation of the approved educational program. The school's data isn't compared to the states', and it should show evidence of continuous improvement based on performance color year to year.

Measure 2a: K-8 Chronic Absenteeism		
Group	Percent Chronically Absent and Performance Color	State Rate
All Students	11%	17.1%
English Learners	15.1%	18.1%
Long-Term English Learners	19.1%	22.5%
Students with Disabilities	19.5%	24.9%
SE Disadvantaged	12.4%	21.7%
Hispanic	11.4%	20.1%

Measure 2c: Suspension Rates		
Group	Percent Suspended and Performance Color	State Rate
All Students	0.8%	2.9%
English Learners	1.1%	3.2%
Long-Term English Learners	4.3%	7%
Students with Disabilities	1.3%	5%
SE Disadvantaged	1.1%	3.6%
Hispanic	0.8%	3%

Renewal Performance: Evidence 2

Overall Performance:
 2024: **ABOVE** the CA State based on Growth Scores ELA and Math
 2025: **ACCELERATED** the CA State based on Growth Scores ELA and Math
 2024 & 2025: **ABOVE** the CA State Percentage for English Learner Progress Indicator (ELPI)

California Schools Development Center (CSDC): Statewide Charter Organization
 ELA and Math Dashboard Growth Performance Analysis – Excerpt from CSDC Renewal
 Worksheet for Language Academy of Sacramento

ELA and Math Growth, with Comparisons to State Average Growth Scores of Schools Similar by Grade Span and SED%

The tables below provide the following information about ELA and Math Growth:

- *School growth scores as they appear on the Dashboard (2024) and in the CDE data file (2025). Each growth score is an average of the growth scores of the school's students. Each student's growth score indicates, in scale score points, how the student's growth from the prior year CAASPP compares to the growth of all other students, statewide, who had the same baseline score as that student (some additional methodology is used for stabilization). Note that student group scores do not recalculate students' growth relative to the growth of other students in the same student group, statewide.*
- *State average growth scores for schools that are similar by grade span and Socioeconomically Disadvantaged percent (SED %), as calculated by CSDC and Parsec Education using CDE's posted growth scores.*
- *The difference between the school's growth scores and the corresponding state averages for schools similar by grade span and SED %.*
- *Possible range, a measure that reflects the range in which the school's actual growth most likely falls. Possible range accounts for statistical error and is therefore wider as the group size is smaller. The CDE only published the possible range in 2024.*
- *Number of students included in each growth score.*
- *2024 performance category. 2024 uses three categories based on Possible Range of growth scores: "Typical" category means the possible range includes "0," "Above" if the possible range includes only values > 0, and "Below" if the possible range includes only values < 0.*
- *2025 performance category. 2025 uses five categories with fixed values based on growth scores: "Minimal Growth" if < -20, "Moderate Growth" if -20 to -5, "Average Growth" if -5 to 5, "Accelerated Growth" if 5 to 20 and "Exceptional Growth" if > 20. The charts mark the thresholds at -20, -5, 5, and 20 (- - - -).*

ELA GROWTH The Language Academy of Sacramento	School Growth Score 2024	School Growth Score 2025	CA All Schools Growth Average 2024	CA All Schools Growth Average 2025	Differ- ence: School - CA Average 2024	Differ- ence: School - CA Average 2025	Possible Range 2024	% of Students who Improved 2025	# Students 2024	# Students 2025	Performance Category 2024	Performance Category 2025
ALL STUDENTS	10	10	0	0	10	10	7 to 13	83%	329	325	Above	Accelerated
African Ameri.			-4	-3								
English Learner	8	9	-5	-4	13	13	3 to 12	84%	152	162	Above	Accelerated
Long-Term EL	7	8	-10	-9	17	17	0 to 14	78%	54	46	Typical	Accelerated
Hispanic	9	10	-2	-2	11	12	6 to 12	84%	307	305	Above	Accelerated
Socioecon. Dis	7	9	-2	-2	9	11	3 to 11	84%	246	237	Above	Accelerated
Stud. w/ Disabil.	-13	-9	-12	-11	-1	2	-22 to -5	78%	42	40	Below	Moderate
White			2	2								
Multiracial			4	4								
Asian			8	6								

Math Growth, with Comparisons to State Average Growth Scores of All Schools

MATH GROWTH The Language Academy of Sacramento	School Growth Score 2024	School Growth Score 2025	CA All Schools Growth Average 2024	CA All Schools Growth Average 2025	Differ- ence: School - CA Average 2024	Differ- ence: School - CA Average 2025	Possible Range 2024	% of Students who Improved 2025	# Students 2024	# Students 2025	Performance Category 2024	Performance Category 2025
ALL STUDENTS	19	14	0	0	19	14	16 to 22	78%	329	325	Above	Accelerated
African Ameri.			-9	-8								
English Learner	14	10	-1	-1	15	11	9 to 18	76%	152	162	Above	Accelerated
Long-Term EL	22	10	-7	-7	29	17	15 to 30	70%	54	46	Above	Accelerated
Hispanic	19	14	-4	-4	23	18	16 to 22	78%	307	305	Above	Accelerated
Socioecon. Dis	19	11	-4	-3	23	14	15 to 22	76%	246	237	Above	Accelerated
Stud. w/ Disabil.	6	11	-5	-6	11	17	-2 to 14	73%	42	40	Typical	Accelerated
White			4	4								
Multiracial			6	5								
Asian			20	19								

LAS vs. CA State: English Learner Progress Indicator:

LAS Outperforms CA State in 2024 and 2025

	All & EL	LTEL
CA 2025	46.4%	49.1%
LAS 2025	51%	57%
Differ	5%	8%
CA 2024	45.7%	45.8%
LAS 2024	47%	51%
Differ	1%	5%

ELPI is the percent of EL students whose ELPAC level increased from prior year or maintained level 4: **1 > 2 Low > 2 High > 3 Low > 3 High > 4**

© 2025 Charter Schools Development Center
cfdc@chartercenter.org

www.chartercenter.org

Renewal Performance: Evidence 3

Overall Performance:
 2024 and 2025: **HIGHER (1st Place/2nd Place)** than the CA State and SCUSD

Based on CAASPP Percentage of Students Who Met and/or Exceeded Standards
 This statement is also true for Gr8 Comparison

Historically speaking, LAS Gr8 students have consistently outperformed or have been comparable to both the State and the District on the CAASPP English Language Arts (“ELA”) and Math assessments. Each year, a higher percentage of LAS Gr8 students met or exceeded standards compared to State and District peers, demonstrating the strength of our instructional program and our students’ ability to thrive within a Dual Language Education framework.

FY24 Percentage of Students at Met/Exceeded: LAS State SBAC Comparative Performance (CA State, Sac City District and LAS) v101024

1) FY24 LAS, State, and Sacramento City Unified School District (SCUSD): Aggregate Gr3-Gr8

	ELA	MATH	
LAS	41	34	Notation
SCUSD	39	29	LAS is Highest
State	47	36	LAS is 2nd Highest
			DLE School (Gr8 Data)

3) FY24 LAS, State, and Sacramento City Unified School District (SCUSD)

	End of Stage 1			End of Stage 2			End of Stage 3		End of Stage 1			End of Stage 2			End of Stage 3
	Gr3-8 Aggregate	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8		Gr3-8 Aggregate	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
LAS ELA	41	21	26	47	45	42	62	LAS Math	34	33	29	26	30	32	55
State	47	43	44	47	46	47	46	State	36	46	41	35	34	34	32
SCUSD	39	34	36	39	41	42	38	SCUSD	29	36	34	27	32	32	24

FY25 Percentage of Students at Met/Exceeded: LAS State SBAC Comparative Performance (CA State, Sac City District and LAS) v100925

1) FY25 LAS, State, and Sacramento City Unified School District (SCUSD): Aggregate Gr3-Gr8

	ELA	MATH
LAS	41	38
SCUSD	41	31
State	49	37

Notation
LAS is Highest
LAS is 2nd Highest
DLE School (Gr8 Data)

3) FY25 LAS, State, and Sacramento City Unified School District (SCUSD)

	End of Stage 1							End of Stage 2							End of Stage 3								
	Gr3-8 Aggregate	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr3-8 Aggregate	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr3-8 Aggregate	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8		
LAS ELA	41	25	18	41	52	58	52	LAS Math	38	55	20	21	39	48	42	State	37	46	42	36	37	36	34
State	49	44	46	49	48	50	48	State	37	46	42	36	37	36	34	SCUSD	31	39	35	28	36	32	26
SCUSD	41	37	39	39	44	44	40	SCUSD	31	39	35	28	36	32	26								

Renewal Performance: Evidence 4

Overall Performance:

2024 and 2025: Subgroups - **HIGHER (1st Place/2nd Place)** than the CA State and SCUSD

Based on CAASPP Percentage of Students Who Met and/or Exceeded Standards

This statement is also true for Gr8 Comparison

Notation
LAS is Highest
LAS is 2nd Highest
DLE School (Gr8 Data)

Based on CAASPP 2024

7) FY24 LAS, State, and SCUSD: Subgroups Gr3-Gr8 Aggregate

	Gr3-8 Aggregate	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only		Gr3-8 Aggregate	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only
LAS ELA	41	33	17	69	39	7	45	LAS Math	34	29	13	48	33	9	47
State	47	37	10	58	37	16	52	State	36	25	10	39	24	13	40
SCUSD	39	29	10	61	31	14	43	SCUSD	29	20	9	41	21	12	32

9) FY24 LAS, State, SCUSD, Surrounding MS and Surrounding DLE Program: Subgroups for Gr8 Only

	Gr8 Only	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only		Gr8 Only	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEPs)	Latino	SPED	English Only
LAS ELA	62	54	29	70	60	na	71	LAS Math	55	50	7	67	54	na	71
State	46	36	7	51	36	12	51	State	32	21	4	32	20	7	36
SCUSD	38	27	3	53	28	7	42	SCUSD	24	15	3	35	16	5	26
Will C Wood	30	29	2	60	20	4	29	Will C Wood	20	21	4	47	10	4	13
Miwok (Sutter)	68	49	10	59	53	15	72	Miwok (Sutter)	47	28	5	45	28	13	49
Cal Middle	39	26	7	52	28	2	42	Cal Middle	27	15	5	35	18	4	29
Edison	31	28	na	45	48	0	22	Edison	33	30	na	50	48	9	28

Based on CAASPP: 2025

7) FY25 LAS, State, and SCUSD: Subgroups Gr3-Gr8 Aggregate																	
		Gr3-8 Aggregate	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEFPs)	Latino	SPED	English Only									
	LAS ELA	41	35	10	66	39	7	48		LAS Math	38	33	18	52	36	9	43
	State	49	38	10	60	39	17	53		State	37	26	11	41	26	13	41
	SCUSD	41	29	9	63	33	17	46		SCUSD	31	21	10	44	23	14	36

9) FY25 LAS, State, SCUSD, Surrounding MS and Surrounding DLE Program: Subgroups for Gr8 Only																	
		Gr8 Only	Economically Disadvantaged	English Learners (ELs)	Reclassified Fluent English Proficient (RFEFPs)	Latino	SPED	English Only			Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	Gr8 Only	
	LAS ELA	52	50	7	68	49	8	56		LAS Math	42	35	0	53	41	17	56
	State	48	37	5	53	38	13	53		State	34	23	5	35	22	8	38
	SCUSD	40	29	4	56	32	12	46		SCUSD	26	17	3	38	18	8	30
	Will C Wood	28	27	1	74	18	2	26		Will C Wood	22	21	1	60	11	2	20
	Miwok (Sutter)	70	49	11	67	56	25	73		Miwok (Sutter)	51	32	7	46	35	11	54
	Cal Middle	42	28	0	56	33	16	42		Cal Middle	31	18	5	42	22	11	31
	Edison	32	31	0	36	35	9	43		Edison	22	20	0	36	32	0	19

Renewal Performance: Evidence 5

Overall Performance:

2025: Grade Levels **Met or Exceeded Annual Growth Projection** ELA and Math. With the exception of the SPED Subgroup in ELA, all Gr8 Cohort Subgroups Exceeded Annual Growth Projection in ELA and Math.

2026: With the exception of Gr3 Math, Grade Levels Met or Exceeded Annual Growth Projection ELA and Math. With the exception of the SPED Subgroup in ELA and Math, all Gr8 Cohort Subgroups Exceeded Annual Growth Projection in ELA and Math

AB 1505 Approved Verified Data: NWEA MAP Growth - Excerpt from LAS Annual Charter Leader Report for SCUSD for Year 2025

The Language Academy of Sacramento (LAS) Local Assessment Name:

An approved CA state-verified assessment per AB1505: Northwest Evaluation Association (NWEA) MAP Growth: ELA, SLA, and Mathematics and MAP Fluency in Spanish and English.

The data below represents the MAP Growth FY25 Gr8 (LAS End of Stage 3 in Biliteracy Trajectory) School Conditional Growth Index (CGI) Winter to Winter Term data for core subject areas: Math and ELA. CGI values express student growth relative to the growth projection in standard deviation units. Student CGI can be averaged and is comparable across grades and subjects. According to NWEA's definition, for both student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more), with zero as equivalent to one grade level growth, in a subject in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure (MAP Growth Data for AB1505, May, 2023).

The illustrations below show the LAS NWEA CGI as discussed above.



Student Growth Summary Report

Aggregate by School

Term: Winter 2024-2025
District: The Language Academy Of Sacramento

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2024 - Winter 2025
Weeks of Instruction: Start - 20 (Winter 2024)

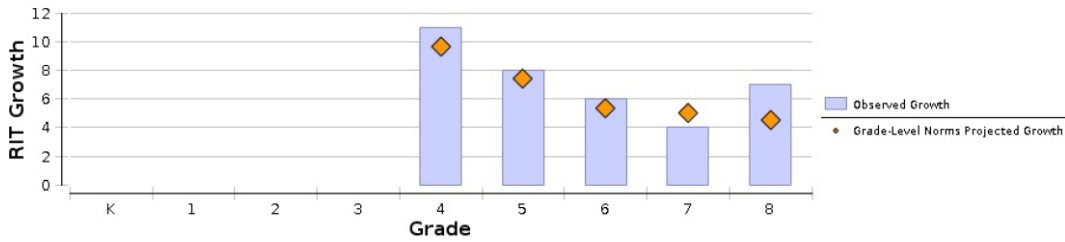
Grouping: None
Small Group Display: Yes

Language Academy of Sacramento

Language Arts:
Reading

Grade (Winter 2025)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Winter 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**		**			**					**				
1	0	**		**			**					**				
2	0	**		**			**					**				
3	0	**		**			**					**				
4	63	182.4	16.4	5	193.1	14.2	9	11	1.4	9.6	0.81	79	63	36	57	62
5	61	195.5	14.1	16	203.2	15.1	20	8	1.1	7.4	0.22	59	61	33	54	50
6	60	205.2	14.4	29	211.3	13.1	36	6	1.0	5.3	0.50	69	60	36	60	58
7	63	209.1	13.9	25	212.8	13.6	27	4	1.2	5.0	-1.16	12	63	29	46	43
8	60	212.4	11.0	26	219.0	12.2	42	7	0.9	4.5	1.48	93	60	38	63	60

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

Term: Winter 2024-2025
District: The Language Academy Of Sacramento

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2024 - Winter 2025
Weeks of Instruction: Start - 20 (Winter 2024)

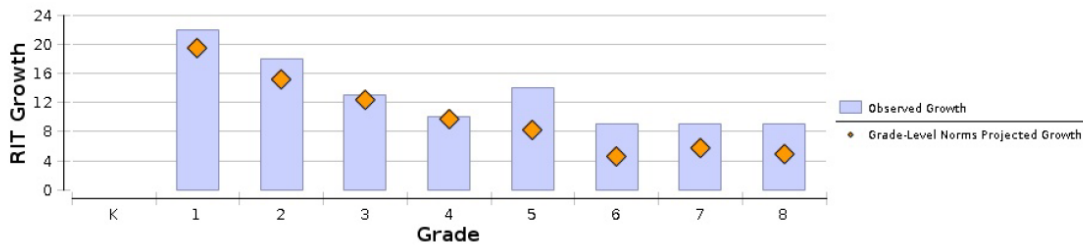
Grouping: None
Small Group Display: Yes

Language Academy of Sacramento

Math: Math K-12

Grade (Winter 2025)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Winter 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**		**			**					**				
1	63	143.5	11.3	10	165.1	10.6	20	22	1.1	19.4	1.14	87	63	35	56	53
2	64	160.6	11.9	5	178.9	13.8	19	18	0.9	15.2	1.74	96	64	45	70	67
3	48	178.7	12.0	18	191.2	11.2	21	13	1.2	12.4	0.06	52	48	21	44	37
4	62	186.4	11.3	6	196.3	12.4	8	10	1.1	9.7	0.12	55	62	33	53	53
5	61	196.2	13.4	8	209.9	15.2	27	14	1.0	8.3	3.10	99	61	42	69	72
6	62	208.4	14.2	21	217.3	12.8	39	9	0.9	4.6	2.29	99	62	46	74	69
7	63	213.7	14.3	24	222.9	15.8	45	9	0.9	5.7	2.30	99	63	42	67	65
8	61	220.5	14.2	35	229.5	15.9	56	9	0.8	5.0	2.38	99	61	50	82	73

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Winter 2024-2025
District: The Language Academy Of Sacramento

Norms Reference Data: 2020 Norms
Growth Comparison Period: Winter 2024 - Winter 2025
Weeks of Instruction: Start - 20 (Winter 2024)

End - 20 (Winter 2025)
Grouping: Program
Small Group Display: Yes

Language Academy of Sacramento

Language Arts:
Reading

Grade (Winter 2025)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against			Student Norms			
		Winter 2024			Winter 2025			Observed Growth	Observed Growth SE	Grade-Level Norms			Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile				
English Language Learner (ELL)	15	199.5	8.2	1	204.8	8.6	2	5	2.5	4.9	0.27	61	15	8	53	47
English Only (EO)	16	216.1	7.6	45	222.4	10.9	60	6	1.8	4.4	1.34	91	16	11	69	63
Foster	1	196.0		1	204.0		2	8		5.0	2.13	98	1	1	100	0
Free and Reduced Lunch (FRL)	44	210.7	10.3	19	217.1	11.8	33	6	1.1	4.6	1.30	90	44	28	64	60
Latino	56	212.0	11.3	24	218.2	12.2	38	6	1.0	4.5	1.18	88	56	34	61	58
Long Term EL (LTEL)	15	199.5	8.2	1	204.8	8.6	2	5	2.5	4.9	0.27	61	15	8	53	47
Non-Latino	4	217.3	4.5	51	229.8	1.3	88	13	1.7	4.4	5.80	99	4	4	100	90
Non-SED	16	216.9	11.9	49	224.3	11.8	69	7	1.7	4.4	2.15	98	16	10	63	61
Non-SPED	50	214.7	9.6	37	221.8	10.5	57	7	1.0	4.5	1.89	97	50	33	66	63
Reclassified (RFEP)	29	216.9	8.6	49	224.4	8.1	69	8	1.1	4.4	2.22	99	29	19	66	63
Special Education (SPED)	10	200.4	10.0	1	204.7	10.2	2	4	2.2	4.9	-0.42	34	10	5	50	47



Student Growth Summary Report

Aggregate by School

Term: Winter 2024-2025
District: The Language Academy Of Sacramento

Norms Reference Data: 2020 Norms
Growth Comparison Period: Winter 2024 - Winter 2025
Weeks of Instruction: Start - 20 (Winter 2024)

End - 20 (Winter 2025)
Grouping: Program
Small Group Display: Yes

Language Academy of Sacramento

Math: Math K-12

Grade (Winter 2025)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against			Student Norms			
		Winter 2024			Winter 2025			Observed Growth	Observed Growth SE	Grade-Level Norms			Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile				
English Language Learner (ELL)	16	206.8	8.0	3	213.3	12.2	7	6	2.2	4.2	1.36	91	16	9	56	70
English Only (EO)	15	228.2	14.1	68	237.5	13.8	83	9	1.0	5.4	2.30	99	15	14	93	77
Free and Reduced Lunch (FRL)	45	217.2	12.1	22	225.8	14.3	41	9	1.0	4.8	2.25	99	45	35	78	73
Latino	57	220.4	14.3	34	228.9	15.8	53	9	0.8	4.9	2.09	98	57	46	81	73
Long Term EL (LTEL)	16	206.8	8.0	3	213.3	12.2	7	6	2.2	4.2	1.36	91	16	9	56	70
Non-Latino	4	223.3	13.8	47	238.0	16.8	84	15	3.6	5.1	5.64	99	4	4	100	89
Non-SED	16	230.0	15.8	75	239.6	16.2	88	10	1.2	5.5	2.42	99	16	15	94	78
Non-SPED	51	223.9	12.5	49	232.6	14.5	67	9	0.9	5.1	2.09	98	51	43	84	72
Reclassified (RFEP)	30	224.0	11.9	50	234.1	12.4	73	10	1.0	5.1	2.91	99	30	27	90	73
Special Education (SPED)	10	203.2	8.6	1	213.2	13.0	7	10	2.3	4.0	3.53	99	10	7	70	80

Increases in Student Achievement (Local Assessments)

Charter School Directions: Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of the average growth students at your school made during the year. (Data on the table below is based on the previous NWEA MAP Student Growth Summary Reports above)

OVERALL AND GROUPS	FY25 LAS MAP Growth Winter Window Gr8 Cohort Conditional Growth Index (CGI)	FY25 LAS MAP Growth Winter Window Gr8 Cohort Conditional Growth Percentile (CGP)
All Gr8 Students - Overall Reading in ENGLISH (*LAS is a DLE 90:10 Program)	1.48	93rd
Latino	1.18	88th
SED	1.30	90th
RFEP	2.22	99th
EL/LTELS	0.27	61st
SPED	-0.42	34th
All Gr8 Students - Overall Math (*LAS is a DLE 90:10 Program: Gr1-Gr4 Math is in SPANISH; Gr5-Gr8 is in ENGLISH)	2.38	99th
Latino	2.09	98th
SED	2.25	99th
RFEP	2.91	99th
EL/LTELS	1.36	91st
SPED	3.53	99th

Summary of the **FY25 LAS MAP Growth Winter Window** results for the **8th-grade cohort** based on **Conditional Growth Index (CGI)** and **Conditional Growth Percentile (CGP)**:

Reading (English)

- **Overall: 1.48 CGI (93rd percentile)** – Strong growth overall.
- **Latino: 1.18 CGI (88th percentile)** – Slightly below the overall average but still high.

- **SED (Socioeconomically Disadvantaged): 1.30 CGI (90th percentile)** – Comparable to overall performance.
- **RFEP (Reclassified Fluent English Proficient): 2.22 CGI (99th percentile)** – Exceptional growth.
- **EL/LTEs (English Learners/Long-Term English Learners): 0.27 CGI (61st percentile)** – Moderate growth, lower than other subgroups.
- **SPED (Special Education): -0.42 CGI (34th percentile)** – Growth lagging significantly behind peers.
- **Math (Spanish through Gr4, English from Gr5 onward)**
- **Overall: 2.38 CGI (99th percentile)** – Outstanding growth.
- **Latino: 2.09 CGI (98th percentile)** – Very strong performance.
- **SED: 2.25 CGI (99th percentile)** – Exceptional growth.
- **RFEP: 2.91 CGI (99th percentile)** – Highest growth among subgroups.
- **EL/LTEs: 1.36 CGI (91st percentile)** – Strong but lower than other groups.
- **SPED: 3.53 CGI (99th percentile)** – Remarkable growth, highest among all subgroups.

Key Takeaways:

- ✓ Overall, 8th-grade students showed strong growth in both Reading and Math.
- ✓ RFEP students demonstrated the highest gains in both subjects.
- ✓ SPED students excelled in Math but struggled in Reading.
- ✓ EL/LTEL students showed moderate growth, particularly in Reading.

Excerpt from LAS Annual Charter Leader Report for SCUSD for Year 2026

The Language Academy of Sacramento (LAS) Local Assessment Name: An approved CA state-verified assessment per AB1505: Northwest Evaluation Association (NWEA) MAP Growth: ELA, SLA, and Mathematics and MAP Fluency in Spanish and English.

The data below represents the MAP Growth FY26 Gr8 (LAS End of Stage 3 in Biliteracy Trajectory) School Conditional Growth Index (CGI) Winter to Winter Term data for core subject areas: Math and ELA. CGI values express student growth relative to the growth projection in standard deviation units. Student CGI can be averaged and is comparable across grades and subjects. According to NWEA’s definition, for both student and school CGI values, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more), with zero as equivalent to one grade level growth, in a subject in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure (MAP Growth Data for AB1505, May, 2023).

The illustrations below show the LAS NWEA CGI as discussed above.



Student Growth Summary Report

Aggregate by School

Term: Winter 2025-2026
District: Language Academy of Sacramento

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Winter 2025 - Winter 2026
Weeks of Instruction: Start - 20 (Winter 2025)
End - 20 (Winter 2026)

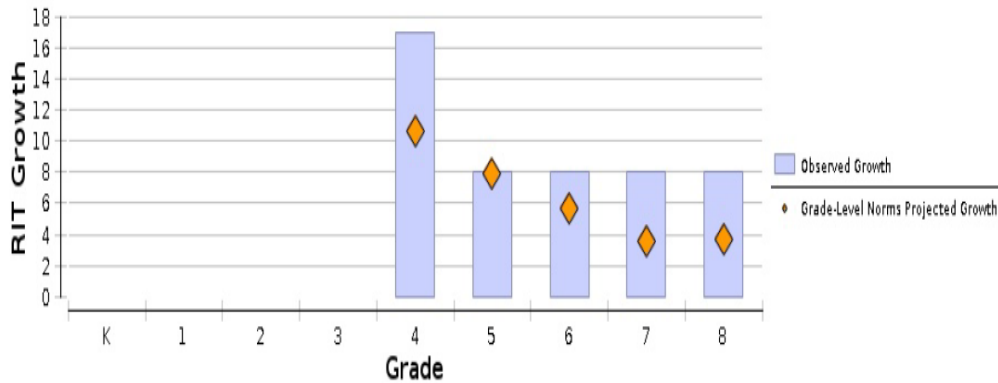
Grouping: None
Small Group Display: Yes

Language Academy of Sacramento

Language Arts:
Reading

Grade (Winter 2026)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Winter 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	47	180.2	15.8	14	197.4	14.7	44	17	1.2	10.7	1.49	93	47	40	85	71
5	65	193.2	14.0	25	201.4	13.6	31	8	1.2	7.9	0.07	53	65	32	49	47
6	61	202.7	14.7	37	210.8	14.1	55	8	1.1	5.7	0.53	70	61	38	62	63
7	61	209.9	13.3	50	217.7	12.0	73	8	0.9	3.6	0.86	80	61	45	74	72
8	65	212.6	13.2	48	220.2	12.5	69	8	0.9	3.7	0.87	81	65	48	74	65

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Teodora-Jean
Bersola-Isa...
1/21/26, 2:59:53 PM

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© HMH 2026. MAP is a registered trademark. HMH, MAP Growth and MAP Skills are trademarks of HMH in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.





Student Growth Summary Report

Aggregate by School

Term: Winter 2025-2026
District: Language Academy of Sacramento

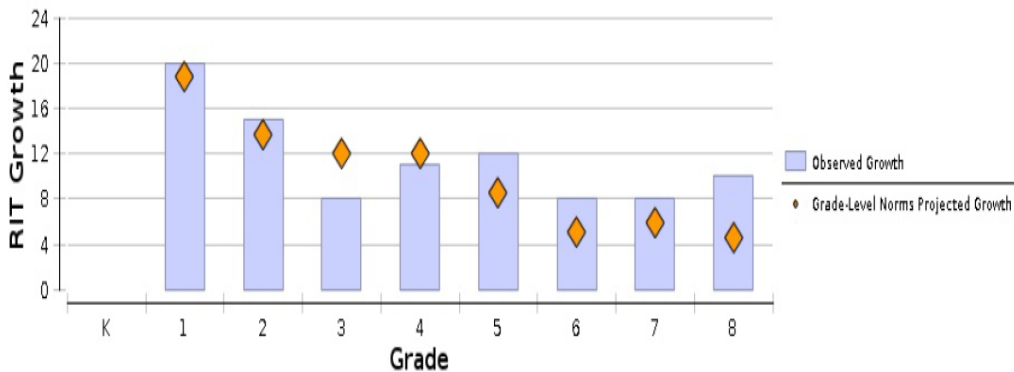
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Winter 2025 - Winter 2026
Weeks of Instruction: Start - 20 (Winter 2025)
End - 20 (Winter 2026)
Grouping: None
Small Group Display: Yes

Language Academy of Sacramento

Math: Math K-12

Grade (Winter 2026)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Winter 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	61	140.0	10.2	2	159.6	11.5	7	20	1.1	18.9	0.19	58	61	30	49	47
2	63	164.7	11.5	27	179.6	12.6	40	15	0.9	13.6	0.32	63	63	38	60	53
3	64	179.3	13.8	38	187.4	14.0	26	8	0.9	12.0	-0.83	20	64	22	34	34
4	48	191.2	11.1	44	202.1	12.4	44	11	1.0	12.0	-0.25	40	48	24	50	48
5	65	195.7	12.6	17	207.8	13.4	35	12	0.9	8.5	0.74	77	65	49	75	75
6	61	209.7	14.9	44	218.1	13.2	63	8	1.0	5.1	0.62	73	61	39	64	65
7	62	217.0	13.2	58	225.3	15.8	70	8	0.9	5.9	0.40	65	62	38	61	59
8	65	222.8	15.7	61	232.7	18.4	80	10	1.0	4.7	0.76	78	65	46	71	64

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Teodora-Jean Bersola-Isa...
1/21/26, 2:59:53 PM

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© HMH 2026. MAP is a registered trademark. HMH, MAP Growth and MAP Skills are trademarks of HMH in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Page 1 of 3





Student Growth Summary Report

Aggregate by School

Term: Winter 2025-2026
 District: Language Academy of Sacramento

Norms Reference Data: 2025 Norms.
 Growth Comparison Period: Winter 2025 - Winter 2026
 Weeks of Instruction: Start - 20 (Winter 2025)
 End - 20 (Winter 2026)

Grouping: Program
 Small Group Display: Yes

Language Academy of Sacramento

Language Arts:
 Reading

Grade (Winter 2026)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Winter 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	10	196.6	8.2	2	206.6	6.9	12	10	2.8	6.1	0.88	81	10	9	90	70
English Only (EO)	23	214.9	13.9	60	222.4	13.2	78	8	1.7	3.4	0.92	82	23	17	74	65
Free and Reduced Lunch (FRL)	50	211.4	13.0	42	219.3	12.5	65	8	1.1	3.9	0.90	81	50	37	74	66
IFEP	5	225.0	10.2	94	227.2	9.8	91	2	1.0	2.0	0.06	53	5	3	60	57
Latino	62	212.4	13.5	47	219.9	12.5	68	8	1.0	3.8	0.84	80	62	45	73	66
Long Term EL (LTEL)	9	197.9	7.5	3	206.7	7.3	13	9	2.8	5.9	0.65	74	9	8	89	68
Non-Latino	3	217.7	5.9	73	226.0	12.8	89	8	4.8	3.0	1.20	88	3	3	100	53
Non-SED	15	216.7	13.7	68	223.1	12.5	81	6	1.9	3.1	0.73	77	15	11	73	57
Non-SPED	60	214.2	12.1	56	222.0	11.0	77	8	0.9	3.5	0.97	83	60	45	75	66
Reclassified (RFEP)	27	214.3	9.7	57	222.0	10.8	77	8	1.3	3.5	0.95	83	27	19	70	66
Special Education (SPED)	5	193.4	12.0	1	198.2	7.7	1	5	4.5	6.6	-0.40	34	5	3	60	50

Explanatory Notes

* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Teodora-Jean Bersola-Isa...
 1/21/26, 2:54:25 PM

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
 © HMH 2026. MAP is a registered trademark. HMH, MAP Growth and MAP Skills are trademarks of HMH in the U.S. and in other countries.
 © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.





Student Growth Summary Report

Aggregate by School

Term: Winter 2025-2026
 District: Language Academy of Sacramento

Norms Reference Data: 2025 Norms.
 Growth Comparison Period: Winter 2025 - Winter 2026
 Weeks of Instruction: Start - 20 (Winter 2025)
 End - 20 (Winter 2026)
 Grouping: Program
 Small Group Display: Yes

Language Academy of Sacramento

Math: Math K-12

Grade (Winter 2026)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Winter 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	10	203.7	11.3	4	212.0	12.7	12	8	2.9	6.5	0.27	61	10	8	80	65
English Only (EO)	23	225.3	18.5	70	235.7	19.2	87	11	1.4	4.4	0.86	81	23	18	78	71
Free and Reduced Lunch (FRL)	50	221.8	15.6	57	231.7	18.9	77	10	1.3	4.8	0.74	77	50	35	70	64
IFEP	5	236.0	7.7	95	253.8	10.7	99	18	4.5	3.4	2.08	98	5	4	80	94
Latino	62	222.4	15.2	59	232.1	18.1	78	10	1.1	4.7	0.72	77	62	43	69	64
Long Term EL (LTEL)	9	203.2	11.9	4	211.4	13.3	11	8	3.2	6.5	0.25	60	9	7	78	68
Non-Latino	3	232.7	26.6	91	244.0	24.3	97	11	3.5	3.7	1.10	86	3	3	100	73
Non-SED	15	226.4	16.0	74	236.1	16.6	88	10	1.5	4.3	0.78	78	15	11	73	71
Non-SPED	60	225.5	13.0	71	235.6	15.8	87	10	1.1	4.4	0.82	79	60	43	72	66
Reclassified (RFEP)	27	225.4	8.8	71	233.9	13.6	83	8	1.7	4.4	0.59	72	27	16	59	54
Special Education (SPED)	5	190.8	8.8	1	197.8	7.7	1	7	4.3	7.7	-0.10	46	5	3	60	60

Explanatory Notes

* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Teodora-Jean
 Bersola-lsa...
 1/21/26, 2:54:25 PM

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
 © HMH 2026. MAP is a registered trademark. HMH, MAP Growth and MAP Skills are trademarks of HMH in the U.S. and in other countries.
 © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.



Increases in Student Achievement (Local Assessments)

Charter School Directions: Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of the average growth students at your school made during the year. (Data on the table below is based on the previous NWEA MAP Student Growth Summary Reports above)

OVERALL AND GROUPS	FY26 LAS MAP Growth Winter Window Gr8 Cohort Conditional Growth Index (CGI)	FY26 LAS MAP Growth Winter Window Gr8 Cohort Conditional Growth Percentile (CGP)
All Gr8 Students - Overall Reading in ENGLISH (*LAS is a DLE 90:10 Program)	0.87	81st
Latino	0.84	80th
SED	0.90	81st
RFEP	0.95	83rd
EL/LTELS	ELL: 0.88 LTEL: 0.65	ELL: 81st LTEL: 74 th
SPED	-0.40	34th
All Gr8 Students - Overall Math (*LAS is a DLE 90:10 Program: Gr1-Gr4 Math is in SPANISH; Gr5-Gr8 is in ENGLISH)	0.76	78th
Latino	0.72	77th
SED	0.74	77th
RFEP	0.59	72nd
EL/LTELS	ELL: 0.27 LTEL: 0.25	ELL: 61st LTEL: 60 th
SPED	-0.10	46th

Summary of the **FY26 LAS MAP Growth Winter Window** results for the **8th-grade cohort** based on **Conditional Growth Index (CGI) and Conditional Growth Percentile (CGP)**:

Winter MAP Growth Summary (Grade 8 Cohort)

Overall Performance

- Students demonstrated **strong academic growth** in both reading and math.
- Growth levels were **above national norms**, showing effective instruction.

Reading Achievement

- Overall reading growth ranked in the **81st percentile nationally**.
- Latino, SED, RFEP, and English Learner students all showed **above-average progress**.
- RFEP students demonstrated the **highest reading growth**.
- Students with disabilities (SPED) showed **significantly lower growth**, indicating a need for targeted supports.

Math Achievement

- Overall math growth ranked in the **78th percentile nationally**.
- Latino and SED students continued to show **strong gains in math**.
- English Learners made progress, but growth was **lower than their peers**.
- SPED students again showed **below-average growth** compared to other groups.

Equity Highlights

- Most student groups are growing at or above expected levels.
- Growth gaps remain for **SPED students and some English Learners**, especially in math.

Instructional Implications

- Continue effective core instruction in reading and math.
- Increase targeted interventions for SPED students.
- Strengthen academic language support for English Learners, particularly in math.

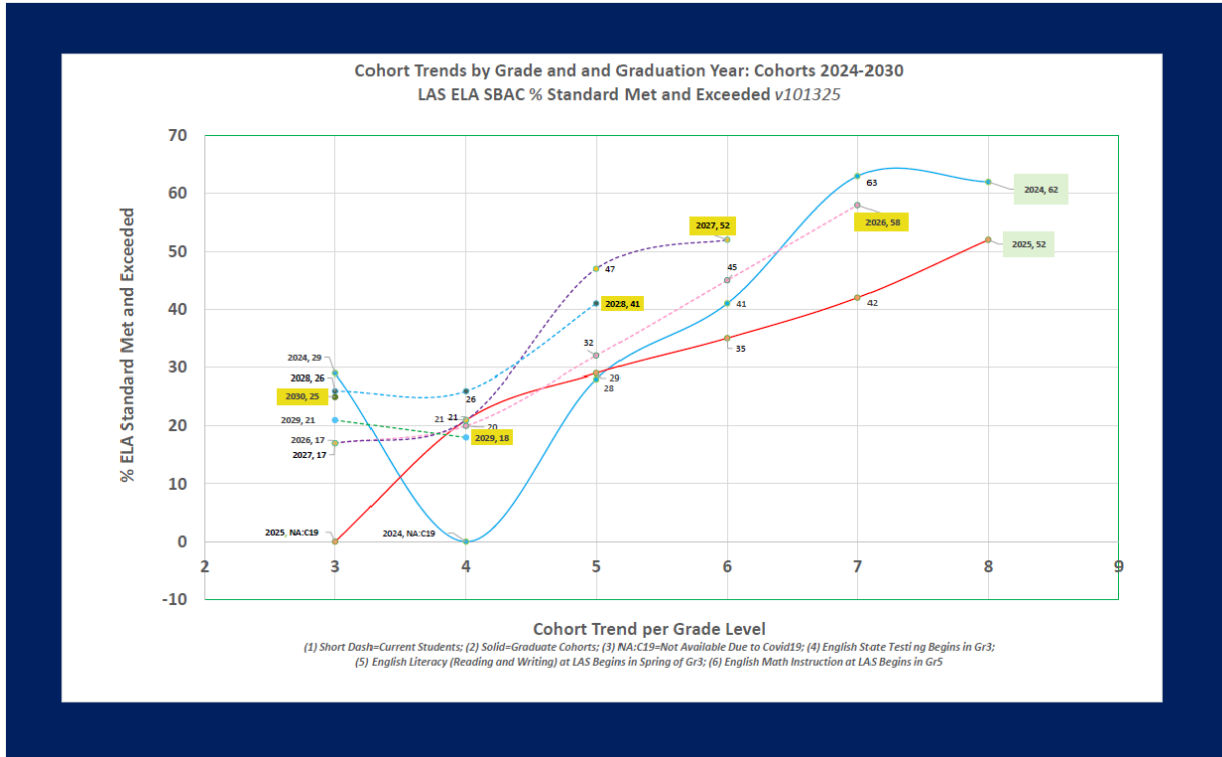
Renewal Performance: Evidence 6

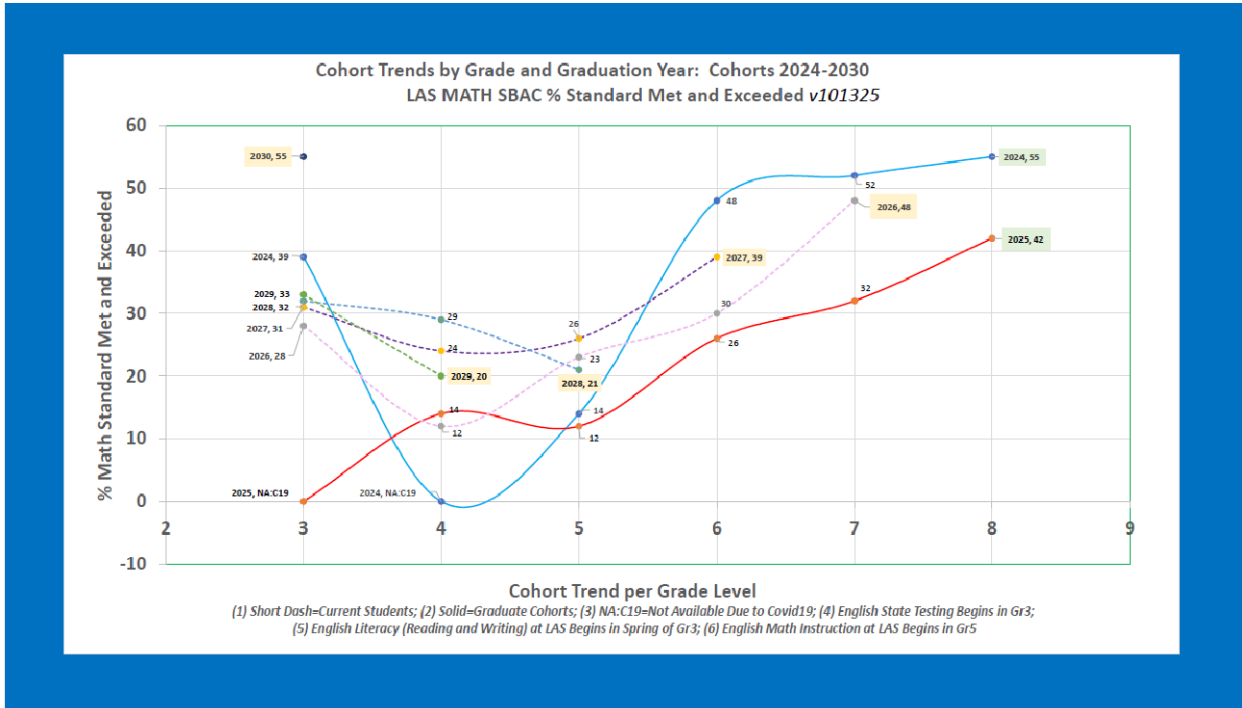
Overall Performance:

UPWARD TRAJECTORY for ALL LAS Cohorts in ELA and Math: Percentage of Students Who Met or Exceeded Standards on SBAC CAASPP

SBAC CAASPP Data- LAS Brostrom Graphs: Cohort Historical Achievement Trajectory

LAS Brostrom Graphs: In memory of Pete Brostrom, a LAS parent, who envisioned a better way to show the upward trajectory of academic achievement within the context of a dual language education (5-7 years for biliteracy).





Local Indicators as reflected on the Dashboards

Over the past several years, LAS has met all required Local Indicators on the Dashboard, reflecting the Charter School’s commitment to continuous improvement and accountability. These indicators, which include areas such as parent engagement, school climate, and implementation of state academic standards, demonstrate that LAS has established strong systems and practices in alignment with state expectations. By consistently meeting these measures, LAS shows its dedication not only to student achievement, but also to fostering a supportive school culture, engaging families as partners, and ensuring that high-quality instruction is delivered across classrooms.

Renewal Performance: Evidence 7

Overall Performance:
CONSISTENTLY at over 90% Satisfaction Rate on Key Questions
CONSISTENTLY at over 90% Participation Rate

LAS End of Year Community Engagement Survey Results for 2025 and 2026
 (Survey Monkey Data)

- 92% of students like their school; 99% value learning Spanish (2025 survey)
- 98% of parents would recommend LAS (2025 survey)
- 97% of staff would recommend LAS (2025 survey)

Climate & Engagement: 2026

- 96% of students like their school; 98% value learning Spanish (2026 survey)
- 98% of parents would recommend LAS (2026 survey)
- 100% of staff would recommend LAS (2026 survey)

Rationale for a Five-Year Renewal of LAS: Part 2

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

1. Supports the value and uniqueness of LAS's pedagogical design; and,
2. Understands the reason why some achievement measurements under the California Accountability Model and School Dashboard and standardized testing system are only logical and comparable in the middle school grade levels; and,
3. Recognizes LAS's contributions in fulfilling SCUSD's goal of success for educating the whole child by providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system. LAS's educational program provides SCUSD high schools a pool of middle school students within SCUSD who are ready to thrive and to enroll in an Advanced Placement foreign language course as freshmen in high school. LAS's success is aligned with SCUSD's goal of preparing every student for college and career milestones and for responsible global citizenship in the 21st century. It directly advances the SCUSD principle of "ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options."

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

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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

Population to be Served by the School

LAS intends to offer an exemplary two-way immersion bilingual educational program for Transitional Kindergarten through eighth grade students, particularly English learners and those from historically underserved populations.

On February 19, 2004, the SCUSD School Board unanimously voted to approve the original charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school’s opening in 2004, LAS enrollment has grown from 228 students to 636 students for the 2026 school year.

For 2026, LAS demographic data constitutes 77% Unduplicated, 67% Low-Income, 39% English Learners and 9% qualifying for Special Education services. About 93% of the students are Latino, 1% Black/African Americans, 4% White, 2% Asian, and 1% Two or more races. Additionally, there is 1 (0.2%) Foster youth and a total of 6 (1%) Homeless students.

Cognizant of the evolving demand for students to be prepared for a global economy, the LAS is dedicated to providing students and families in the Sacramento region with the option to learn to read, write, and speak proficiently in English and in Spanish – a major language in California as well as in international commerce and economics.

Number of Students and Grades Served

Grades	Number of Students
TK	40
K	66
Gr1	66
Gr2	66
Gr3	66
Gr4	67
Gr5	67
Gr6	68
Gr7	65
Gr8	65
<i>Total (Estimated based on FY25-26)</i>	636

Enrollment Demographics Over Time

Student Group	FY22	FY23	FY24	FY25	FY26
Unduplicated	77%	80%	80%	80%	77%
Socioeconomically Disadvantaged	72%	74%	71%	66%	67%
English Learners	45%	48%	43%	40%	39%
Students with Disabilities	12%	9%	10%	10%	9%
African American	2%	2%	1%	1%	1%
Asian	1%	1%	1%	2%	2%
Hispanic or Latino	94%	93%	94%	92%	93%
White	3%	3%	4%	4%	4%
Two or More Races	0%	1%	1%	1%	1%
Total	614	616	616	615	637

Enrollment at LAS is open to all students within the SCUSD boundaries as well as all students who are interested in attending regardless of residence within the State of California. Reflecting the diversity of culture, language, ethnicity, and ability found in Sacramento, LAS actively recruits students of varying backgrounds and is inclusive of students with a wide range of abilities, including those with special education needs and those who are ELs.

The LAS Graduate: An Educated Person in the 21st Century

It is the Charter School's objective to enable students to become self-motivated, competent, and lifelong learners.

Language Academy of Sacramento students are being prepared to become educated and active participants in the 21st century. It is imperative that LAS students understand how to learn independently and that they have enduring, essential, and transferable foundational skills. In other words, the LAS Graduate will be able to:

- Apply critical thinking skills to solve problems in diverse settings
- Communicate effectively (oral, written, collaborative, and interpersonal) in multilingual and multicultural settings
- Demonstrate academic motivation and intellectual independence
- Use new technologies to develop creative solutions in a complex and global society
- Advocate empathetically for themselves and peers using socioemotional skills

At the core of LAS's educational experience is college and career readiness. Understanding that the demographic composition of LAS reflects groups that are traditionally underprepared for college, and that its TK-8 program is a crucial pipeline in improving college freshmen readiness for rigorous higher education coursework. LAS supports the clear balance of intellectual knowledge, creative and personal ability, and broader understanding of the world as the basis for a solid 21st century education. The Charter School's curriculum supports this balance through its detailed alignment with Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), the History-Social Science Framework, the English Language Development Standards ("ELD"), and additional State Content Standards (collectively, "State Standards"), as well as an engaging social emotional learning program that includes art, music, and physical education courses that provide for well-balanced student development.

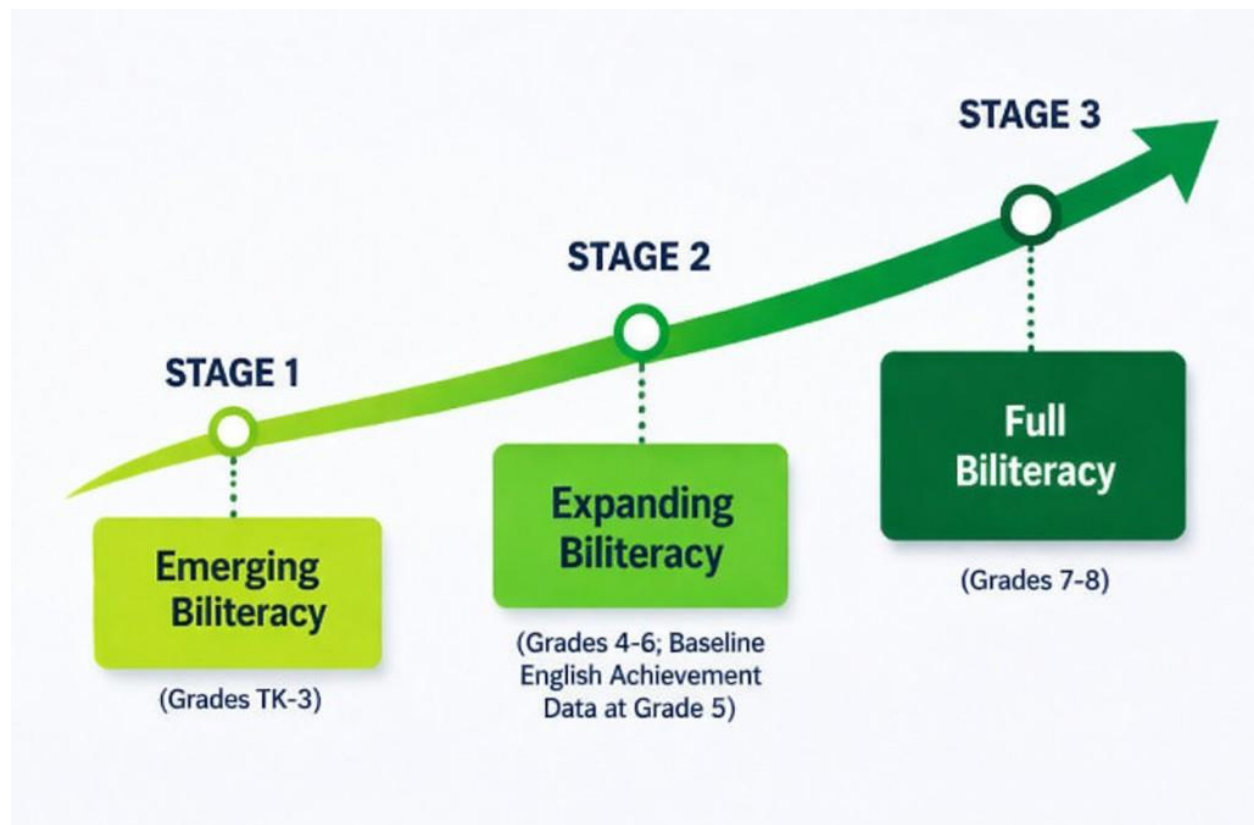
For several years, LAS has defined the picture of the LAS Graduate in relation to a college and career readiness template. Upon finishing grade 8, the LAS Graduate will possess the cornerstone skills of a 21st century-educated person who is able to negotiate with the world with an internalized, cross-cultural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

Program Description

The Language Academy of Sacramento serves a rare and important role in the educational offering for students in the Sacramento region. Research on two-way immersion (TWI) programs indicates that the full academic and linguistic benefits often emerge in the upper elementary to middle school years, particularly around grades six and seven, as students reach critical thresholds of bilingual proficiency and biliteracy development (Collier & Thomas, 2017; Lindholm-Leary, 2011; Steele et al., 2017; Umansky & Reardon, 2014; Valentino & Reardon, 2015).

Since formal instruction in English literacy typically begins in the third grade, two-way students often may show delayed performance compared to their peers on standardized tests in English in the primary and intermediate grades. As students move into middle school, the gap decreases and, eventually, the achievement of two-way students surpasses that of students in English-only programs. By the seventh, and eighth grades, students begin to outscore their counterparts in English-only programs on standardized tests in English. It is precisely for this reason that the LAS school design extends through the eighth grade. The figure below illustrates the expected biliteracy progression for LAS students, as well as showing an upward trajectory of Grades 7 & 8 students scoring at Standard Met or Standard Exceeded in state standardized assessments.

LAS Biliteracy Grade Span Progression



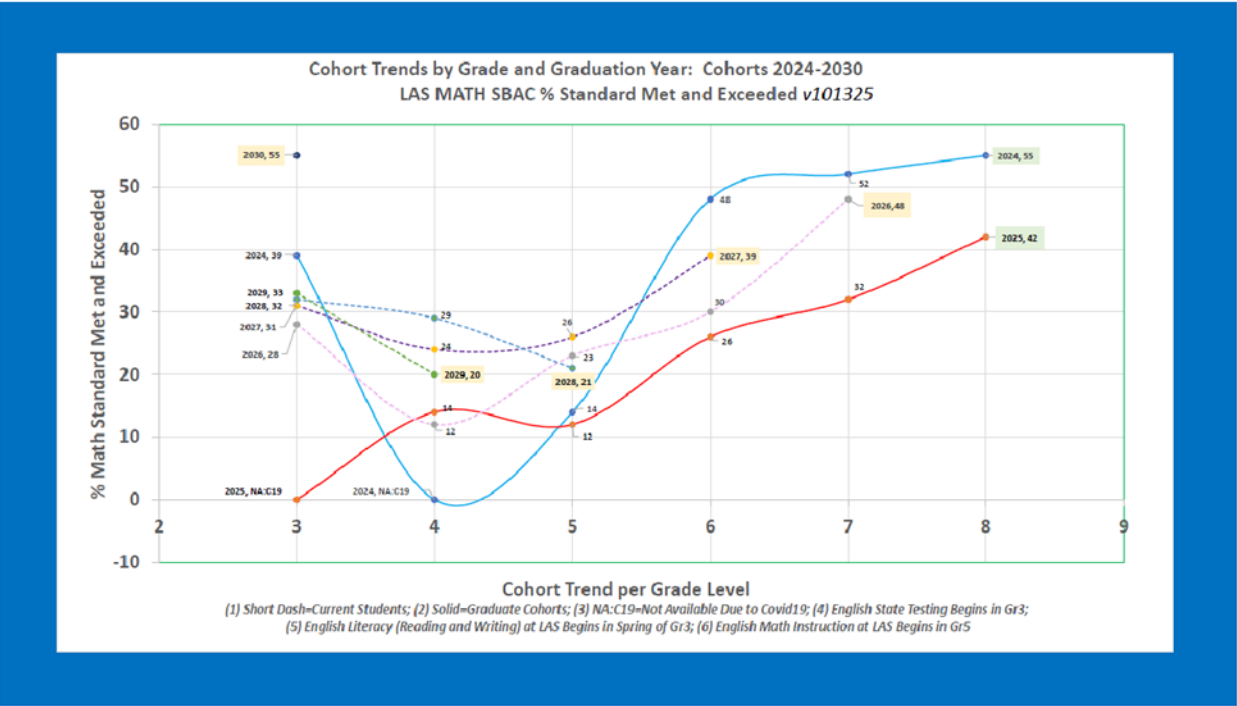
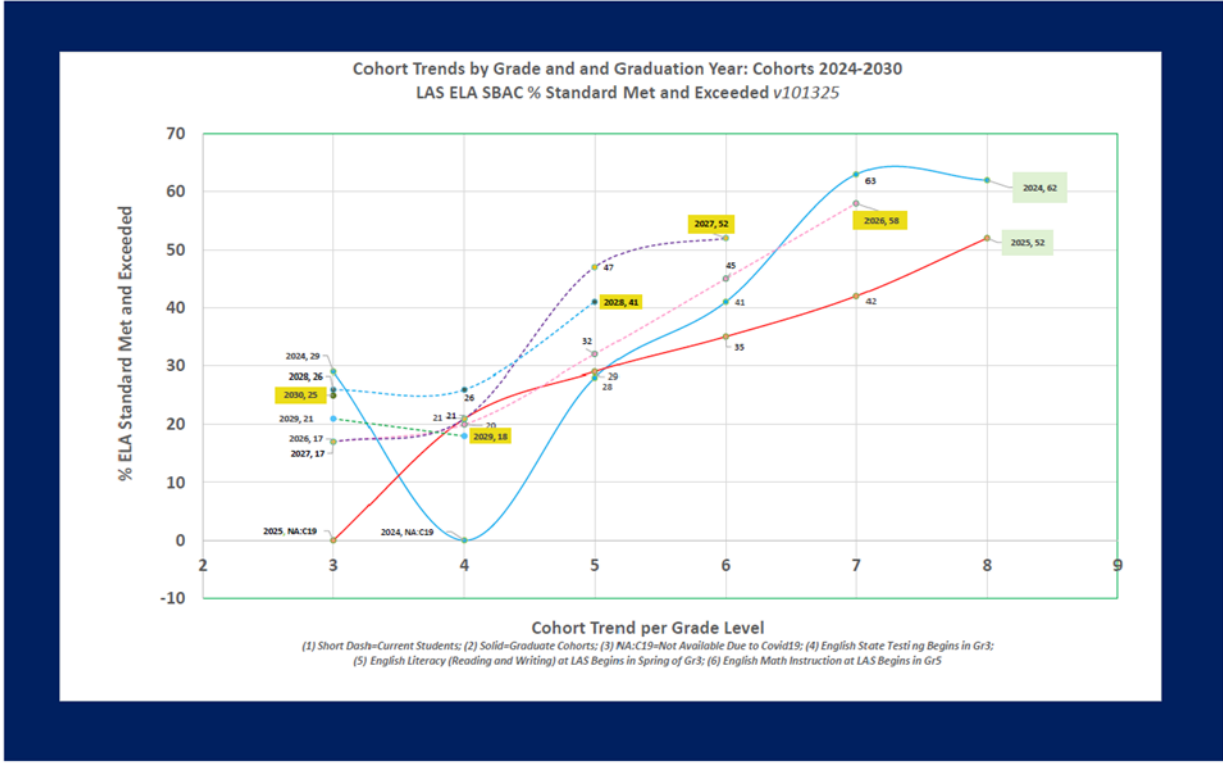
Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades.

LAS academic plans are detailed in the Local Control and Accountability Plan (LCAP). LAS has clearly delineated internal and external accountability goals for all its subgroups. Plans address student academic achievement in Spanish and English, as developmentally appropriate within the context of a two-way immersion bilingual program. Moreover, LAS will continue its commitment to research-based program planning and continuous improvement by using state assessment and accountability data—including the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC)—to evaluate program effectiveness, guide instructional decision-making, and support equitable outcomes for multilingual learners within the immersion bilingual program. LAS continues to strengthen its dual language bilingual education program through the implementation of translanguaging pedagogies that intentionally leverage students' full linguistic repertoires to support bilingualism, biliteracy, academic achievement, and cross-linguistic transfer. A translanguaging approach conceptualizes bilinguals' language practices as an integrated and flexible repertoire through which learners construct meaning, exercise agency, and strategically regulate language use in response to sociocultural contexts. Contemporary research further frames translanguaging as a dynamic, socially situated process that enhances learning, fosters identity development, and promotes more equitable participation in educational settings (Cenoz & Gorter, 2015; Creese & Blackledge

Achievement in English

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

LAS Cohort Trends



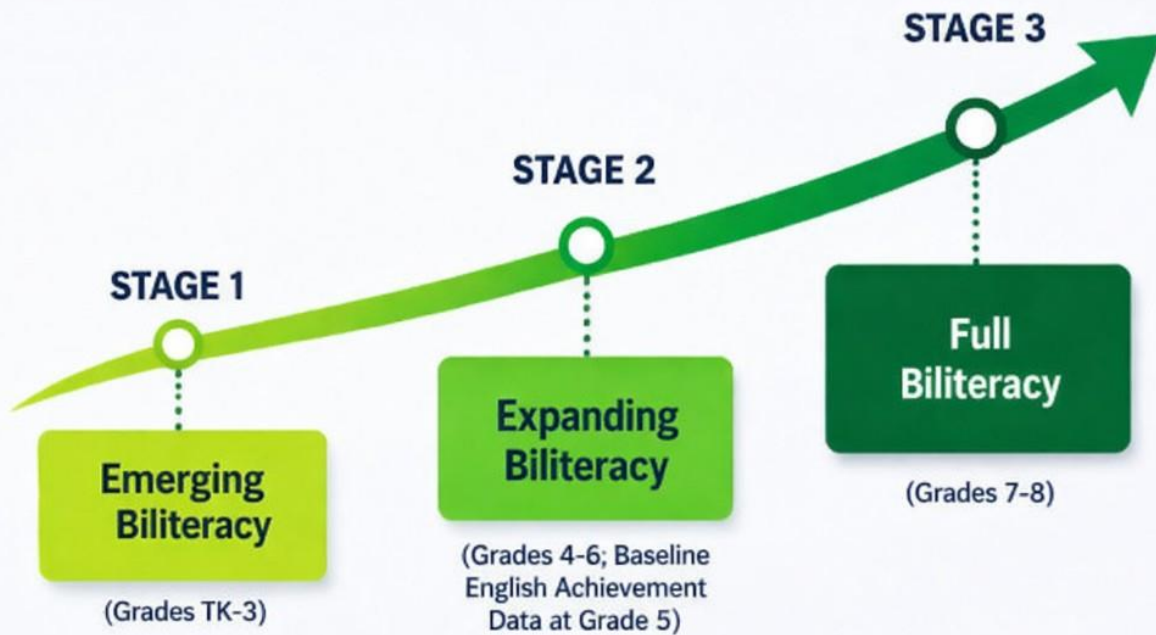
Unique Educational Program Context in Understanding Achievement

Research in dual language education and second language acquisition consistently finds that the development of cognitive academic language proficiency (CALP) typically requires approximately five to seven years, as learners build the complex linguistic, cognitive, and academic skills necessary for full participation in grade-level instruction (Collier & Thomas, 2017; Cummins, 2021; Genesee et al., 2006; Goldenberg, 2013; Howard et al., 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish.

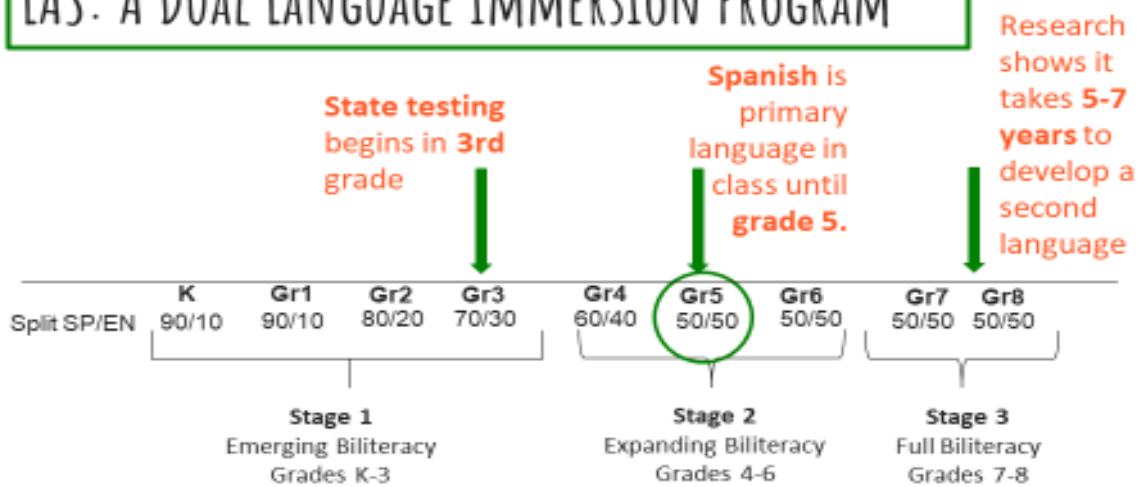
By the end of Stage 2, many students make the linguistic and academic transfer as expected in dual language bilingual education programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis.

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

LAS Biliteracy Grade Span Progression



LAS: A DUAL LANGUAGE IMMERSION PROGRAM



FY25 SBAC Scores: Aggregate (Gr3-Gr8 Combined)

Notation
LAS is Highest
LAS is 2nd Highest
DLE School (End Of Stage 3: Gr8 Dat

	ELA	MATH
LAS	41	38
SCUSD	41	31
State	49	37

Aggregate scores do NOT tell our story...

FY25 SBAC by Grade Levels: English Language Arts

	Gr3-8 Aggregate	End of Stage 1 Gr3	Gr4	Gr5	End of Stage 2 Gr6	Gr7	End of Stage 3 Gr8
LAS ELA	41	25	18	41	52	58	52
State	49	44	46	49	48	50	48
SCUSD	41	37	39	39	44	44	40
Pacific (K-Gr6 Only)	14	23	15	10	8		
Oak Ridge (K-Gr6 Only)	18	14	22	14	25		
Will C Wood (Gr7&8Only)	27					26	28

This is where we outperform!

FY25 SBAC by Grade Levels: Mathematics

	Gr3-8 Aggregate	End of Stage 1 Gr3	Gr4	Gr5	End of Stage 2 Gr6	Gr7	End of Stage 3 Gr8
LAS	38	55	20	21	39	48	42
State	37	46	42	36	37	36	34
SCUSD	31	39	35	28	36	32	26
Pacific (K-Gr6 Only)	9	21	10	2	4		
Oak Ridge (K-Gr6 Only)	14	15	24	3	17		
Will C Wood (Gr7&8Only)	20					18	22

This is where we outperform!

The Language Academy of Sacramento key charter goals highlighted below are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting.

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

LAS Key Charter Goals

<p>LAS Goals and Metrics (v2026 Charter Renewal)</p>	<p><u>LAS Mission (M)</u> <u>Alignment:</u> M1: Biliteracy M2: Confidence/Life Skills M3: Leadership/Critical Thinking</p>	<p><u>CA State Priority:</u> SP1-SP8 <u>CA Dashboard Indicators:</u> 1) Academic Performance (AP) 2) Academic Engagement (AE) 3) Conditions and Climate (CC)</p>
<p>LAS Goal 1: ACADEMIC PERFORMANCE (AP)</p>		
<p>Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)</p>		
<p>External Accountability: <u>Goal 1 (Metric 1.0: AP 1.1 and AP 1.2) SBAC % of students who meet ELA standards</u> By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>	<p>M1</p>	<p>SP 1, 2, 4, 7 and 8 AP</p>
<p>Goal 1 (Metric 1.0: AP 1.3) <u>End of Stage 3 (7-8) SBAC ELA- Maintain performance data to be comparable/competitive trajectory with the state, district, and neighboring schools</u></p>		
<p>Internal Accountability: <u>Goal 1 (Metric 4.0: AP 4.1, AP 4.2 and AP 4.3) NWEA MAP Growth- By End of Stage 3 Gr8, the Gr8 cohort</u></p>		

will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)		
LAS Goal 1: ACADEMIC PERFORMANCE (AP)		
Description: High Achievement in Mathematics		
<p>External Accountability:</p> <p>Goal 1 (Metric 2.0: AP 2.1 and AP 2.2) <u>SBAC % of students who meet Math standards-By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline</u></p>	M1	SP 1, 2, 4, 7 and 8 AP
<p>Goal 1 (Metric 2.0: AP 2.3) <u>End of Stage 3 (7-8) SBAC Math- Maintain performance data to be comparable/ competitive trajectory with the state, district, and neighboring schools</u></p>		
<p>Internal Accountability:</p> <p>Goal 1 (Metric AP 5.0: AP 5.1, AP 5.2 and AP 5.3) <u>LAS Benchmark NWEA MAP Math- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)</u></p>		
LAS Goal 2: ACADEMIC ENGAGEMENT (AE)		
Description: Low Chronic Absenteeism		
Goal 2 (Metric 7.0: AE 7.1 and AE 7.2) Attendance rate of 95% or above	M2	SP5 AE
Goal 2 (Metric 8.0: AE 8.1 and AE 8.2) Chronic Absenteeism rate of 3% or less or decreasing trajectory each year; Subgroups- Within 2% margin from the school rate	M2	SP5 AE
LAS Goal 3: CONDITIONS AND CLIMATE (CC)		
Description: Low Suspension Rate		
Goal 3 (Metric 9.0: CC 9.1 and CC 9.2) Suspension rate lower than 2% Subgroups- Within 2% margin from the school rate	M2	SP6 CC

LAS Goal 1: ACADEMIC PERFORMANCE (AP)		
Description: Upward trajectory of EL Progress		
External Accountability: Goal 1 (Metric 5.0: AP 5.1) <u>Cohort reclassification rate of 65% or higher by the End of Stage 3 (Gr8).</u>	M1	SP2 AP
Internal Accountability: Goal 1 (Metric 5.0: AP 5.2) <u>LAS Reading Benchmark NWEA MAP- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)</u>		
LAS Goal 3: CONDITIONS AND CLIMATE (CC)		
Description: High Satisfaction Data from Climate Survey		
<u>Goal 3 (Metric 10.0: CC 10.2) Student Annual Survey Data:</u> 90% or higher of students will agree with the statement, <i>"I like my school."</i>	M3	SP 1, 3, and 6 CC
<u>Goal 3 (Metric 10.0: CC 10.2) Family Annual Survey Data:</u> 90% or higher of families will agree with the statement, <i>"I would recommend the school to others."</i>		
<u>Goal 3 (Metric 10.0: CC 10.2) Staff Annual Survey Data:</u> 90% or higher of staff will agree with the statement, <i>"I would recommend the school to others."</i>		

LAS Program Framework: Based on Understanding by Design (UbD)

LAS aspires to create learning experiences with laser focus and depth, a goal aligned with the Common Core State Standards. Research on standards-based instruction and curriculum design suggests that the breadth of required academic standards often exceeds the available instructional time, with estimates indicating that effectively teaching all standards with depth would require substantially more time than a single school year allows—sometimes nearly

double the available instructional days (Marzano, 2010; Au, 2011; Berliner, 2011; Polikoff et al., 2011; Schmidt & Prawat, 2006). Given the impracticality of this scenario, it is crucial for LAS to identify the skills and content critical for students to acquire annually and then provide in-depth instruction that is designed in order for students to acquire enduring conceptual understanding.

To prepare students for the demands of the 21st century, curriculum and instruction must prioritize enduring understandings, transferable skills, and authentic application of knowledge. Grounded in the framework of *Understanding by Design* (UbD), Wiggins and McTighe advocate for a backward design approach in which educators begin with desired learning outcomes and intentionally align instruction and assessment to support deep understanding and transfer of learning (Wiggins & McTighe, 2005). This approach aligns with contemporary educational research emphasizing critical thinking, problem solving, and application of knowledge in meaningful contexts (Darling-Hammond et al., 2020; Pellegrino & Hilton, 2012).

In other words, the UbD approach to planning units and lessons begins with defining desired outcomes and standards, followed by deciding on the evidence needed to illustrate understanding and transfer, and finally, planning the learning activities necessary to achieve the desired end in mind. The basic premise in UbD is that merely “telling” cannot lead to understanding; instead, understanding occurs when students apply or transfer knowledge and skills to real-life situations, thus learning by doing. The UbD framework provides the basis for the charter school’s curriculum design.

Two-Way Spanish-English Bilingual Program Structure at LAS

LAS continues to align curriculum, instruction, and assessment to the California Common Core State Standards (CCSS) to support students’ development of enduring understandings, academic language, critical thinking, and transferable skills for college, career, and multilingual civic engagement. Research on dual language program implementation emphasizes that effective schools rely on collaborative leadership and shared responsibility among staff to ensure alignment with research-based frameworks—such as the Guiding Principles for Dual Language Education—as well as compliance with state and federal policies (Howard et al., 2018; Dorner & Lee, 2020; Grapin, 2024).

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

Complexity is embedded in the design of the LAS two-way Spanish-English bilingual educational program. The infrastructure of the program supports frequent programmatic analysis, instructional planning and articulation. At the classroom level, teachers meet weekly to plan instruction and review assessment data. Teachers also meet in primary, intermediate, and middle school cohorts to vertically and horizontally articulate curricula and assessments across grade levels. Grounded in the lesson study model, teachers engage in structured, collaborative

inquiry cycles that involve jointly planning, observing, and refining instruction, providing opportunities for cross-grade collaboration and shared professional learning during common planning time (Stepanek et al., 2007; Follmer et al., 2024; Lewis et al., 2006).

Peer observations have also been incorporated into the LAS structure in order to provide all teachers with an opportunity to observe effective instructional practices in and out of the school. This process also allows teachers to be observed and receive feedback from peers, mentors, literacy coaches, and administration.

A linguistically balanced classroom - for the purpose of language learning and language sharing, is an important component in a two-way bilingual program structure. Research on two-way immersion (TWI) programs indicates that optimal outcomes are associated with a balanced integration of students from both partner language groups, typically with approximately equal numbers of native speakers of each language to support reciprocal language learning and bilingual development (Lindholm-Leary & Genesee, 2014; Lindholm-Leary, 2020; Howard et al., 2018). Students work together in groups as they engage in academically rigorous instruction. They interpret, translate, and learn from one another, expanding and improving both their language proficiency and academic skills.

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

Two-Way Immersion 90/10 Model: Percentages of Daily Instruction

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

*Middle school language of instruction varies per subject

Research in second language acquisition and dual language education indicates that while conversational language proficiency can develop within a few years, full academic language proficiency typically requires five to seven years—or longer—depending on factors such as prior schooling, language exposure, and program quality (Hakuta, 2011; Genesee et al., 2006; Collier & Thomas, 2017; Steele et al., 2017). For this reason, the Language Academy educational program includes kindergarten through eighth grade. In accordance with the change of the eligible birthdate for kindergarten enrollment from December 1 to September 1, LAS initiated a transitional kindergarten program. Extending the program from transitional kindergarten through middle school permits the development of a ten-year, clearly articulated two-way immersion program that gives students the time they need to become fully proficient in both languages.

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

Curriculum Description

Using the Common Core State Standards (CCSS) as the omniscient backdrop, teachers at the Language Academy of Sacramento utilize standards-based, state-adopted curricula for core instruction and supplemental materials to ensure students develop academic habits of mind and acquire life skills that are enduring, essential, and transferable. These high-quality curricula promote and encourage the development of bilingual, biliterate, and multicultural competencies for all students. In addition, LAS staff has developed a process for the development and enhancement of high quality curricula specifically designed for the two-way Spanish-English bilingual program. This structured process includes both vertical and horizontal teacher articulation within and across grade levels. During articulation, staff members clearly delineate learning expectations and curricular alignment. Moreover, LAS teachers are skilled at integrating their knowledge of subject matter standards, including English Language Development Standards, with core curricula and document their work in a yearly backwards plan.

Aligned with the Standards for Mathematical Practice and the Common Core State Standards, effective mathematics instruction emphasizes rigor through a balanced approach that integrates conceptual understanding, procedural fluency, and the application of knowledge to real-world problem solving (Common Core State Standards Initiative, 2010; Boaler, 2016; Rittle-Johnson et al., 2016).

Subject core ideas are taught integrated, and in synchronicity, with scientific and engineering practices and cross-cutting concepts. Throughout the grades, social science, history and language arts in Spanish and English are interwoven.

Curriculum List – State Adopted and Supplemental Materials

Mathematics	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
TK – 5	Eureka Math/Engage New York Bridges Math (Exploratory Pilot) - TK-3 Bridges Math (Pilot) - 4th/5th
6 – 8	College Preparatory Mathematics Educational Program
Supplementary Materials	Learning Paths, Zern Math

English Language Arts	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
3 – 5	Heinemann Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
6 – 8	Heinemann Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum, CSU Expository Reading and Writing Curriculum (ERWC)
Supplementary Materials	Newsela, RAZ Kids http://www.readinga-z.com , CommonLit

Spanish Language Arts	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>

TK – 5	Estrellitas, Heinemann Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum, Heggerty (TK-1st), WestEd/SCOE: Joyful Literacy (K/1st), Hola Books (K/1st), Handwriting Without Tears: El poder de la imprenta (2nd)
6 – 8	Heinemann Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum,
Supplementary Materials	Newsela, RAZ Kids http://www.readinga-z.com , Epic, CommonLit

History/Social Science	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
TK-3	Integrated Thematic Learning of Social Studies and Spanish/English Language Arts Read Alouds: Various Titles
4 – 5	Impact/Impacto (Exploration for Pilot)
6 – 8	McDougall Littell, Harcourt Brace, UCD/Berkeley/Irvine: History Blueprint
Supplementary Materials	

Science	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
TK	Integrated Thematic Learning of Social Studies and Spanish/English Language Arts Read Alouds: Various Titles

K-5	Amplify Science
6 – 8	Accelerate Learning: CA Integrated Model. STEM Scopes
Supplementary Materials	

Curriculum for Socio-Emotional Learning

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

Second Step

Second Step is a social-emotional learning program that teaches students skills to help themselves learn, including how to focus their attention, listen carefully, and use self-talk to stay on task. Students learn about empathy, how to identify and understand their own and others’ feelings, how to take another’s perspective, and how to show compassion. Students learn specific skills for emotional management, including calming down during strong feelings, such as anxiety or anger. In addition, students learn a process for solving problems with others in positive ways. The Language Academy of Sacramento began schoolwide (transitional-Kindergarten to eighth grade) implementation of the Second Step curriculum in the 2017-2018 school year, and it is currently in its eighth year of implementation. The Language Academy also began to incorporate the Bullying Prevention Unit in 2018-2019. This unit teaches students in grades kindergarten to fifth grade how to recognize, report, and refuse bullying. Emphasis is placed on this topic school-wide in October each year.

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

Skills for Learning	Empathy	Managing Emotions	Problem Solving
Learning to listen	Identifying feelings	Managing frustration	Solving problems
Focusing attention	Feeling confident	Calming down strong feelings	Inviting to play
Following directions	Respecting different preferences	Handling waiting	Fair ways to play
Staying on task	Showing compassion	Managing anger	Handling name-calling

Being assertive	Predicting feelings	Managing worry	Taking responsibility
Using self-talk	Making friends	Managing hurt feelings	Responding to playground exclusion
			Dealing with negative peer pressure

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

Mindsets and Goals	Values and Friendships	Thoughts, Emotions and Decisions	Serious Peer Conflicts
Starting middle school	Values and decisions	What are emotions?	Perspectives
Growing your brain	Social values	Handling emotions	Assumptions
Making mistakes	What's a friend?	Responding to anger	Recognizing and avoiding serious conflicts
Learning strategies	Positive relationships	Unhelpful thoughts	
Setting goals	Making friends	Handling rejection	Making amends
If-then plans		Calming down	Taking responsibility
			Gender and sexual harassment

Restorative Justice Practices and Classroom Circles

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

Cyber Civics

Fully aware of the tremendous impact of digital technology exposure and its effect on the mental health of young adolescents today, LAS implements a Cyber Civics program starting in fifth grade and throughout the middle school years. Cyber Civics began in a Waldorf classroom and was originally designed to address the question, *“How to teach kids to use digital technologies ethically, thoughtfully, and wisely.”* LAS teachers access easy-to-teach lessons via online portal on topics of 1) Digital Citizenship, 2) Information Literacy, and 3) Media Literacy

for Positive Participation. Students learn how to responsibly navigate the perils, prospects, and possibilities, of the 21st century digital world.

Instructional Approaches

How Learning Best Occurs

LAS Learning Principles

Guided by the American Council on the Teaching of Foreign Languages (ACTFL), language instruction has shifted over the past two decades from a focus on discrete grammar and teacher-directed practices to a proficiency-oriented, learner-centered approach that emphasizes communication, cultural competence, and real-world application. The World-Readiness Standards for Learning Languages highlight this shift by prioritizing the three modes of communication—interpersonal, interpretive, and presentational—along with meaningful engagement in authentic tasks, integration of culture, and performance-based assessment (ACTFL, 2015; National Standards Collaborative Board, 2015; Shrum & Glisan, 2016).

ACTFL: Language Instruction: Past and Present

The following comparison illustrates how language instruction has evolved from traditional, teacher-centered models to contemporary, student-centered and proficiency-based practices aligned with ACTFL standards.

In the Past	Today
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources

Emphasis on teacher as presenter/lecturer	Emphasis on learner as “doer” and “creator”
Isolated cultural “factoids”	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don’t know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students “turn in” work only for the teacher	Learners create to “share and publish” to audiences more than just the teacher

The LAS immersion bilingual program design is grounded in proficiency-based instruction aligned with the ACTFL World-Readiness Standards for Learning Languages and ACTFL’s updated proficiency and performance frameworks, along with backward design principles from Wiggins and McTighe’s *Understanding by Design*. Together, these frameworks emphasize planning instruction from desired performance outcomes, integrating authentic communication, and aligning assessment with real-world language use (ACTFL, 2015; ACTFL, 2024; National Standards Collaborative Board, 2015; Wiggins & McTighe, 2005).

Furthermore, the LAS academic program incorporates the World-Readiness Standards for Learning Languages, formerly known as the national standards for Foreign Language Learning in the 21st Century. Guided by the National Standards for Language Learning, developed collaboratively by ACTFL and partner organizations—language learning goals are organized around the Five C’s: Communication, Cultures, Connections, Comparisons, and Communities. These goal areas provide a national framework for guiding instruction and assessing learners’ progress in developing communicative competence across languages, including English and Spanish (ACTFL, 2015; National Standards Collaborative Board, 2015; National Council for the Social Studies & ACTFL, 1996).

A two-way language immersion program not only contributes to the career and college readiness of LAS students, but also helps develop them as individuals. Language learners take on a new and more invigorating view of the world. LAS students gain multicultural and multilingual perspectives that expand and deepen their awareness of cross-cultural contexts and relationships. Students learn about their own culture, the values and customs of other cultures, and, inevitably, develop high levels of cross-cultural competency.

Five Key Modes of Communicative Competence

Communication:

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

Cultures:

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

Connections:

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

Comparisons:

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

Communities:

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

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

LAS students engage in a rigorous curriculum derived from essential California Common Core State Standards (CCSS). Students at the Language Academy receive systematic, explicit, direct instruction driven by the CCSS. Teachers have received training in the area of CCSS implementation and best practices to help students achieve in these areas. Curriculum implementation and teaching strategies are designed to provide universal access for all students, and student engagement is monitored in order to ensure active participation in classroom lessons and activities. The instructional sequence commonly referred to as "I Do, We Do, You Do" is grounded in the Gradual Release of Responsibility (GRR) model, which structures learning through a progression of teacher modeling, guided practice, collaborative work, and independent application to support student mastery of skills and concepts (Pearson & Gallagher, 1983; Duke & Pearson, 2002; Fisher & Frey, 2014; Hattie, 2009).

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

The Language Academy of Sacramento aims to foster a strong sense of leadership and bilingual communicative skills in students to help each other and contribute to the community. One example of how students assume this responsibility is by participating in the Mentoring and Cross Age Tutoring elective class offered to middle school students. Each semester, middle school students are assigned to various primary classrooms. Students support instruction by serving as role models, mentor small groups academically, and help students one-on-one. Moreover, middle school students have the opportunity to experience the integration of writing for particular contexts – e.g. for Leadership in Action, Art, Study Skills, Speech and Debate, or College & Career Preparation electives. These are ways in which LAS students are encouraged to develop leadership and bilingual communicative skills that are useful in the classroom, school, and community.

Literacy Instruction in English

The LAS educational program aligns curriculum, instruction, and assessment with the California Common Core State Standards (CA CCSS), the California English Language Development (ELD) Standards, and the California ELA/ELD Framework to support English learners in developing academic language, biliteracy, critical thinking, and college and career readiness. English learners receive instruction in comprehension, vocabulary development, and the grammatical structures of the English language. In all grades, students are placed in appropriate designated groupings for an English Language Development (ELD) period in order to ensure targeted instruction at the individual level. This serves to lower the affective filter while developing the necessary English skills to achieve academic success. Through both designated and integrated ELD, all students expand their knowledge and understanding of both formal and informal language registers as well as forms and functions of the English language. Students study expository and narrative texts and receive academic vocabulary instruction. Transitional strategies that link Spanish and English literacy are taught explicitly. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. Over the past four years, LAS staff members have engaged in ongoing professional learning through the school's ELD Task Force focused on implementing the principles of the California English Learner Roadmap. This work has emphasized integrated and designated ELD, asset-based and culturally sustaining practices, and coherent instructional approaches designed to support multilingual learners' academic achievement, language development, and biliteracy (California Department of Education, 2017).

Literacy Instruction in Spanish

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

project, which provides a linguistically adapted version of the California Common Core State Standards to support biliteracy instruction and cross-grade articulation in dual language programs. This framework supports students in developing academic Spanish proficiency, including control of formal and informal registers and discipline-specific language across content areas (California Department of Education, 2010; CCSSO & CDE, 2014; SDCOE, 2025).

Students study informational and fictional texts and receive academic vocabulary instruction. Students connect established skills in Spanish to developing literacy skills in English. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. In recent years, Spanish language experts have also assisted with professional development as a way to ensure that students are prepared to enter high school and university Advanced Placement classes. At the national level, LAS has collaborated with the Center for Applied linguistics (CAL) and World Class Instructional Design and Assessment (WIDA) organizations in order to assist in the development of a more effective Spanish Language assessment tool.

Literacy Instruction

The LAS literacy instructional model reflects current research-based practices in structured literacy, disciplinary literacy, and integrated multilingual language development aligned with California state standards and frameworks. In grades K–1, literacy instruction is grounded in a systematic approach to phonemic awareness and phonics that supports foundational reading skills, integrated with comprehension instruction within a joyful and culturally responsive literacy framework that promotes student engagement, identity affirmation, and early literacy development (California Department of Education, 2014; National Reading Panel, 2000; Gay, 2018).

In the intermediate grades, literacy instruction is intentionally integrated across content areas, particularly social science and history, in alignment with the California Common Core State Standards and the California English Language Arts/English Language Development Framework. This disciplinary literacy approach supports students in applying reading, writing, and academic language skills in authentic contexts while deepening conceptual understanding of content (California Department of Education, 2014; Shanahan & Shanahan, 2008).

In middle school, teachers implement the Expository Reading and Writing Curriculum (ERWC), developed by the California State University system, to design rigorous English and Spanish language arts units focused on analytical reading, evidence-based argumentation, and academic writing. This framework supports college and career readiness through sustained engagement with complex texts and structured academic discourse (California State University, 2013). Additionally, teachers have collaboratively developed a vertically aligned scope and sequence for grammar and morphology instruction to strengthen students' metalinguistic awareness and support cross-linguistic transfer across English and Spanish, reinforcing biliteracy development and academic language proficiency (Kieffer & Lesaux, 2012; August & Shanahan, 2006).

Across all grade levels, instruction is guided by California’s standards and frameworks, emphasizing integrated language development, equity of access, and culturally and linguistically sustaining practices for multilingual learners (California Department of Education, 2017).

Identifying and Responding to Needs of All Pupils

Support for Students Who Are English Language Learners

Primary language instruction is a critical component of the Language Academy's pedagogical instructional design. Instruction in the primary language allows English learners to learn grade-level content in their native language as they acquire academic English language skills. Research on two-way immersion (dual language) programs consistently demonstrates positive outcomes in second language acquisition, including strong bilingual and biliteracy development for both English learners and native English speakers over time. Longitudinal studies indicate that students in well-implemented dual language programs often reach or exceed the academic performance of peers in monolingual programs by the upper elementary and middle school grades, while also developing advanced proficiency in both languages (Collier & Thomas, 2017; Genesee et al., 2006; Howard et al., 2004; Lindholm-Leary & Genesee, 2014; Lindholm-Leary, 2011).

Families of LAS students elect to enroll their children at the charter school, fully aware of the school's unique pedagogical design. By making the choice to be in a dual language bilingual education program, families waive their participation in more traditional options such as Structured English immersion, English language mainstream, etc.

In addition to quality instruction within a two-way Spanish-English bilingual program context, the Language Academy implements a variety of strategies designed to meet the needs of English Learners. LAS will continue to meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners (“LTEL”) or ELs at risk of becoming long-term English Learners (“AR -LTEL”) as it pertains to annual notification to parents, student identification, placement, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness and state testing requirements.

Identifying English Learners

Home Language Survey

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

Home Language Survey questions:

1. What language did your child first learn to speak?
2. What language does YOUR CHILD use the most at home?

3. What language do you use most frequently to speak to your child?
4. What is the language most often spoken by adults in the home?

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

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

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

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

State Assessment

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

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

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

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

Summative ELPAC: All students with “EL” designation take the summative ELPAC every spring between February and May until they are reclassified as English proficient. The Summative

ELPAC is used to assess EL students' progress towards mastery of the English language, as well as to fulfill the Every Student Succeeds Act (ESSA) federal requirement.

ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the 20142 California Framework. EL students are leveled in three ways per the following Proficiency Level Descriptors (PLDs): 1) Emerging, 2) Expanding, and 3) Bridging.

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

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

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

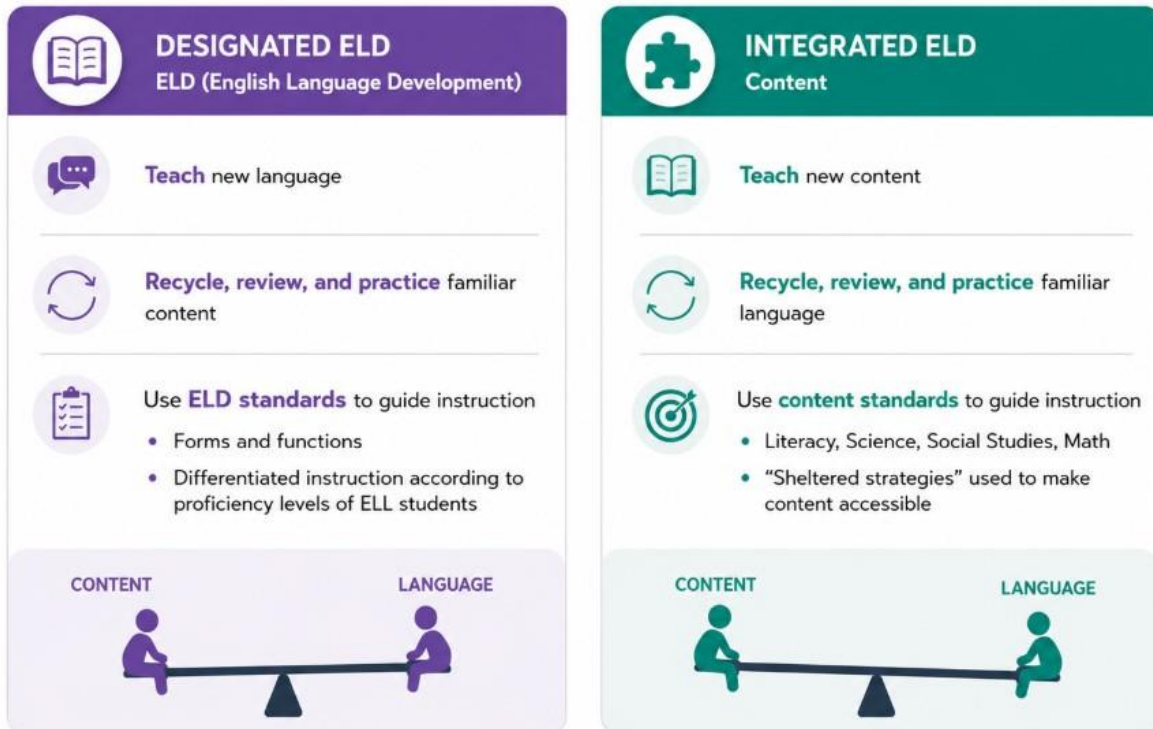
Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

ELD Instruction Design

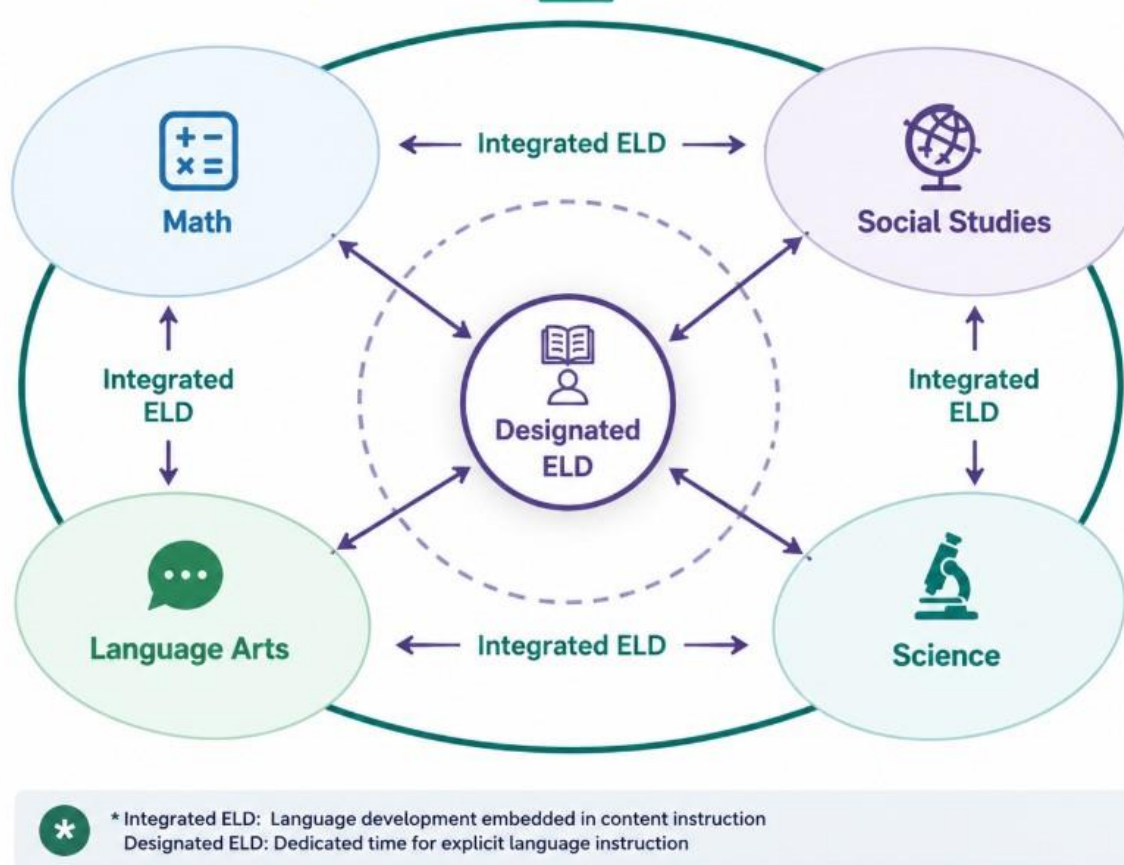
The LAS dual language bilingual education program is strongly aligned with the California English Language Development (ELD) Standards, which emphasize integrated and designated instruction that supports English learners in developing both communicative and academic language through meaningful use of language in content learning contexts. These standards prioritize collaboration, critical thinking, and language development across disciplines, supporting students' acquisition of English for both academic and communicative purposes within a dual language framework (California Department of Education, 2012; California Department of Education, 2014; Gibbons, 2015; Goldenberg, 2013). Instruction is designed to build on students' primary language and background knowledge and is contextualized within the dual immersion bilingual education design with the ultimate goal of all LAS students reaching biliteracy and academic proficiency in two languages: Spanish and English.

LAS provides both Integrated and Designated ELD as part of its English Learner program. Integrated ELD refers to class time where teachers use the 2012 ELD Standards in synchronicity with the focal subject matter standards: Common Core State Standards for ELA/Literacy and Mathematics or CA Next Generation Science Standards (NGSS). During Integrated ELD, English learners participate in the full standards-based curriculum with appropriate language support.

Models for ELD in the Content Classroom



Integrated & Designated ELD*



In contrast, designated ELD is a protected, set time during the school day when teachers use the 2012 ELD Standards as the focus standards for instruction. During designated ELD, teachers provide targeted language instruction based on each student’s English language profile, which includes components such as ELPAC data, classroom assessments, benchmark assessments, and student work samples. Instruction supports students in developing listening, speaking, reading and writing skills and is intentionally connected to the language students need to access grade-level academic content.

LAS has provided training and support in the following instructional strategies:

- *Constructive Conversations*: Provides structured strategies for developing academic language through purposeful student discourse. This framework supports teachers in intentionally embedding academic language functions and forms into Integrated and Designated ELD instruction to strengthen students’ oral language, reasoning, and academic communication skills (Zwiers, 2008; Zwiers & Crawford, 2011; Zwiers, O’Hara, & Pritchard, 2014).

- *Graphic Organizers*: A visual tool helps learners organize thoughts, simplify complex concepts, and improve comprehension.
- *Development of Academic Vocabulary*: Use of *Bringing Words to Life: Robust Vocabulary Instruction* to select practical strategies for introducing and reinforcing academic vocabulary to boost reading comprehension.
- *Close Reading*: Multiple readings of the same text to understand its deeper meaning, structure, and language. It focuses on how an author conveys meaning through word choice, imagery, and syntax, rather than just what the text says, providing concrete evidence to support interpretations.
- *Sentence Frames*: A “fill-in-the-blank” tool that provides a structured pattern for students to construct sentences, write, or speak. They help learners, especially ELs, organize ideas, practice academic vocabulary, and master grammatical structures.
- *Collaborative Retell*: With a partner, small group, or the whole class, students retell stories read aloud or independently in sequence.

In addition, the LAS Curriculum Design Team created an adhoc committee (ELD Task Force) for the express purpose of strengthening the school’s English Learner program and deepening teachers’ understanding of effective assessment and instructional practices for English Learners. Specific areas of focus have included English Learner characteristics, analyzing student language data, and identifying instructional approaches that help English Learners overcome language barriers. Over the past several years, the ELD Task Force has provided professional development connected to the California English Learner Roadmap as follows:

- Year 1 Principle 1: Assets-Oriented and Needs Responsive Schools
- Year 2 Principle 2: Intellectual Quality of Instruction and Meaningful Access
- Year 3 Principle 3: System Conditions that Support Effectiveness

Monitoring and Evaluating Program Effectiveness

LAS teachers and key instructional staff receive annual, external achievement data delineating EL students’ status and recent performance in state assessments. In addition, internal benchmark results (e.g. NWEA MAP Fluency and MAP Growth) are reviewed. Teachers analyze their EL student needs and plan grouping and instruction accordingly. This achievement data is also utilized to monitor the growth of EL students and determine whether or not there is significant variation in their academic achievement compared to their English-only peers.

The LAS community understands that during Stage 3, the goal is for students who entered the program in kindergarten to achieve English proficiency and, when appropriate, be reclassified as Fluent English Proficient (RFEP). Research on long-term English learner development indicates that reclassification outcomes are strongly influenced by sustained, high-quality

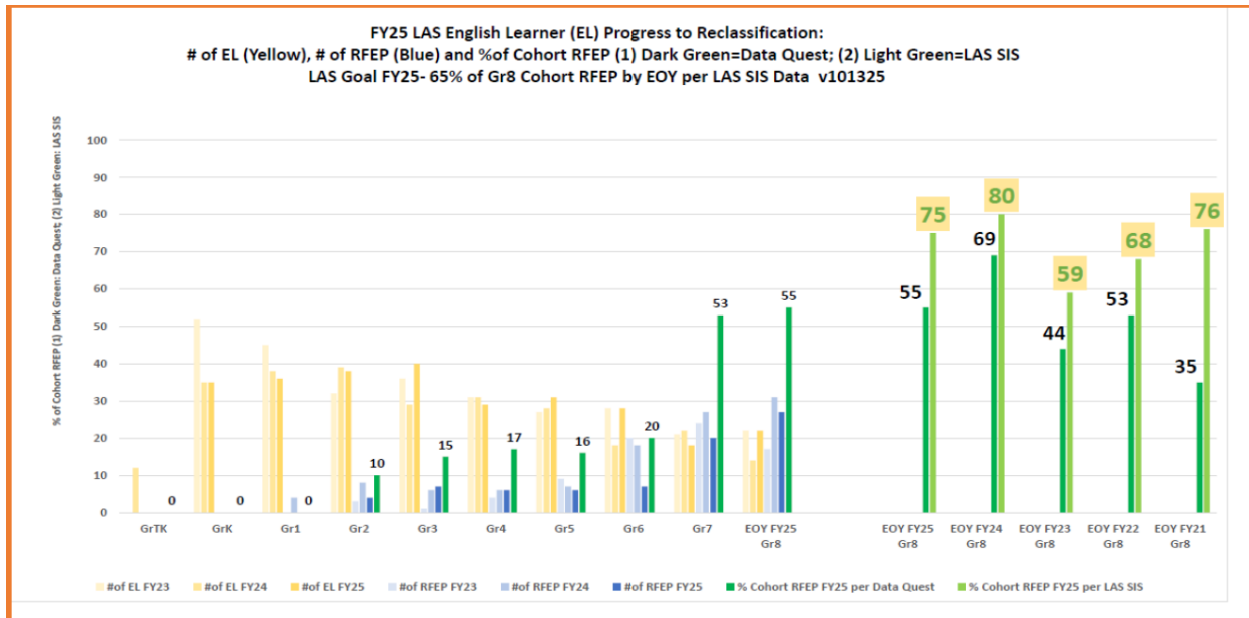
instructional programs and time in well-implemented dual language settings (Umansky & Reardon, 2014; Callahan, 2013; Saunders & O'Brien, 2006). At LAS, internal longitudinal data show that approximately 71% of students are reclassified as RFEP by the end of Grade 8 over the past three years.

Using CDE guidance, LAS will conduct ongoing data analysis and program review for students identified as Long-term English Learners and students who are At-Risk of becoming Long-Term English Learners (AR-LTELS). LAS will also continue to monitor students through the lens of a dual language instructional approach, as well as to educate the public on second language acquisition within a dual language model.

The following graph shows the two ways LAS monitors English Learners at all proficiency levels, including Long-Term English Learners, with the ultimate goal of reclassification by the end of Stage 3: Grade 8.

The left side of the bar graph reflects the developmental nature of biliteracy in a dual-immersion educational program. In the early grades, the number of English Learners is highest while the number of reclassified students remains low. This is expected, as students are developing strong foundational literacy skills, oral language, and academic vocabulary in their primary language, Spanish. By the end of Stage 1, Grade 3, cross-language transfer emerges. The number of students reclassified gradually increases as students build a stronger bridge between Spanish and English during Stage 2 (grades 4 to 6). The strongest growth occurs in Stage 3 (grades 7 and 8), with an emphasis on achieving a high reclassification rate by the end of Grade 8. This pattern is consistent with research on English Learners and biliteracy development, specifically, academic proficiency in English typically takes 5 to 7 years to develop.

The right side of the bar graph compares Data Quest reclassification data with LAS Student Information System (SIS) data over the past five years. To truly monitor EL progress through the 3 Stages of biliteracy, LAS SIS RFEP data includes students at the end of Stage 3, graduating grade 8 students, who qualify for reclassification under the LAS reclassification policy. Expectably, Data Quest shows a lower reclassification rate since it does not include graduating grade 8 students, which is not compatible with the stages of biliteracy in dual immersion bilingual programs like LAS.



LAS Redesignation Process and Reclassification Criteria

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

Reclassification Criteria

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

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

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

Criterion 1 Assessment of English Language Proficiency (ELPAC)

- *Grades K-8* students maybe considered for reclassification if they an overall ELPAC summative proficiency level of 4

Criterion 2 Comparison of Performance of Basic Skills

- *Grades K-3* students may be considered for reclassification if they:
 - pass the LAS Literacy Skills Assessment (ELSA) derived from Developmental Reading Assessment (DRA)
- *Grades 4-8* students may be considered for reclassification if they:
 - *Option 1:* have RIT scores that meet the Reading Student Achievement Norms on ELA MAP Growth
 - *Option 2:* have a scaled score that meets the Grade Level Academic Criterion Midpoint Score for CAASPP in English Language Arts (ELA)

Current Grade Level	Grade when CAASPP test was administered	CAASPP ELA Midpoint Scale Score of Standard Nearly Met and Standard Met	Grade when MAP was administered	Spring RIT	Grade when MAP was administered	Fall RIT
4	3	2400+	3	194	4	195
5	4	2445+	4	202	5	204
6	5	2472+	5	208	6	209
7	6	2494+	6	212	7	212
8	7	2516+	7	215	8	216
High School 9	8	2527+	8	218	9	216

Criterion 3 Teacher Evaluation

Grade K-8 teachers review student academic performance utilizing:

- Teacher recommends reclassification based on classroom observations, validating the student’s range of performance in basic skills, including oral English language proficiency and fluency (i.e., comparable to native English speakers)
- Teacher recommends reclassification based on evidence such as, but not limited to:
 - Grades K-3: Excellent or Satisfactory mark in English Language Development (ELD) OR *Level 3 or above on OPTEL Grades K-3(only evaluate Listening/Speaking)*

- Grades 4-5: End of year Report card grade of 3 (Consistently Meets Standards) or higher in the majority of English Language Arts Standards OR *Level 3 or above on OPTEL Grades-4-8 (evaluate all domains)*
- Grades 6-8: End of year Report card grade of C (Meeting Standard) or higher in English Language Arts OR *Level 3 or above on OPTEL Grades 4-8 (evaluate all domains)*

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

Criterion 4 Parent Opinion and Consultation

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

Reclassification

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

English Learners with Individualized Education Plans

Research on English learners with disabilities highlights the importance of linguistically responsive special education practices, including strategic use of students' primary language to support access to instruction, assessment validity, and conceptual understanding. Studies emphasize that effective identification and instruction for dually identified students (ELs with learning disabilities) require attention to both language development and disability-related needs within culturally and linguistically sustaining frameworks (Abedi, 2001; Artiles & Ortiz, 2002; Genesee et al., 2006; Klingner & Harry, 2006; Thompson, 2017). LAS is committed to working with the El Dorado County Charter SELPA to ensure that each student's special education needs are being met as outlined in their Individualized Education Program/Plan (IEP) and in accordance with applicable laws and SELPA policies and practices regarding students with exceptional needs.

EL Students with Disabilities

English learner students with disabilities who take the ELPAC will have access to the universal tools, designated supports, and accommodations stipulated in their IEPs and agreed to by the IEP team (including parents/guardians), as updated annually by CDE.

Students with exceptionalities who are unable to meet the reclassification criteria as a result of their disability may be recommended by the IEP Team for reclassification based on alternative criteria. English learners with identified disabilities can be reclassified at an IEP meeting that includes a person with a Bilingual/Cross-cultural Language and Academic Development (B/CLAD) credential or Specially Designed Academic Instruction in English (SDAIE) training. If deemed appropriate by the IEP Team, English Learners may be assessed with an alternate assessment to the ELPAC to determine English proficiency levels. When the IEP team determines that an EL student with an IEP under such circumstances would benefit from EL reclassification, an alternative reclassification process may be implemented. The alternative reclassification process consists of a thorough student file review and considers standardized assessment data. Through this alternative reclassification process, the IEP team completes the *LAS Alternative Reclassification Form for Multilingual Learners in Special Education (K-8)* which consists of:

- A. Gathering basic student information
- B. Reclassification Criteria (1-4):

Criterion 1: Assessment of English Language Proficiency

- ELPAC minimum score of 4 or Alternate ELPAC minimum score of 3

Criterion 2: Basic Skills Relative to English Proficient Students (4 possible options):

- *Option 1:* The student performed within the average to below average range in language arts (reading/writing) on the Woodcock Johnson (WJ) in English.
- *Option 2:* The student's language abilities (speaking/listening) in English (WJ) and Spanish (Bateria) are comparable, demonstrating processing deficits that impact language acquisition overall.
- *Option 3:* The student's language arts (reading/writing) and oral language (speaking/listening) are commensurate with his/her cognitive ability related to a disability such as autism, intellectual disability, traumatic brain injury etc.
- *Option 4:* The student got a score of 3 or 4 on the California Alternate Assessment (CAA) in English Language Arts.

Criterion 3: Teacher Evaluation (2 possible options):

- *Option 1:* Teacher evidence, such as, but not limited to:
K-3:
 - ELD Classroom EVIDENCE: Excellent or Satisfactory progress mark in English

Language Development

- OPTEL Grades K-3: Level 3 or Above with accommodations as stipulated in the IEP (Evaluation of Listening/Speaking Domains).

4-8:

- Report Card 4-5: Previous grade level end of year report card mark of 3 (Consistently Meets Standards) or higher in the majority of English Language Arts Standards.
 - Report Card 6-8: Previous grade level end of year report card mark of C (Meeting Standard) or higher in English Language Arts.
 - OPTEL Grades 4-8: Level 3 or Above with accommodations as stipulated in the IEP (Evaluation of all domains).
- *Option 2*: Progress on IEP goals related to English Language Arts:

All Grade Levels:

- Goals met
- Goals not met

Criterion 4: Parent Consultation

C. Reclassification Team Decision

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

Support for Students Achieving Above Grade Level

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

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

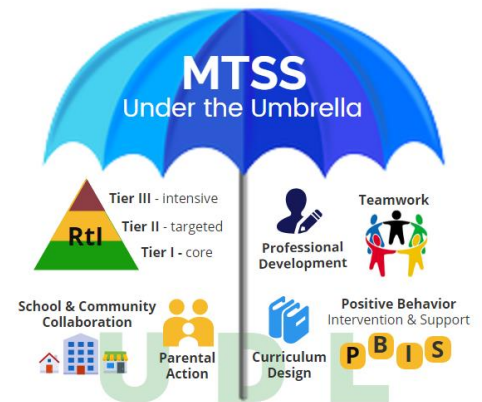
Support for Students Achieving Below Grade Level

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

Students who are not obtaining desired academic achievement levels or who demonstrate behavior or social-emotional needs will be supported through a Multi-Tiered System of Support, which incorporates various means to address areas of concern and develop skills needed to meet grade level benchmarks.

MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support (MTSS) is a systematic, continuous improvement structure where data-based problem-solving and decision-making is practiced to address the academic, behavioral and socio-emotional needs of students. Students who do not reach assessment benchmarks require strategically differentiated intervention. Establishing an effective intervention system for students who are not meeting benchmarks is a critical component of the LAS educational program. Interventions are designed around a three-tiered approach. All three components of the intervention program address specific academic needs as identified by assessment data.



The MTSS process begins with high-quality instruction and universal assessment of all children in the general education classroom. Through this system of support and intervention practice, the classroom teacher identifies the academic and/or behavioral concern/s and implements research-based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention. The classroom teacher will inform parents of the concern/s, implement interventions, collect data, and monitor student progress. When additional guidance and support is necessary, the teacher will consult with the Intervention Progress Team (IPT), composed of general education teachers, literacy coach, education specialists, school psychologist, school counselor, Special Education Coordinator and other specialists as needed to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT team meets with each grade level cohort twice per school year to discuss group/cohort and individual student concerns. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents/guardians, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting.

An MTSS Coordinator facilitates the process throughout the school year by providing teacher support, assessment protocols, and documentation tools. Teachers follow the tiered

levels of intervention and proceed through a series of processes and documentation. The tiers are described as follows:

- MTSS Tier 1 includes all students in the general education classroom. Teachers complete a series of assessments following a mandated timeline. Assessment results are entered into Grade Level Literacy spreadsheets, a color-coded spreadsheet used to collect individual student assessment data. These spreadsheets are analyzed and updated on a continuous basis throughout the school year as assessments are completed. Teachers complete MTSS Grouping Worksheets as grade level cohorts to identify students with academic, behavioral, or attendance concerns. At the Tier 1 level, teachers conduct meetings with parents to discuss concerns and strategize early intervention accommodations and supports. After a period of 6-8 weeks, the student will either remain in MTSS Tier 1, with their progress continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to MTSS Tier 2.
- MTSS Tier 2 level interventions include more intense support in one or more areas or through intervention programs. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may be referred to the Intervention Progress Team (IPT) composed of general education teachers, education specialists, literacy, school psychologist, school counselor, special education coordinator and other specialists as needed. The IPT team analyzes grade level cohort MTSS Grouping Worksheets to recommend additional next steps, such as additional interventions/strategies for support or SST referrals.
- MTSS Tier 3 level interventions include reading intervention. A good example of this is LAS's Reading Intervention Program options. Over the past several years, for Spanish, Heggerty Phonemic Awareness, Estrellita, and Benchmark Decodables have been utilized. For English, LAS has adopted Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words ("SIPPS") and Read Naturally as our primary reading intervention programs. Based on areas of need identified by curriculum-based assessments and diagnostics, students are placed in a reading intervention program. Each of the reading programs address various literacy skills, such as, reading fluency, comprehension, phonemic awareness, vocabulary, and phonics. MTSS Tier 3 is the point at which a student receives the most intense, robust, long-term academic and/or behavior support for exceptionalities specified in their IEP or 504 Accommodation Plan.

Interventions

Interventionists at the Language Academy of Sacramento implement a structured, data-driven reading intervention system grounded in a multi-tiered system of support (MTSS), data-based decision making, and dynamic grouping based on response to instruction (Center on Multi-Tiered System of Supports, n.d.; Fuchs & Fuchs, 2006). This system is organized across four instructional cycles throughout the academic year to ensure that student needs are

continuously identified, monitored, and addressed through systematic progress monitoring and instructional adjustment (Stecker, Fuchs, & Fuchs, 2008). Interventions are offered at all MTSS tiers depending on the focus of each intervention cycle.

At the beginning of each year, all K–8 students are assessed using universal screeners and benchmark assessments. Based on these data, the literacy coach and intervention leads identify students for Cycle 1 intervention services, prioritizing learners who are on the cusp of proficiency and who, with targeted support, can make accelerated progress toward the next instructional level.

In Cycle 2, teachers receive updated, data-informed lists of students who demonstrate similar near-proficiency needs. This allows for collaborative selection of students who would benefit from short-term, targeted intervention designed to close specific skill gaps. Cycles 1 and 2 primarily serve students requiring strategic, preventive support to maintain academic progress within Tier 2 of the MTSS framework (Fuchs & Fuchs, 2006).

Cycles 3 and 4 are reserved for students with the most significant and persistent reading needs, including those requiring intensive intervention to address foundational gaps in decoding, fluency, and comprehension. These students receive Tier 3-level support within the MTSS framework and may also be invited to participate in summer school programming when available through funding as an additional layer of intervention.

The intervention program is staffed by interventionists who support students in grades K–8. Instruction in K–2 emphasizes foundational literacy skills, including phonemic awareness, phonics, and decoding, as well as foundational mathematics skills such as number sense, fluency, and mathematical reasoning. Instruction in grades 3–8 focuses on reading comprehension, vocabulary development, disciplinary literacy strategies, and higher-level mathematical thinking, including problem solving, conceptual understanding, and procedural fluency. This structure reflects research indicating that proficient reading development and effective mathematics intervention require the integration of foundational skills, conceptual understanding, and language comprehension processes (Duke & Cartwright, 2021; Gersten et al., 2009; National Mathematics Advisory Panel, 2008; National Reading Panel, 2000; Scarborough, 2001).

Progress monitoring occurs through pre- and post-assessments within each intervention cycle. Data is analyzed by the literacy coach or math leads to evaluating student growth, refine instructional groupings, and guide dynamic instructional adjustments based on student response to instruction (Stecker et al., 2008). Students may exit intervention services once proficiency benchmarks are met, reinforcing a flexible, mastery-based system of support.

Additionally, LAS continues to offer a voluntary summer pre-kindergarten, as well as a pre-transitional kindergarten program for incoming students to support early literacy and math skills development with an emphasis on school readiness.

Student Success Team

If a student continues to struggle after robust, research-based interventions have been implemented consistently and with fidelity, a Student Success Team (“SST”) meeting may be recommended. The SST is a general education function where a school-site team, typically consisting of the student’s parents/guardians, teachers, education specialist, school psychologist, school administrator, and other key participants, collaborate in developing a plan to support students in areas of concern. Participants of the SST can also include counselors, nurses, doctors, social workers, law enforcement or others who can provide information about the student’s strengths, concerns, and strategies that have been implemented in the past. An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST’s purpose is to identify areas of concern that are interfering with the student’s success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs. The SST may recommend accommodations to the student’s program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

Three-Tiered Intervention Approach

Multi-Tiered System of Supports at LAS		
Tier 1 Universal Supports 80-90%		
Behavior/Socio-Emotional	Both	Academic
Setting Limits	After School Program	90/10 Bilingual Program
Clear behavior expectations with consistent follow through	Collaboration/check in/observations	Common Core Math
Manchas Jaguares, weekly incentives	Parent communication	Civic Action
Classroom Rewards Systems	Conferences/Progress Reports	Smarter Balanced Assessment
Positive Behavior Intervention System (PBIS)/School Rules	Brain Breaks	Common Planning Time (CPT)
Program Structures	Staff Self-Assessment Goal Setting	Constructive Conversations
Community Building	Executive Function such as organizational skills	Benchmark Assessments
Teacher Buddy System		Bilingual Academic Program
		*Co-teaching
		Peer Observations

Classroom Meetings	Professional Development	Parent Volunteer Hours
Drop-in Lunch Consultation (Counselor)	Horizontal/Vertical Articulation	*Readers Workshop
Counselor Classroom Presentations	Parent Teacher Conferences	Writers Workshop
Parent/Teacher/Self-Counseling Referrals	Health Insurance Outreach	Expository Reading/Writing Course: MS (ERWC)
Calm Down Boxes	Common Planning Time (CPT)	Developmental Reading Assessment (DRA)/Evaluación del Desarrollo de Lectura (EDL)
Classroom Counseling Corners	Family Nights (Reading, Math, Health, Games, Cultural)	*Leveled Reading Text
Responsive Classroom	Provide psycho-educational resource materials to teachers	Progress Reports
Second Step	Culturally Responsive Teaching & Learning (CTRL Strategies Recall, Organization/Planning, Prioritizing/Goal-setting, Eval/Critical Thinking Skills, Self-Management (ROPES)	Parent Grade Level Representatives
Cyber Civics	Extensive scaffolding of skill development	*Lesson Study/Instructional Rounds
		Increased length in instructional day
		Vision/Hearing/Dental Screenings (Specific grade levels)
		*School-wide literacy campaign (Reading Rewards)
		Systematic Instruction of Phonemic Awareness & Phonics (SIPPS) Curriculum
		Community Partnerships (CSU Sacramento, UC Davis)
		Closer monitoring of homework completion
		Differentiated homework
		Longer assignments chunked with frequent checks.

		<p>Assessments using multiple modalities</p> <p>SDAIE/Sheltered Instruction Observation Protocol (SIOP) methodology for ELs</p>
Tier 2 Targeted Interventions 10-15%		
Behavior/Socio-Emotional	Both	Academic
<p>Manchas Jaguares</p> <p>Spotlight Student</p> <p>Consistent expectations for delivery of work on time</p> <p>Behavior Plan/Reward System</p> <p>Group Counseling</p> <p>Office Referral</p> <p>Classroom Counseling Presentations</p> <p>Club Colibrí</p> <p>Club Q</p>	<p>IPT Referrals</p> <p>MTSS/IPT Meetings</p> <p>SST</p> <p>Parent Education</p> <p>Parent Communication</p> <p>Parent Association Monthly Meetings</p>	<p>Push-in Support</p> <p>Peer Tutoring</p> <p>Mentoring/Cross-Age Tutoring (MCAT)</p> <p>Study Skills</p> <p>Reading/Math Leveled group</p> <p>After-School Tutoring</p> <p>*Co-teaching</p> <p>Small Group Instruction</p> <p>Classroom Interventions</p> <p>Reading Intervention Team</p> <p>Attendance Recognition Assemblies</p> <p>Targeted Instruction</p> <p>Implementing research- based strategies</p> <p>Targeted referrals: Vision/Hearing</p> <p>*Student Attendance Review Board</p>

		Study hall attendance
Tier 3 Intensive Interventions 3-5%		
Behavior/Socio-Emotional	Both	Academic
Push-in/Pull-out Supports Strategic Intervention Individual Counseling Group Counseling Educationally Related Mental Health Services (ERMHS) Restorative Justice Conflict Resolution Meetings ACCESS/Mental Health Referrals Outreach to outside professional agencies for intervention support Functional Behavior Assessments (FBA) Behavior Intervention Plans (BIP) Crisis Prevention Intervention (CPI) Training Suicide Risk Assessment	Parent Communication SST/Family Meetings 504 Accommodation Plans IEP SPED Team Meetings SPED Consultants SPED Bimonthly Meetings Intensive extended-day sessions MTSS/IPT Meetings *Home Visits *Parent Education	Specialized Academic Instruction Speech and Language Therapy Occupational Therapy Adaptive P.E After-school Tutoring *Student Attendance Review Board (SARB) Targeted Curriculum designed to accelerate students

Section 504 of the Rehabilitation Act

LAS shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Section 504 is the responsibility of the general education program and administration. The

LAS 504 Coordinator will be the primary 504 coordinator on the LAS campus. 504 plans are developed by a school-based 504 team.

LAS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

If the 504 team determines that the student has a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to

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

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

Support for Students with Disabilities

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

Special Education Program Description

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

The Charter School pledges full compliance with the IDEA, SELPA policies and practices, and Education Code provisions regarding special education. All teachers and special education providers (employees and contractors) shall hold appropriate credentials and/or licenses.

As of this renewal submission, LAS currently has 50 students with IEPs. The students are eligible for services in the following disability areas:

- 210 Intellectual Disability
- 240 Speech/Language Impairment
- 280 Other Health Impairment
- 290 Specific Learning Disability
- 320 Autism

Child Find

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

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

LAS will notify each school district about students newly enrolled at LAS and ensure that LAS receives any active IEP's for students who used to attend its schools in a timely manner. LAS will notify the new district when a student with an IEP leaves the Charter School charter school. These processes will occur by mailing notices to each district's special education director, requesting electronic records in the Special Education Information System (SEIS), and/or via phone calls for follow up as necessary.

Special Education Services

The Charter School will provide a free and appropriate education in the least restrictive environment to each student eligible under IDEA. This will be done in accordance with the IDEA, Education Code requirements, and applicable policies, procedures, and forms of the El Dorado County Charter SELPA. Sacramento City Unified shall have no responsibility for the oversight or provision of Special Education instruction or related service to the students enrolled in and attending the Charter School.

Staffing

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

LAS is currently served by:

- Special Education Teachers
- Speech and Language Therapist
- Speech Language Pathology Assistant (“SLPA”)
- School Psychologist
- School Counselors
- Occupational Therapist
- Special Education Instructional Assistants
- School Nurse
- Board Certified Behavior Analyst
- Augmentative and Alternative Communication Specialist

Identification and Referral

The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have a suspected disability. If pre-referral strategies through LAS’ MTSS process and/or Student Success Team are unsuccessful, the student is not progressing academically, and classroom teachers, or parents/ guardians believe a disability may exist, the student will be referred for individual evaluation and determination of eligibility for special education programs and services.

Referrals may be made by any LAS certificated employee or parents/guardians. Referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student’s performance prior to

the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice will be given to the student's parents.

The LAS Special Education Coordinator will convene a Student Success Team meeting with the student's parents/guardians, general education teacher, education specialist, school psychologist and other specialists as needed to discuss the option of appropriate testing to determine the child's special education eligibility.

If parents/guardians are in agreement, the assigned case manager (either education specialist or speech therapist) will secure written parental consent to conduct all testing. LAS will then proceed with all evaluations agreed to. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents/guardians, the Special Education Coordinator, general education teacher, case manager, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually and students will be reevaluated for continued special education eligibility purposes at least every three years.

Assessments

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

IEP Meetings

The Charter School shall arrange and notify team members of necessary IEP meetings. The IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the student's parent/guardian, a designated school administrator, the case manager, the general education teacher, the student if appropriate, and other related special education service providers.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

Non-Public Placement/Non-Public Agencies

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

Non-Discrimination

It is understood and agreed that all children have access to Language Academy of Sacramento and no student shall be denied admission or counseled out of the Charter School regardless of the nature, extent or severity of the disability or due to the students' request for, or actual need, for special education services.

Parent/Guardian Concerns and Complaints

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

Due Process Hearing

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

SELPA Representation

The Charter School shall represent itself at SELPA meetings.

Funding

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

Accommodation Strategies to Ensure Effective Teaching and Learning of Students with Exceptionalities

1. Have students with learning disabilities underline key words or directions on activity sheets
2. Pace instruction carefully to ensure clarity
3. Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions
4. Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text
5. Reduce course load for student with learning disabilities
6. Review relevant material, preview the material to be presented, present the new material, then summarize the material just presented
7. Provide clear copies of lesson notes and overhead presentations as needed
8. Read aloud material that is written on the whiteboard and/or on the projector
9. Offer to read written material aloud, when needed
10. Ask questions in a way that helps the student gain confidence
11. Consider alternate activities that are more accommodating for the student but meet the same objectives
12. Keep oral instructions logical and concise. Reinforce them with a brief cue words
13. Clearly label equipment, tools, and materials. Color code for enhanced visual recognition
14. Repeat or restate complicated directions
15. Eliminate classroom distractions such as excessive noise, flickering lights, etc.
16. Outline material to be covered during each class period
17. Establish the clarity of understanding that the student has about class assignments
18. Give assignments both in written and oral form
19. Have practice exercises available for lessons, and pre-teach material
20. Provide and teach memory associations (mnemonic strategies)
21. Talk distinctly and at a rate that the students with a learning disability can follow

22. Technical content should be presented in small, incremental steps
23. Use plenty of examples, oral or otherwise
24. Use straight forward instruction with step by step unambiguous terms
25. Write legibly, use large type; do not clutter the whiteboard
26. Use props to make narrative situations more vivid and clear
27. Multiple or frequent breaks throughout instruction and independent work to support focus, regulation, and task completion
28. Movement breaks as needed to support attention, self-regulation, and engagement in learning activities
29. Extended time to complete assignments, classwork, assessments, and other academic tasks
30. Access to Text-to-Speech technology to support reading comprehension and access to written material
31. Access to Speech-to-Text technology to support written expression and completion of written assignments
32. Access to a multiplication table to support accuracy and independence during math tasks
33. Access to a 100's number table to support number sense, counting, and mathematical problem-solving
34. Option to complete assignments and assessments in a separate setting when needed to minimize distractions and support concentration
35. Access to fidgets as needed to support focus, sensory regulation, and engagement during instruction
36. Masking, including the removal or reduction of distracting stimuli, to support focus, sensory regulation, and participation in learning activities
37. Pre-writing discussions to support organization of ideas, vocabulary development, and written expression
38. Access to assistive technology tools and supports to increase access to instruction and promote academic success

39. Consistent access to district provided Augmentative/Alternative (AAC) System throughout all parts of the school day and at home, in order to access curriculum and social opportunities
40. Access to a scribe to support written responses during assignments, classwork, and assessments when needed
41. The student will have access to Google Translate to support understanding of academic content and communication across languages.
42. Translations in English and Spanish to support comprehension of instruction, assignments, and academic vocabulary
43. Sentence starters and sentence frames to support organization of ideas and written expression
44. Calculation devices, such as a calculator, to support mathematical computation and problem-solving
45. Access to teacher notes during quizzes and assessments to support recall of information, organization, and understanding of key concepts

Alignment with Core Educational Program, Evidence of High Expectations for Students with Exceptionalities

LAS includes all students with special needs in the general education program to the greatest extent possible. Special education students utilize the same core curricula and take the same assessments as their general education peers unless otherwise indicated in the student's IEP.

Special education staff participate in content team meetings and regular weekly collaboration with general education teachers. This ensures they have a deep understanding of the core curricula and grade-level standards to make the applicable modifications and accommodations according to the student's IEP.

SELPA Membership

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

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

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

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students, including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

The LAS SPED team will develop a professional development plan based on the needs of the team to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting compliance with state and federal statutes as well as reporting requirements. Professional development will be provided regarding best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. Examples of professional development that may be included in the plan include, but are not limited to:

- Annual training to general education staff at the Charter School’s summer professional development
- Participation in the SELPA Professional Learning Network monthly meetings
- Participation in SELPA professional learning opportunities in the areas of behavior; inclusive environments; mental health; positive school climate; special education fundamentals; and specific disabilities such as autism and dyslexia
- Participation of paraeducators, Education Specialists and School Psychologists in role-specific trainings through the SELPA

LAS agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to LAS students, staff, facilities, equipment and records as required or imposed by law.

School Days and Instructional Minutes

	FY 2025	FY 2026
First School Day	09/09/24	08/26/25
Last School Day	06/17/25	06/11/26
Instructional Days	175	175
Instructional Minutes – K (36,000)	43,950	43,950
Instructional Minutes – Gr1- Gr3 (50,400)	54,450	54,450
Instructional Minutes – Gr4- Gr8 (54,000)	56,420	56,420

Learning Time

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

Extended educational opportunities at LAS Jaguar Academy include both extra academic support in core subjects and enrichment clubs. LAS Jaguar Academy is funded by the Expanded Learning Opportunity Program and After School Education and Safety (ASES) grants. Through these grants, LAS has been able to provide a highly engaging after school program that serves approximately 450 students, Monday- Friday until 6PM. The program balances access to arts and music with homework support, math, and language arts instruction. In addition, students have the opportunity to participate in weekly after-school enrichment classes sponsored by the Language Academy and collaborating community partners. Enrichment classes have included Folklorico Dance, Health and Fitness classes (e.g. Soccer, Flag Football, Tennis, Basketball), Arts and Crafts, Theatre, Classical Ballet, Violin, Robotics, and Guitar. Moreover, LAS sponsors Jaguar Camps during intersessions and school breaks where students participate in STEM, sports, Science-themed units, Legos and robotics. Given the high quality and variety of in-school and after-school opportunities outlined above, it is evident that all aspects of the LAS program structure work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence while meeting grade-level academic expectations.

Technology and Materials for Students

LAS has a robust inventory of technology equipment available to students. Students in Kindergarten through 1st grade have a 1:1 iPad ratio, while students in grades 2 through 8 have a 1:1 Chromebook ratio. In addition, families may check out devices for home use when needed to support access beyond the school day.

In addition to student devices, classrooms are equipped with instructional technology to enhance teaching and learning. TK through grade 3 classrooms have ViewBoards, while grades 4 through 8 classrooms have projectors. All classrooms also have document cameras that teachers and students use to share written work, model learning, and present to an audience.

LAS uses Infinite Campus as the school's student information system and as the data system of record for all student achievement data.

Our school also ensures students with disabilities have access to adaptive technology in compliance with IEPs and 504 Plans. The Special Education department works collaboratively with staff and families to provide individualized supports on a case-by-case basis, including tools such as AAC devices for communication and other assistive technologies as needed.

Our school is committed to providing technology resources that align with the instructional program, support student learning, and meet state assessment requirements. Technology is integrated into instruction through the use of Clever, which organizes student access to online learning resources such as reading and math programs, as well as assessment platforms including MAP Growth and MAP Fluency. Computers are also used for state and local assessments across grade levels, with implementation adjusted to be developmentally appropriate. For example, students in grade 3 begin learning keyboarding skills and how to navigate online resources, while students in grade 5 begin creating multimedia presentations to

strengthen communication and presentation skills that continue through grade 8 across content areas.

Even prior to the Common Core State Standards (CCSS) inception, LAS began building its infrastructure for technology. Currently, LAS uses technology as a tool for research, communication (including translation), and production of presentation materials. Teachers and administrators work together to continuously evaluate technology use and ensure students receive resources that are developmentally appropriate and aligned to instructional goals in an evolving digital world. This work is done through professional learning, collaboration, and ongoing reflection on instructional practices. Staff members are also studying the California Common Core technology and digital literacy standards to better understand how technology skills can be meaningfully integrated into classroom instruction across grade levels. In addition, teachers and administrators are engaging in professional learning focused on the effective and responsible use of Artificial Intelligence (AI) in schools, including evaluating the potential benefits, limitations, ethical considerations, and impact on student learning. Building and maintaining a strong technology infrastructure that supports teaching, learning, and assessment remains a priority for our school.

LAS Annual Goals

LAS is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, and community partnerships to enrich the curriculum. Currently in its 22nd year, LAS has become the area’s only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

Alignment of LAS Goals, CA Dashboard and State Priorities			
LAS	CA Dashboard	State Priorities	<i>Alignment Check (YES)</i>
Goal 1	AP: Academic Performance	SP 1, 2, 4, 7 and 8	YES
Goal 2	AE: Academic Engagement	SP 5	YES
Goal 3	CC: Conditions and Climate	SP 1, 3, and 6	YES
Goal 1 Metric # 1.0-6.0	Metric	Year 2 Outcome FY25 Gr8 Cohort baseline change from Gr5	Annual Target for Outcome: 3Year LCAP CYCLE
Goal 1	SBAC: Gr8 Cohort Percent of Students at Met/Exceeded	Gr8 Cohort Trajectory	Target: Upward Trajectory

<p>Metric 1.0 AP 1.1 (ELA-External)</p>	<p>Gr8 Cohort Trajectory All: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline</p>	<p>All: All: 29% to 52%</p> <p>Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>
<p>Goal 1</p> <p>Metric 1.0 AP 1.2 (ELA-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Trajectory Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory</p> <p>Subgroups: Latinx: 25% to 49%</p> <p>EL: 11% to 7% RFEP: 42% to 68% LTEL: SPED: LI: 18% to 50%</p> <p>Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory</p> <p>Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>
<p>Goal 1</p> <p>Metric 1.0</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative LAS vs District and State: All: 52% vs 48% and 38%</p>	<p>Target: LAS is comparable/higher than the state and district</p> <p>Data Year: FY24</p>

<p>AP 1.3 (ELA-External)</p>	<p>All and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, and district</p>	<p>-</p> <p>Subgroups: Latinx: 49% vs 38% and 32% EL: 7% vs 5% and 4% RFEP: 68% vs 53% and 56% LTEL: SPED: 8% vs 13% and 12% LI: 50% vs 37% and 29% Data Year: FY25 Data Source: Data Quest</p>	<p>Data Source: Data Quest</p>
<p>Goal 1</p> <p>Metric 2.0 AP 2.1 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Trajectory</p> <p>All: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from *Gr5 SBAC baseline</p>	<p>Gr8 Cohort Trajectory</p> <p>All: All: 12% to 42%</p> <p>Data Year: FY25 Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Target: Upward Trajectory</p> <p>Data Year: FY25 Data Source: Data Quest</p>
<p>Goal 1</p> <p>Metric 2.0</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Trajectory</p>	<p>Gr8 Cohort Trajectory</p> <p>Subgroups:</p>	<p>Target: Upward Trajectory</p> <p>Data Year: FY24</p>

<p>AP 2.2 (Math-External)</p>	<p>Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC baseline</p>	<p>Latinx: 12% to 41%</p> <p>EL: 0% to 0%</p> <p>RFEP: 26% to 53%</p> <p>LTEL: NA to less than 11 students</p> <p>SPED: less than 11 students to 17%</p> <p>LI: 2% to 35%</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest; Gr8 Cohort Data vs Gr5 Baseline</p>	<p>Data Source: Data Quest</p>
<p>Goal 1</p> <p>Metric 2.0</p> <p>AP 2.3 (Math-External)</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative</p> <p>All and Subgroups (Percent of Students at Met/Exceeded): By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools.</p>	<p>SBAC: Gr8 Cohort Percent of Students at Met/Exceeded</p> <p>Gr8 Cohort Comparative</p> <p>LAS vs District and State: All: 38% vs 37% And 31%</p> <p>Subgroups:</p> <p>Latinx: 41% vs 22% and 18%</p> <p>EL: 0% vs 5% and 3%</p> <p>RFEP: 53% vs 35% and 38%</p>	<p>Target: LAS is comparable/higher than the state and district</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>

		<p>LTEL: *less than 11 students</p> <p>SPED: 17% vs 8% and 8%</p> <p>LI: 35% vs 23% and 17%</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest</p>	
<p>Goal 1</p> <p>Metric 3.0</p> <p>AP 3.1 (ELL-External)</p>	<p>Gr8 Cohort ELL Reclassification</p> <p>Gr8 Cohort reclassification rate is at 65% or higher by the End of Stage 3 (Gr8)</p>	<p>Gr8 Cohort ELL Reclassification</p> <p>Rate: 75% / 55%</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest, Infinite Campus</p>	<p>Target: 65% or higher</p> <p>Data Year: FY25</p> <p>Data Source: Data Quest, Infinite Campus</p>
<p>Goal 1</p> <p>Metric 4.0</p> <p>AP 4.1 (ELA-Internal)</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above</p> <p>Gr8 Cohort</p> <p>All: By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI equivalent of meeting one year growth (CGI: Zero or higher)</p>	<p>CGI: 0.60</p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025</p> <p>FY26</p> <p>Gr 8 CGI: 0.26</p> <p>Sp2025 to Sp2026</p>	<p>Target: CGI: Zero or higher</p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025</p>
<p>Goal 1</p> <p>Metric 4.0</p>	<p>MAP Growth: Gr8 Cohort CGI of zero or above</p> <p>Gr8 Cohort Trajectory</p>	<p>CGI: 3.64</p> <p>and 0.60</p>	<p>Target: CGI: Zero or higher</p> <p>Data Year: FY25</p>

<p>AP 4.2 (ELA-Internal)</p>	<p>All: By End of Stage 3 Gr8, the Gr8 cohort will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>
<p>Goal 1</p> <p>Metric 4.0</p> <p>AP 4.3 (ELA-Internal)</p>	<p>Subgroups:</p> <p>By End of Stage 3 Gr8, the Gr8 cohort subgroups will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>Gr8 Cohort Growth</p> <p>Subgroups:</p> <p>Latinx: 0.68</p> <p>EL: -1.07</p> <p>RFEP: 1.80</p> <p>LTEL: -1.07</p> <p>SPED: -2.07</p> <p>LI: 0.40</p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025</p>	<p>Target: CGI: Zero or higher</p> <p>Gr8 Cohort Growth</p> <p>Subgroups:</p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025</p>
<p>Goal 1</p>	<p>All: Gr8 Cohort</p>	<p>CGI: 2.73</p>	<p>Target: CGI: Zero or higher</p>

<p>Metric 5.0</p> <p>AP 5.1 (Math-Internal)</p>	<p>By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI equivalent of meeting one year growth (CGI: Zero or higher)</p>	<p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025 FY26 CGI=0.52</p>	<p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025</p>
<p>Goal 1</p> <p>Metric 5.0</p> <p>AP 5.2 (Math-Internal)</p>	<p>All: Gr8 Cohort</p> <p>By End of Stage 3 Gr8, the Gr8 cohort will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>CGI: 2.91 and 2.73</p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>	<p>Target: CGI: Zero or higher</p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025 and Sp2022 to Sp2023</p>
<p>Goal 1</p> <p>Metric 5.0</p> <p>AP 5.3 (Math-Internal)</p>	<p><u>Subgroups:</u></p> <p>By End of Stage 3 Gr8, the Gr8 cohort subgroups will show a positive growth CGI equivalent of meeting one year growth (CGI: Zero or higher) and/or improvement from their Gr6 score.</p>	<p>Gr8 Cohort Growth</p> <p><u>Subgroups:</u></p> <p>Latinx: 2.78</p> <p>EL: 3.83</p> <p>RFEP: 2.17</p>	<p>Target: CGI: Zero or higher</p> <p>Gr8 Cohort Growth</p> <p><u>Subgroups:</u></p> <p>Data Year: FY25</p> <p>Data Source: MAP Growth - Sp2024 to Sp2025</p>

		LTEL: 3.83 SPED: 3.12 LI: 2.69 Data Year: FY25 Data Source: MAP Growth - Sp2024 to Sp2025	
Goal 1 Metric 6.0 AP 6.1 (SLA- Internal)	MAP Fluency Spanish Reading; By the end of Gr5, 90% of students will be proficient in Spanish reading fluency.	FY25: Gr5 EOY data is above 90% proficient	Target: By EOY Gr5, 90% of above will be proficient
Goal 2 Metric # 7.0-8.0	Metric	Year 2 Outcome FY25	Annual Target for Outcome: 3Year LCAP CYCLE
AE 7.1	Attendance Rate: All	All: 95% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: 95% or higher Data Year: FY23 Data Source: Infinite Campus, Data Quest
Goal 2 Metric 7.0 AE 7.2	Attendance Rate: Subgroups	Subgroups: Latinx: 95% EL: 94% RFEP: 96% LTEL: 94% SPED: 94% LI: 95% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest
Goal 2 Metric 8.0 AE 8.1	Chronic Absenteeism Rate: All	All: 11% Data Year: FY25	Target: Less than 3% or decreasing trajectory each year Data Year: FY23

		Data Source: Infinite Campus, Data Quest	Data Source: Infinite Campus, Data Quest
Goal 2 Metric 8.0 AE 8.2	Chronic Absenteeism Rate: Subgroups	Subgroups: Latinx: 11.4% EL: 15.1% RFEP: NA LTEL: 19.1% SPED: 19.5% LI: 12.4% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest
Goal 3 Metric # 9.0-14.0	Metric	Year 2 Outcome FY25	Annual Target for Outcome: 3Year LCAP CYCLE
Goal 3 Metric 9.0 CC 9.1	Low Suspension Rate: All	All: 1.1% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Lower than 2% Data Year: FY23 Data Source: Infinite Campus, Data Quest
Goal 3 Metric 9.0 CC 9.2	Low Suspension Rate: Subgroups	Subgroups: Latinx: 1% EL: 1.2% RFEP: 2.8% LTEL: 1.2% SPED: 1.6% LI: 1.5% Data Year: FY25 Data Source: Infinite Campus, Data Quest	Target: Within 2% margin from the school goal Data Year: FY23 Data Source: Infinite Campus, Data Quest

<p>Goal 3</p> <p>Metric 10.0</p> <p>CC 10.1</p>	<p>Educational Partners Participation Survey</p>	<p>Participation: Families 96% Data Year: FY25 Data Source: Survey Monkey Results</p>	<p>Target: 90% or above participation Data Year: FY23 Data Source: Survey Monkey Results</p>
<p>Goal 3</p> <p>Metric 10.0</p> <p>CC 10.2</p>	<p>High rating/Satisfaction Data for Climate Survey Questions</p>	<p>CC 3.4.A</p> <p>92% Students: <i>"I like my school."</i></p> <p>CC 3.4.B</p> <p>98% Families: <i>"I would recommend the school to others."</i></p> <p>CC 3.4.C</p> <p>97% Staff: <i>"I would recommend the school to others."</i> Data Year: FY25 Data Source: Survey Monkey Results</p>	<p>Target: 90% of above Data Year: FY23 Data Source: Survey Monkey Results</p>
<p>Goal 3 Metric 11.0</p> <p>CC 11.1</p>	<p>Volunteer and Voter Participation for Board Elections</p>	<p>Voter Participation: No Parent - Board Election: Appointed Member Data Year: FY25 Data Source: Local Data</p>	<p>Target: 85% Data Year: FY23 Data Source: Local Data</p>
<p>Goal 3 Metric 12.0</p> <p>CC 12.1</p>	<p>Teacher Quality: Credentialed Teachers Authorize on a Permit/Waiver</p>	<p>Zero Data Year: FY24 Data Source: SARC</p>	<p>Target: Zero Data Year: *FY22 Data Source: SARC</p>

Goal 3 Metric 13.0 CC 13.1	Instructional and Curriculum Materials Quality	100% Data Year: FY25 Data Source: Local Indicator Report	Target: 100% Access to Quality Data Year: FY23 Data Source: Local Indicator Report
Goal 3 Metric 14.0 CC 14.1	Facility Quality	Rating: Good Data Year: FY25 Data Source: Local Indicator Report, SARC	Target: Good- Overall Rating Data Year: FY23 Data Source: Local Indicator Report, SARC

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

- Education Code Section 47605(c)(5)(B).

Statement: LAS Goals, Actions, and Measurable Outcomes to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including the numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

LAS will meet all State Standards and conduct the student assessments as required by Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools, in accordance with Education

Code Section 47605(d)(1). LAS will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Statement: Local Control and Accountability Plan

*The current LCAP is on file with the District and is also available on our website (<https://www.lasac.info/>) and is attached as **Appendix!!!**. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.*

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in the LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

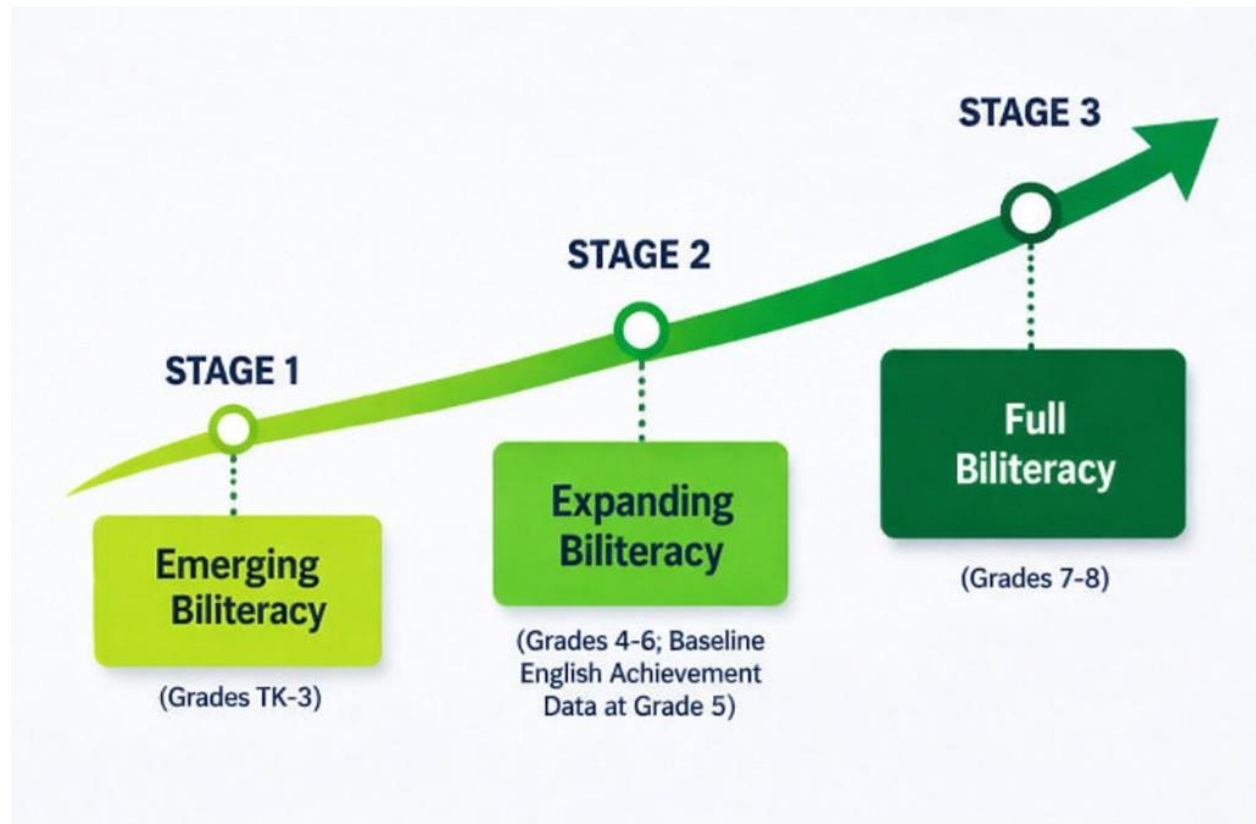
Context of LAS Dual Language Education (DLE) Program and LCAP Goals

Research on two-way immersion (dual language) programs indicates that the strongest academic and bilingual outcomes typically emerge in the upper elementary and middle school grades, after students have had sustained exposure to high-quality instruction in both languages over time. Longitudinal studies show that students in well-implemented dual language programs often demonstrate equal or higher English academic achievement compared to peers in English-only programs in later grades, particularly when programs are maintained for five to seven years or more (Collier & Thomas, 2017; Steele et al., 2017; Genesee et al., 2006; Lindholm-Leary & Genesee, 2014).

As students move into middle school, the gap decreases and, eventually, the achievement of two-way students surpasses that of students in English-only programs. Indeed, teachers in the two-way Spanish immersion program at LAS have found that, in the primary grades, standardized tests in Spanish have greater validity in reflecting students' knowledge and skills than standardized tests in English. By the sixth, seventh, and eighth grades, however, students begin to outscore their counterparts in English-only programs on standardized tests in English. It is precisely for this reason that the LAS school design extends through the eighth grade. The figure below illustrates the expected biliteracy progression for LAS students and demonstrates

an upward trajectory for Grades 7 & 8 students scoring at Standard Met or Standard Exceeded in state standardized assessments.

LAS Biliteracy Grade Span Progression



Schoolwide Performance Goals to be Achieved Over a Given Period of Time: Upward Trajectory Concept

The Language Academy of Sacramento key charter goals highlighted below are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting.

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

Student Outcomes and Actions Aligned with the Eight State Priorities

LAS Key Charter Goals

<p>LAS Goals and Metrics (v2026 Charter Renewal)</p>	<p><u>LAS Mission (M) Alignment:</u></p> <p>M1: Biliteracy</p> <p>M2: Confidence/Life Skills</p> <p>M3: Leadership/Critical Thinking</p>	<p><u>CA State Priority:</u></p> <p>SP1-SP8</p> <p><u>CA Dashboard Indicators:</u></p> <p>1) Academic Performance (AP)</p> <p>2) Academic Engagement (AE)</p> <p>3) Conditions and Climate (CC)</p>
<p>LAS Goal 1: ACADEMIC PERFORMANCE (AP)</p>		
<p>Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)</p>		
<p>External Accountability:</p> <p><u>Goal 1 (Metric 1.0: AP 1.1 and AP 1.2) SBAC % of students who meet ELA standards</u></p> <p>By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>	<p>M1</p>	<p>SP 1, 2, 4, 7 and 8</p> <p>AP</p>
<p><u>Goal 1 (Metric 1.0: AP 1.3) End of Stage 3 (7-8) SBAC ELA-</u> Maintain performance data to be comparable/competitive trajectory with the state, district, and neighboring schools</p>		
<p>Internal Accountability:</p> <p><u>Goal 1 (Metric 4.0: AP 4.1, AP 4.2 and AP 4.3) NWEA MAP Growth-</u> By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)</p>		
<p>LAS Goal 1: ACADEMIC PERFORMANCE (AP)</p>		

Description: High Achievement in Mathematics		
<p>External Accountability:</p> <p>Goal 1 (Metric 2.0: AP 2.1 and AP 2.2) <u>SBAC % of students who meet Math standards</u>-By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline</p>	M1	SP 1, 2, 4, 7 and 8 AP
<p>Goal 1 (Metric 2.0: AP 2.3) <u>End of Stage 3 (7-8) SBAC Math</u>- Maintain performance data to be comparable/ competitive trajectory with the state, district, and neighboring schools</p>		
<p>Internal Accountability:</p> <p>Goal 1 (Metric AP 5.0: AP 5.1, AP 5.2 and AP 5.3) <u>LAS Benchmark NWEA MAP Math</u>- By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)</p>		
LAS Goal 2: ACADEMIC ENGAGEMENT (AE)		
Description: Low Chronic Absenteeism		
<p>Goal 2 (Metric 7.0: AE 7.1 and AE 7.2) Attendance rate of 95% or above</p>	M2	SP5 AE
<p>Goal 2 (Metric 8.0: AE 8.1 and AE 8.2) Chronic Absenteeism rate of 3% or less or decreasing trajectory each year; Subgroups- Within 2% margin from the school rate</p>	M2	SP5 AE
LAS Goal 3: CONDITIONS AND CLIMATE (CC)		
Description: Low Suspension Rate		
<p>Goal 3 (Metric 9.0: CC 9.1 and CC 9.2) Suspension rate lower than 2% Subgroups- Within 2% margin from the school rate</p>	M2	SP6 CC
LAS Goal 1: ACADEMIC PERFORMANCE (AP)		
Description: Upward trajectory of EL Progress		

<p>External Accountability:</p> <p>Goal 1 (Metric 5.0: AP 5.1) <u>Cohort reclassification rate of 65% or higher by the End of Stage 3 (Gr8).</u></p>	M1	<p>SP2</p> <p>AP</p>
<p>Internal Accountability:</p> <p>Goal 1 (Metric 5.0: AP 5.2) <u>LAS Reading Benchmark NWEA MAP-</u> By End of Stage 3 Gr8, the Gr8 cohort will show a MAP Growth CGI Equivalent of meeting one year growth (CGI: Zero or higher)</p>		
LAS Goal 3: CONDITIONS AND CLIMATE (CC)		
Description: High Satisfaction Data from Climate Survey		
<p>Goal 3 (Metric 10.0: CC 10.2) <u>Student Annual Survey Data:</u></p> <p>90% or higher of students will agree with the statement, <i>“I like my school.”</i></p>	M3	<p>SP 1, 3, and 6</p> <p>CC</p>
<p>Goal 3 (Metric 10.0: CC 10.2) <u>Family Annual Survey Data:</u></p> <p>90% or higher of families will agree with the statement, <i>“I would recommend the school to others.”</i></p>		
<p>Goal 3 (Metric 10.0: CC 10.2) <u>Staff Annual Survey Data:</u></p> <p>90% or higher of staff will agree with the statement, <i>“I would recommend the school to others.”</i></p>		

ELEMENT 3: METHODS OF MEASURING STUDENT PROGRESS

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

- Education Code Section 47605(c)(5)(C).

Within the annual LCAP, LAS aligns its assessments to the Eight State Priorities and demonstrates multiple measures for each subject area. LAS affirms that to the extent

practicable, its methods for measuring pupil outcomes for the eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Students attending LAS are also assessed in each of the core academic skill areas by a range of valid and reliable methods, including, but not limited to, criterion referenced tests and assessments, homework, teacher observation, student project presentations, oral reports and standardized tests. LAS uses mandated standardized student assessments as required by Education Code Section 47605(d)(1).

Student performance data is reviewed annually by LAS and disaggregated by student subgroups.

Each LAS student is assessed consistently throughout the school year. The results of each assessment are used to identify the progress of each student, to identify students needing additional support, and to inform and improve instruction.

LAS Assessments for Standards and Skills that LAS Seeks to Measure

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

Quantitative Assessments	Qualitative Assessments
Statewide standardized assessments SBAC CAASPP ELPAC PFT NWEA MAP Growth (Reading (English) Reading (Spanish) NWEA MAP Fluency Amira MAP Math	On-Demand Post Unit Writing Prompts Portfolios to analyze student progress over time Performance-based assessments Standards-based teacher-generated protocol for observation Journals Formal classroom presentations of projects and reports Self-assessments – reflections on long-term and short-term learning

All Required State and Federal Assessments

- **CAASPP and California Science Test (“CAST”):** LAS participates in the state-mandated CAASPP and CAST assessments as specified in Education Code Section 60605, and any other state-required assessments as applicable to charter schools. Additionally, those

students with the most significant cognitive disabilities are assessed using the California Alternate Assessment (“CAA”).

- **ELPAC:** As stated above, English Learners are assessed annually using the English Language Proficiency Assessments for California.
- **Physical Education Assessment:** Students in grades 5 and 7 are assessed using the California Physical Fitness Test (“PFT”).

LAS Schoolwide Assessments

The LAS academic program is standards-based and data-driven. Multiple data sources, including the Common Core State Standards, form the basis of the school’s instruction. Performance assessments will be evaluated using common benchmarks and rubrics; both will be analyzed regularly to help drive the school’s educational program. Both teachers and students will use the rubric to score the work and make improvements. The rubrics will be used to inform students and parents about the standards for student work. The expectation is that both computer-adaptive quantitative and qualitative rubric-based assessments used throughout the year will show growth over time.

LAS Assessments for Reading Standards

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

- *NWEA MAP Fluency and MAP Growth Guidelines:* Teachers are responsible for administering reading assessments at least three times per year and for maintaining an ongoing record of instructional reading level progress for instructional purposes. It is expected that anecdotal notes and progress monitoring data will be used to monitor student growth throughout the school year. To the extent possible, teachers are to report independent reading levels for both Oral Reading Fluency and Comprehension. Education Specialists are to collaborate with classroom teachers on possible accommodations and modifications for students receiving specialized academic instruction in reading per their IEP.
- *Amira Reading Screener (Grades K–2):* Beginning with the 2025–26 school year, California requires all local educational agencies to annually screen students in kindergarten through second grade for risk of reading difficulties, including dyslexia, using tools approved by the state's Reading Difficulties Risk Screener Selection Panel. The panel approved four screening instruments on December 16, 2024, with Amira (published by Amira Learning) being one of them. Amira Learning was the only screener unanimously approved by the nine-member panel and serves students in kindergarten through second grade in both English and Spanish. The screener captures key early reading skills — including how smoothly a student

reads, knowledge of letter names and sounds, recognition of common words, and vocabulary — by listening to students read aloud. Its purpose is to identify early signs of reading challenges so teachers can intervene quickly with the right support. A recent University of Houston study found that Amira is able to effectively identify 98% of students at risk for dyslexia.

At LAS, Amira will be administered once per year, following Trimester 2, to ensure that students have received sufficient literacy instruction in the classroom prior to screening. Administering the screener at this point in the year allows results to more accurately reflect each student's developing reading skills and provides teachers with meaningful data to inform instruction and interventions for the remainder of the year.

- *NWEA Reading Fluency (Grades K–5)*: MAP Reading Fluency is an adaptive universal screening and progress monitoring assessment for early reading skills that can gather data on oral reading fluency, literal comprehension, and foundational reading skills for an entire class in approximately 20 minutes, and screens for reading difficulties. Students in grades K–5 are assessed at least three times per year (fall, winter, and spring) as a benchmark in both Spanish and English. Teachers also have the ability to retest students before progress reports and report cards as needed. MAP Reading Fluency has received the highest rating of "convincing evidence" in nearly all classification accuracy categories from the National Center of Intensive Intervention (NCII), validating its reliability and accuracy as a screener.

The assessment is structured around an adaptive pathway:

- *Sentence Reading Fluency (SRF)*: All students begin with a Sentence Reading Fluency measure, a two-minute timed task in which students read simple sentences and identify matching pictures, assessing automaticity and fluency. To advance to the Oral Reading assessment, students must answer 15 or more sentences correctly with at least 75% accuracy. Students in grade 4 and above automatically proceed to Oral Reading.
- *Oral Reading Pathway*: Students who meet the SRF threshold read three passages aloud, each followed by a short comprehension quiz. The difficulty of the first passage is based on grade level and time of year, with subsequent passages adapting up or down based on performance. Scores include oral reading rate, accuracy, and literal comprehension.
- *Foundational Skills Pathway*: Students who do not meet the SRF threshold are directed to the foundational skills pathway, which includes timed sub-assessments in phonological awareness, phonics and word recognition, and language comprehension (picture vocabulary and listening comprehension).
- *NWEA MAP Growth (Grades K–8)*: MAP Growth is a computer-adaptive assessment that measures academic growth and achievement in reading, serving both English and Spanish speaking students. Teachers in grades K–8 administer MAP Growth three times per year (fall, winter, and spring). Students in K–2 are

assessed in Spanish, and beginning in 3rd grade, students are assessed in both Spanish and English.

MAP Growth uses the RIT (Rasch Unit) scale to report scores. Because it is an equal-interval scale, a given number of RIT points represents roughly the same amount of learning regardless of where a student falls on the scale, making it possible to track individual growth meaningfully across grade levels and years. Each student's report includes their RIT score, national percentile rank, and growth relative to projected growth — allowing teachers, coaches, and administrators to evaluate not just where a student is performing, but how much they are growing compared to peers nationwide. MAP Growth reading RIT scores can also be converted to estimated Lexile scores in English, which teachers can use to select appropriately leveled reading materials for individual students. RIT growth across an entire school year can be compared to projected growth from the beginning of the year to evaluate whether a student progressed as expected. No score should be treated as absolute or used in isolation — MAP Growth data is one of multiple data points used alongside classroom performance, anecdotal notes, and ongoing progress monitoring to form a complete picture of student achievement.

LAS Assessment for Writing Standards

In the primary grades, LAS writing assessments focus on developing written literacy in Spanish. Beginning in Grade K, LAS students take On-Demand Writing Prompts three times a year, in Spanish and/or English. Staff use established rubrics with a focus on structure, development, and conventions, based on the state standards and then calibrate in teams to score writing per a given grade level. Teachers from Grades 6-8 have received training in the Expository Reading and Writing Course (ERWC) and implement the instructional design of the program in English and Spanish.

Teachers at LAS may use the framework of Writer's Workshop to develop their own units in conjunction with the California State Standards. History and science serve as the primary vehicles for writing instruction, creating a natural connection between content area learning and literacy. As students engage with narrative texts, they write narratives; as they read and explore informational texts, they produce informational writing — and so on across genres and text types. This integrated approach allows teachers to design meaningful, standards-aligned writing instruction while providing students with the time and structure needed to practice and develop their skills as writers across the content areas. Example of On-Demand Writing Prompts Assessment Data Date Submission:

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

LAS Assessment for Math Standards

LAS teachers administer the NWEA MAP Math benchmark three times a year: fall, winter, and spring. The NWEA MAP Math benchmark provides teachers with overall RIT scores and essential insights into students' understanding of math standards and areas for growth. At the end of each testing window, teachers analyze student data to inform instruction, plan small group support, and monitor growth. In addition, all 3rd - 8th grade students use Khan Academy Learning Paths for personalized math practice.

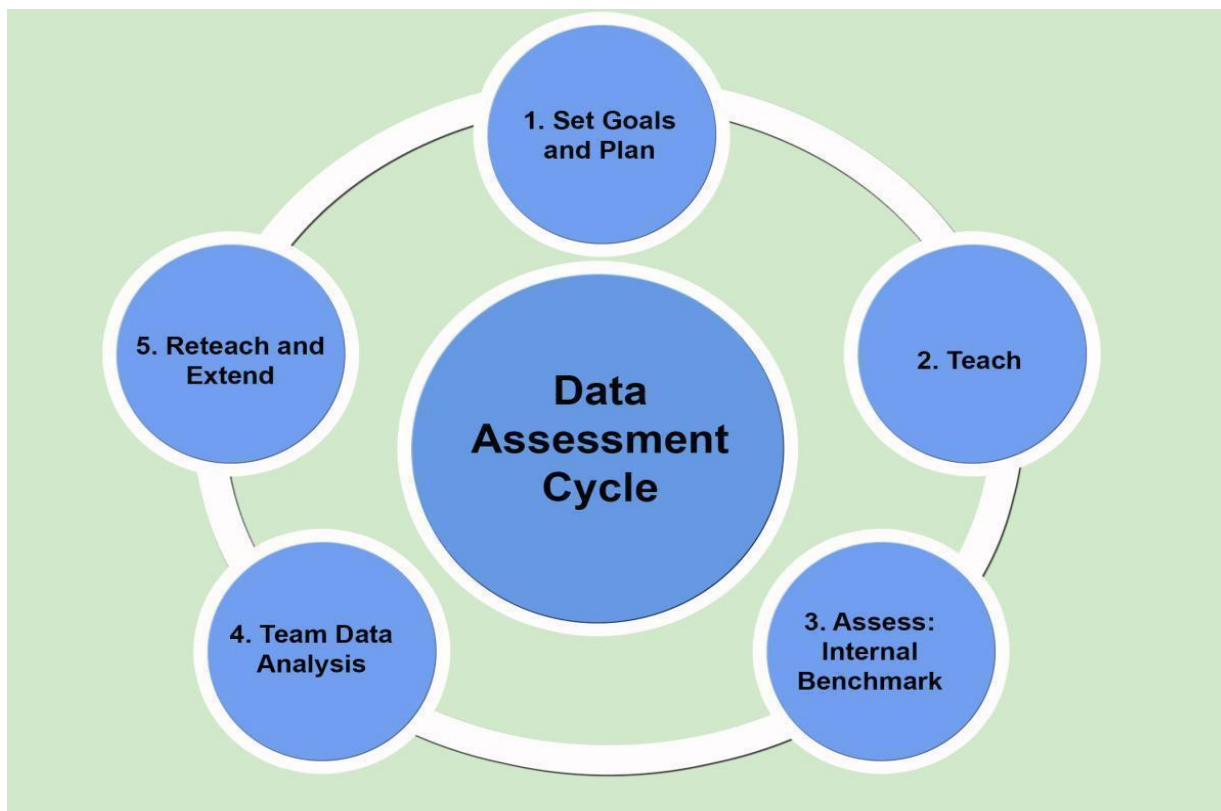
Plan for Collecting, Analyzing and Reporting Data on Pupil Achievement to School Staff, Site Governance, Students, and Parents

Data for Continuous Improvement

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

LAS staff collect and analyze student achievement data regularly and provide it to staff, parents, guardians, and the District.

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



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

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

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

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

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

Student Report Cards

LAS provides formal documentation of the student’s progress three times each year through standards-based reports cards which are sent home at the end of each trimester (November, March, and June). While parents are most familiar with the traditional “A-B-C-D” report card, LAS’s grade report has been carefully designed to give parents and students a progressive account of the student’s academic mastery for specific grade level standards in relation to the DLE curricular program and the State Standards over the course of the school year.

LAS uses a standards-based report card format which aligns with CAASPP testing, making it user-friendly for parents. Progress towards standard mastery scores is represented through the following grade designations: 4- Exceeding Standard, 3- Standard Met, 2-Standard Nearly Met, 1- Standard Not Met, and NE- Not Evaluated.

While providing a clear account of the student’s progress, the LAS Middle School Programs, as a bridge to high school, have retained use of traditional letter grades based on percentage scores for assignments, research projects and tests.

Parent Communication

LAS identifies parents and teachers as two integral parts of the student’s academic success team. As such, LAS encourages parents and teachers to stay in close communication regarding each student’s progress toward subject mastery. In addition to informal discussions and communications throughout the year, LAS offers two formal opportunities each school year for parents and teachers to meet individually to discuss the child’s progress. These parent-teacher conference periods are scheduled at specific intermittent periods: In the beginning of year, in November after completion of the normalization period, to provide an overview of the goals and objectives of the child’s academic plan for the year, and in March, to provide another update on the child’s progress toward subject mastery before moving on to the next grade level.

The administrative and teaching staff have spent countless hours and attention to providing a thorough and multi-faceted system for individual student assessment. The hope is that parents will feel well-informed on an on-going basis regarding their child’s academic progress and success, rather than waiting for end-of-term grades.

LAS administers annual state testing assessments in accordance with Education Code Section

47605(d). The process and results of such state measurements are used as an indicator of a child's individual progress from year-to-year. These assessments help parents, teachers and the student develop individual academic work plans.

Educational Technology for Data, Learning, and Assessment

LAS intends to be a leader in collecting, analyzing, and acting on data to maximize student learning. LAS has contracted with Infinite Campus as the school's student information system and as the data system of record for all student achievement data. Infinite Campus integrates with Clever, a rostering platform that seamlessly connects with a wide range of educational software tools that integrate and communicate with one another. Through these integrations, such as MAP Growth, which shares assessment data with Khan Academy and Learning A-Z, teachers can assign personalized reading and math activities aligned to each student's individual learning level. In addition, Google Classroom serves as a central learning management hub for many classes, supporting communication, organization, assignments, and access to instructional resources.

Use and Plan for Reporting Data

LAS staff begin the process of disaggregation and analysis upon CDE's release of the California Assessment of Student Performance and Progress testing data. First, using individual student data, staff determines, by campus, the percentage of students who, based on the CAASPP reflecting the State Standards, are performing at the 'Standard Met' level or higher.

While LAS staff analyze overall campus results to improve the educational program, staff also addresses interventions for those students scoring 'Standard Not Met' or 'Standard Nearly Met'. The delivery of services to some of those students is already being addressed through an IEP or 504 Plan. For others, this data allows LAS staff to specify additional interventions to ensure all students have the support they need to succeed.

LAS also uses MAP Growth diagnostics to measure student progress as a second point of information. The diagnostic is given three times a year. It is a student growth measure and provides LAS with information not just on whether a student is performing on grade level but which standards they have mastered and which standards they need additional support on. The MAP Growth diagnostic is nationally normed and helps us to understand how we are doing relative to students across the country. The diagnostics are also highly predictive of performance on the CAASPP.

Method for Measuring Pupil Outcomes for State Priorities is Consistent with the way Information is Reported on SARC

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

Test results for the prior year will be provided by LAS to the District via the school's yearly Annual Charter School's Leader Report in the spring.

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

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: *“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Education Code Section 47605(c)(5)(D).*

Non-Profit Public Benefit Corporation

The Language Academy of Sacramento (LAS) is a directly funded independent charter school operated by a California nonprofit public benefit corporation, pursuant to California law.

LAS, which shall be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the Charter School shall be governed by its Governing Board, whose members have a legal fiduciary responsibility for the well-being of the Charter School. This nonprofit corporation will continue its existence notwithstanding any withdrawal or change of charter status.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Please find attached the following:

LAS Bylaws

The method of board member election, terms and replacement are all addressed in detail in the LAS Board adopted Bylaws. These Bylaws contain the following:

1. The means by which Board members are to be nominated, selected, and removed from office;
2. The duration of each Board member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws may be amended.

Please find attached the following organizational documentation:

- **Appendix !!! - Articles of Incorporation**
- **Appendix !!! - Bylaws for LAS Governing Board**

Governing Board Structure: Composition and Qualifications

LAS is governed by the LAS Governing Board (“Board” or “Governing Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

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

The LAS Board consists of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members may have, among other valuable traits, experience in education, business, technology, facilities, leadership development and organizational development.

Current LAS Governing Board

Pablo Bermúdez is a Community Representative on the LAS Governing Board and is currently in his first year on the board. He serves on the board due to his strong connection to California educators since 2007. His career at the California State Teachers Retirement System (CalSTRS) has allowed him to engage and understand the professional educator journey. His professional experience interpreting laws and policies have been invaluable to his contributions on the LAS Board.

Alex Dickson is a Parent Representative on the LAS Governing Board. She has been involved with the Language Academy of Sacramento program since 2020. She recently completed the CSUS Master’s program for Language and Literacy. This experience has strengthened her perspective as an elementary school teacher in the Sacramento area. Her background in education, combined with her experience as a parent, has helped her keep students at the center of decision-making within the LAS community.

Elena Garduño-Medina is a Parent Representative on the LAS Governing Board. She has been involved with the LAS program since 2016. She is a Sacramento native and attended Sacramento State, where she obtained her bachelor’s degree in psychology. Her professional experience includes working for local non profits, state government and a municipal not-for-profit company. She brings to the Board not only the perspective of a parent, but also that of someone deeply rooted in Sacramento who values the bilingual education LAS provides.

Antonio González is a Community Representative on the LAS Governing Board. He worked for LAS as a teacher for six years (2011-2017) and had two children attend LAS. He previously

served on the LAS board as a teacher representative. He then went abroad to continue working in the education sector in Berlin, Germany. The experience he has gained from the many years of teaching and various education related positions have provided him with insights into the needs of all members of the school community. His experience living abroad has given him a unique perspective that he brings to the LAS Governing Board.

Ana Novoa is a Teacher Representative on the LAS Governing Board. Having started her experience with LAS as a volunteer in 2012 and then later transitioning to a classroom teacher, her contributions to the LAS community have been immeasurable. In addition to being a teacher, she has served as a Math Lead since 2022. She has also served on the Bylaws and Policy Committee. She currently serves as the Curriculum Design Team (CDT) chair where she continues her work towards the growth and success of the Language Academy.

Miguel Pérez is a Teacher Representative on the LAS Governing Board and is currently in his first year on the board. He has been a part of the LAS community since 2013 where he has served as a fourth and fifth grade teacher. He obtained his bachelor's degree and teaching credential from Sacramento State. In addition to teaching, he has served on the LAS Finance Committee, Bylaws and Policy Committee, and ELD Task Force. His extensive experience working closely with families and serving on multiple committees has given him a strong understanding of the needs of students, parents, and educators.

Yesenia Ramírez-Huamaní is a Community Representative on the LAS Governing Board who has served since 2023. She currently works as a Sacramento County Program Planner where she manages contracts related to rehousing services and sheltering. Yesenia has also worked as a Social Worker, Human Services Specialist, and a Family Resource Center Coordinator. She obtained her bachelor's degree in Social Work from Sacramento State.

Denisse Rojas is a Parent Representative on the LAS Governing Board. She has been a part of the school community since 2017. In her professional life, she has worked in education for nearly 15 years and currently serves as a school counselor. Her work has centered on equity, advocacy, student success, and her experience as a first generation immigrant and former English learner has deepened that commitment. She obtained both her bachelor's degree in Psychology and master's degree in Counseling from Sacramento State.

Adriana Yáñez Gutiérrez is a Staff Representative on the LAS Governing Board and a former LAS parent. She previously served on the LAS Board from 2017-2020 and is currently in the last year of her second term. Adriana has worked for LAS for 13 years and currently works as an Administrative Assistant III, where she works closely with school leadership supporting back office duties. In addition, she coordinates student athletics throughout the school year. Her professional experience also includes working as a Tax Technician for the State of California and Survey Worker with the Psychology Department at the University of California, Davis.

Governing Board Member Recruitment

On an annual basis, board vacancies are shared with the larger school community. Informational flyers, website announcements, emails, social media and verbal referrals support the recruitment of high quality candidates.

Interested individuals are required to complete a formal application process, which includes reviewing the Board Member job description and Code of Ethics providing information regarding their qualifications and priorities for service on the LAS Governing Board.

Upon receipt of applications, candidates are introduced to the school community through public forums, such as town hall meetings, where community members have the opportunity to ask questions and engage with applicants. Following this process, members of the school community participate in the formal election of Governing Board members.

Board Meetings, Trainings and Responsibilities

The Governing Board meets at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c) at the LAS schoolsite. The board meeting agendas are posted prior to the meeting. The Board receives training on charter renewal, legal and financial matters, policy development and multiple other subjects. Moreover, the Governing Board receives one or more annual training that includes their responsibilities regarding the topics of Conflicts of Interest, the Brown Act, fiscal responsibility, ethics (AB2158), mandated reporter (every two years), and governance.

In order to plan accordingly, the Governing Board maintains an annual calendar for the Board and for Board Committees that describes the major work of the Board/Committee.

Appendix Item: Board Meeting Calendar

Board Committees

Each member of the Governing Board is expected to participate in board committees. The following are the standing committees:

- Curriculum Design Team: The committee shall advise the Board on curriculum/textbook adoption, changes to curriculum, curriculum implementation, professional development needs, peer coaching and support, inclusion of paraprofessionals, language use, academic goals, assessment, student performance benchmarks, and other curriculum and instruction-related items requested by the Governing Board.
- Finance Committee: The committee shall develop the annual budget, identify budgetary modifications during the school year, review and manage expenses, establish financial needs and priorities, assure that procedures and controls are in place to maintain financial integrity, and make financial recommendations to the Governing Board.

- Facilities Committee: The committee shall have the responsibility to plan and oversee all aspects of site development and maintenance, assess needs and establish priorities of site work, determine costs, prepare recommendations to the Governing Board and perform all other activities as may lawfully be delegated by the Governing Board.
- English Learner Advisory Committee (ELAC): The committee shall have the responsibility to assist in the development of the school wide English Learner’s (ELs) needs, including emphasis on regular attendance, advise school leadership in the development of school plan, the development of policies addressing the needs of ELs, and prepare recommendations to the Governing Board and perform all other activities as may lawfully be delegated by the Governing Board.

In order to comply with the Education Code requirement regarding school sites with 21 or more ELs, the Governing Board may create an existing school level advisory committee, or subcommittee of such advisory committees, to fulfill the legal responsibilities of ELAC.

- Bylaws/Policy Committee: The committee shall review school bylaws and policies and recommend to the board revisions, adoption, and/or withdrawals to comply with state law and the school’s mission. The Committee shall also be responsible for overseeing board and committee elections, including but not limited to: accepting candidate applications, verifying candidate eligibility, recommending election timelines to the board, and reporting election results to the Governing Board and school community.

Board Duties

The LAS Governing Board is fully responsible for the operation and fiscal affairs of the Charter School, its compliance with applicable laws and regulations, and the execution of its mission. The Board’s responsibilities include, but are not limited to:

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

- Approval and monitoring of the Charter School's annual budget
- Receipt of funds for the operation of the Charter School in accordance with charter school laws
- Solicitation and receipt of grants and donations consistent with the mission of the Charter School
- Approving the Charter School's personnel policies and monitoring the implementation of these policies by the administrative designee and/or duly constituted committees; and
- Financial audit oversight
- Approval of school calendar
- All matters related to Charter accountability including approval, amendment, or revocation
- Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes

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

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Governing Board. If the District chooses to do so, the Charter School may appoint an additional member to ensure the Board is maintained with an odd number of directors.

The Board delegates the management of the day-to-day operation of the business of LAS to the Executive Director/Superintendent.

The Charter School Governing Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

All board decisions are made by a majority of the Governing Board then in office. Board members are trained on conflicts of interests and understand recusal requirements, as well as abstention expectations. When Board members participate in board meetings via teleconference, they are required to follow the rules set forth in the Brown Act. All meetings of the Charter School's governing board shall be called, held, and conducted in accordance with the terms and provisions of Education Code Section 47604.1 and the Brown Act, including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting, and reporting. Agendas for regular and special School Board meetings are posted 72 and 24 hours, respectively, in advance of such meetings at the School for public preview. The Board agenda with supporting information for a regular School Board meeting is delivered to

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

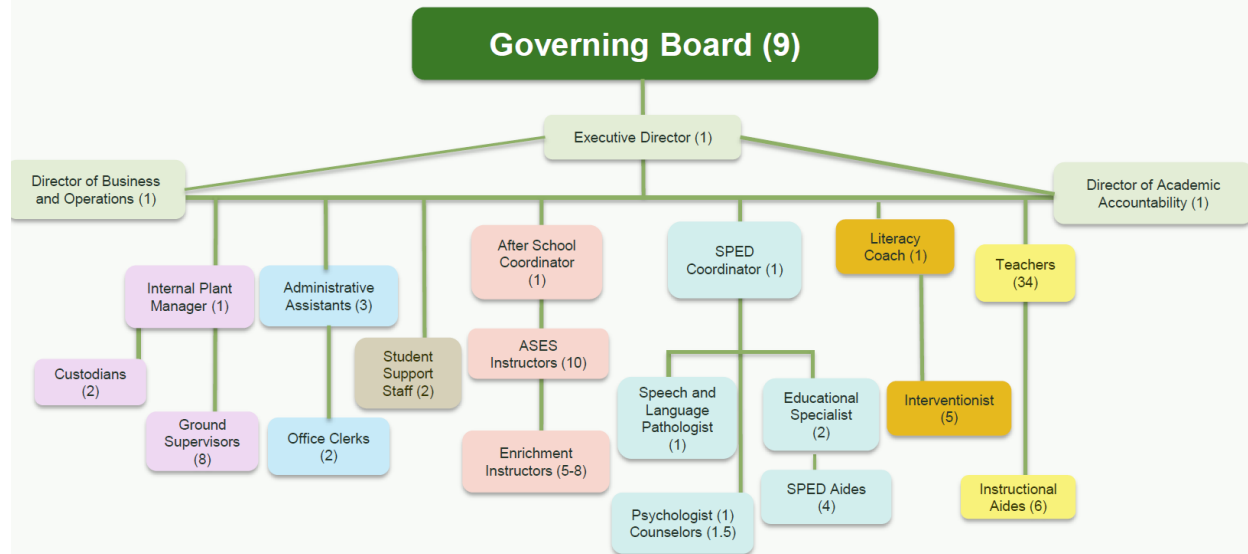
Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Organizational Chart

LAS Organizational Chart



Board Policies

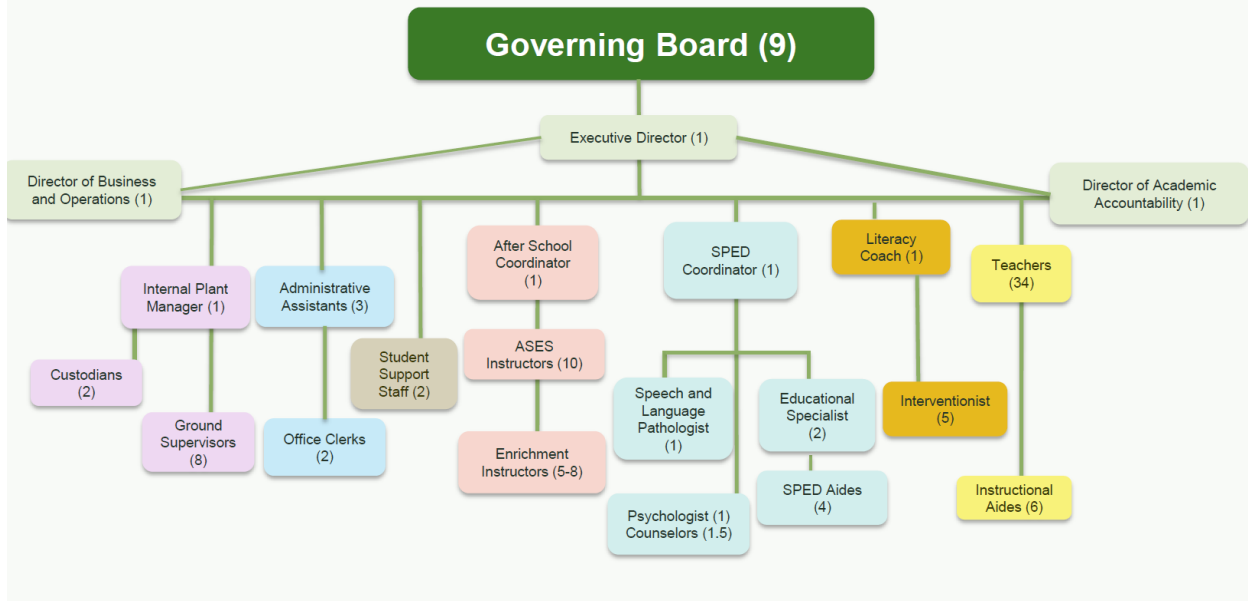
The Governing Board has adopted a comprehensive set of policies that the Charter School follows in daily operation. The policies are monitored annually for compliance with the law.

When a law changes or is added, the policies are amended as necessary or new policies are adopted. A few policies are summarized as follows:

- **Conflict of Interest Code and Policy:** LAS has adopted a Conflict of Interest Code that is compliant with the Political Reform Act and identifies the positions within LAS that are required to complete the annual Form 700. LAS' adopted Conflict of Interest Policy complies with the California Corporations Code, Government Code sections 1090, et seq. and 87100, et seq. LAS' policy includes a clause addressing conflict of interest for staff who serve on the Governing Board in accordance with Education Code section 47604.1(d). This clause indicates that staff members are required to abstain from voting on, or influencing or attempting to influence another member of the governing board regarding all matters uniquely affecting the staff member's employment.
- **Complaint Policy:** LAS has adopted several complaint policies. It has an adopted Uniform Complaint Procedure ("UCP") that complies with the California Code of Regulations. It has complaint processes in place to handle complaints that do not get processed through the UCP, including complaints made by employees, Title IX grievance processes, and other student/parent/guardian complaints. These complaint policies outline the persons to whom the complaints are to be made, the timelines for investigating and resolving complaints, appeal rights, if any, among other things.
- **Conflict Resolution Policy:** LAS has adopted a conflict resolution policy that emphasizes resolving conflicts at the lowest level possible. Parents and Guardians are expected to bring concerns to the classroom teacher or staff most directly involved using appropriate communication (in-person, email, phone, or ParentSquare). If the issue is not resolved, it is escalated to the school administration who reviews the matter from a neutral perspective with consideration for school-wide needs and in alignment with the school's mission and vision, applicable laws and regulations. If necessary, school administration will also take into account operational considerations such as cost, space, staffing and potential liability. After these steps are followed, matters can be brought to the Governing Board, which will consider the issues, may take action, decline to act, affirm the administration's decision, or direct further review by the Conflict Resolution Committee.
- **Policies and Internal Controls to Prevent Fraud, Embezzlement, and Conflict of Interest:** LAS has adopted comprehensive fiscal policies and internal controls designed to prevent fraud, embezzlement, and conflicts of interest. These policies include clear segregation of financial duties, documented approval and review processes, and regular oversight by school leadership and the Governing Board. Board members and other designated officials are required to complete and timely file Form 700 (Statements of Economic Interests) and to abstain from participating in discussions, decisions, or votes, or to recuse themselves entirely, when a real or potential conflict of interest exists.

Stakeholder Involvement

LAS Organizational Chart



The input of all educational partners is valued by the Board and School Leadership. As such, educational partners are able to provide feedback on items that are on the agenda at Board and committee meetings. Additionally, as previously described, a process exists for parents to apply for both Board and Board Committee positions.

Additional feedback on items ranging from the annual LCAP and budget to policies and other board items, is solicited from stakeholders throughout the year in the following ways:

- **Parent Association Meetings:** Throughout the year, the entire school community is invited to participate in meetings where Governing Board updates are provided. These meetings allow for community members to learn about Governing Board items, including opportunities to provide feedback on these items that are then shared with the board.
- **Parent Council Meetings:** Monthly meetings are held for PC members to learn about Governing Board items, including opportunities to provide feedback on these items that are then shared with the board.
- **Staff Meetings:** Monthly meetings are held that allow for staff to learn about Governing Board items, including opportunities to provide feedback on these items that are then shared with the board.
- **Annual surveys** that are completed by students, families and staff allow for feedback to be provided on a variety of topics that include: school's mission, governance, school climate, educational quality, as well as other topics.

Announcements about these opportunities are shared via the school's public calendar, the monthly newsletter, through messages shared on the school's communication platform, as well as with announcements added to the school's website.

Parent Involvement

Home and School Partnership

Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. While volunteering is encouraged, it is not a condition of admission and/or continued enrollment at LAS. This information is stated clearly in the Student & Family Handbook which is distributed at the start of each school year and is readily available on the LAS website.

Parent Rights

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

- Observe the classroom(s) in which their child is enrolled or will be enrolled (requires that they check in at the front office)
- Meet with their student's teacher(s), counselor, and/or administrator
- Be notified if their child is absent from school without permission
- Receive the results of their student's performance on standardized and statewide tests
- Receive information on the performance of the school
- Have a school environment for their child that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled
- Be informed of their student's progress in school and of the appropriate school personnel whom they should contact if problems arise with their student
- Have access to the school records of their child and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school
- Receive information concerning the academic performance standards, proficiencies, and skills their child is expected to accomplish
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school

- Receive information about academic testing, psychological testing or counseling services the school does involving their child and to deny permission to give the test
- Participate as a member of a school-wide committee, governing board, or parent organization in accordance with any rules and regulations governing membership in these groups

At LAS, the home languages of our students and families are considered whenever communication takes place. For this reason, any information ranging from daily school communications to Governing Board documents, are provided in all languages represented by 15% or more of enrolled students (Education Code Section 48985).

Committees Available to Parents

Participation in Advisory Councils

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

English Learners Advisory Committee (ELAC)

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

Parent Organizations

Parent Council

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

Parent Association

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

Parent Agreement

<p>Program Continuity Maintain my child in the program for the duration of the program.</p>	<p>Parent Association Attend monthly Parent Association meetings.</p>
<p>Learning Environment Create a quiet area with school supplies for my child to complete homework Review that homework is complete Limit the amount of screentime (TV/Tablet/Computer/Smart Phone/Smart Watch) Establish a set bedtime with a regular routine to ensure that my child can rest and be ready to learn the next day Read to my child, or have my child read: 20 min. daily - TK – 2nd 30 min. – 40 min. daily - 3rd – 8th Talk with my child’s teacher about my child’s progress and challenges Attend parent-teacher conferences and school events Communicate high expectations for my child’s future. Support the learning in school by routinely asking my child what he/she has learned Encourage my child by giving them compliments specific to the task or behavior s/he accomplished/performed Encourage my child to practice life skills in all venues</p>	<p>Parent Participation Suggestions to fulfill volunteer opportunities Volunteer in the classroom or garden Offer to prepare class materials at home Attend or serve on the Governing Board Serve on the Parent Council Read and provide feedback on LAS Local Control Accountability Plan (LCAP) Assist with field trips Sign up to help plan and work a school event such as: Back to School Night School Event and/or Festival Family Reading/Book Fair Night College and Career Readiness Events Day of the Child Donate food or materials for an event Assist a class in the After School Program: Academic or Enrichment</p>

Parent/Guardian Involvement

Please see attached as **Appendix XXXX**, the Student & Family Handbook.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

LAS recruits professional, effective and qualified personnel for all positions. All employees will demonstrate a belief in the mission, program design and instructional philosophy of LAS. All employees at the Charter School will be employees of The Language Academy of Sacramento. To be a LAS employee is a choice and no individual will be required to work at the Charter School.

In accordance with Education Code 47605(e)(1), LAS is and shall continue to be nonsectarian in its employment practices and all other operations. LAS shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the LAS' employee policies and procedures (to include, but not limited to, live scan, criminal record clearance, proof of identity, Employment Eligibility Verification, and tuberculosis screening).

Employee Records

LAS will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file and will be readily available for inspection.

Specific Qualifications for all Staff

The Board has defined specific employee minimum qualifications, applicable to all employees, that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing LAS' program
- Belief in the basic philosophy of emphasizing the core curriculum
- Ability to live out and reinforce the school's core values with all students, staff, families, and, as needed, external partners
- Commitment to working with families as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students in grades TK-8

- Awareness of the social, emotional and academic needs of students
- Ability to plan cooperatively with other staff
- Willingness to continue education through additional courses and training, workshops, seminars and staff development
- Active participation in staff meetings
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior, attitude and/or classroom performance
- Take a leadership role in some aspect of the Charter School's development
- Abide by federal, state, and local laws
- Maintain a professional relationship with all students
- Refrain from the use of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the Petition
- Meet Mandated Reporter training requirements
- Adhere to a high level of professional and ethical standards
- Department of Justice Background Check and Tuberculosis Test

Administrators

The Executive Director ("ED") at LAS shall possess leadership abilities and a comprehensive educational vision that is consistent with the LAS' mission and educational program. In addition, the ED shall possess skills in hiring and supervising excellent teachers.

It is desired that LAS administrators possess a masters' degree or higher in education or a related field and also have demonstrated successful teaching or other leadership experience.

The qualifications for the following administrative roles are listed below:

Executive Director:

- Experience in the charter sector and leadership of an independent, directly funded, dual language immersion program charter school

- Master's Degree in Education or relevant subject area
- Possess a Clear California Teaching Credential (Administrative Services credential preferred but not required)
- Minimum 5 years school leadership experience in a rigorous, data-driven environment (charter school experience preferred)
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners
- Demonstrate proficiency in both written and spoken English and Spanish

Director of Business and Operations:

- Experience in the charter sector and leadership of an independent, directly funded, dual language immersion program charter school
- Master's Degree in Business and/or Charter School Chief Business Officer Certification
- 5+ years of experience in a senior financial or operational management role, preferably in an educational setting
- Proven track record of successful financial and operational management
- Strong understanding of public charter school operations and applicable laws and regulations
- Ability to analyze complex financial and operational data and make informed decisions
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Commitment to the mission and vision of the public charter school network
- Proficiency in both written and spoken English and Spanish preferred

Director of Academic Accountability:

- Experience in the charter sector and leadership of an independent, directly funded, dual language immersion program charter school
- Master's Degree in Education or relevant subject area
- Possess a Clear California Teaching Credential

- Minimum 5 years school leadership experience in a rigorous, data-driven environment (charter school experience preferred)
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong understanding of TK–8 curriculum, instruction, and assessment practices, including California Content Standards, ELD Standards, and statewide accountability systems
- Proven ability to collect, validate, analyze, and interpret multiple sources of student data (academic achievement, academic growth, English learner progress, subgroup performance, and attendance) and to translate findings into clear, actionable recommendations for instructional improvement and program design.
- Proficiency in both written and spoken English and Spanish preferred

Special Education Coordinator:

- Strong knowledge of special education services, including consultation with special education staff regarding identification and assessment, procedural safeguards, curriculum development, student programming and placement
- Master’s Degree in Education or relevant subject area
- Minimum of five years in special education programs
- Strong understanding of special education law, rules and regulations
- Able to demonstrate knowledge of policies and procedures to ensure responses to various inquiries are administered accurately and comprehensively
- High level of organizational proficiency and ability to multitask successfully
- Ability to interpret and communicate departmental and district policies, rules, and regulations
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Proficiency in both written and spoken English and Spanish preferred

Literacy Coach:

- Bachelor’s degree in Education (Master’s Degree in Education or relevant subject area preferred)

- Possess a Clear California Teaching Credential
- Minimum 5 years teaching experience in a rigorous, data-driven environment (charter school experience preferred)
- Must be able to demonstrate successful classroom teaching experience, including strong behavior management skills
- Knowledge of and/or experience in curriculum design
- Experience managing a team, coaching teachers, and/or other leadership capacity desired
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Strong responsiveness in follow-up and follow-through with all educational partners
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Demonstrate proficiency in both written and spoken English and Spanish

High Quality Teachers

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

LAS will retain or employ teaching staff who hold appropriate CTC teaching certificates, permits, or other documents and have experience that commensurate with the applicable job specification. LAS will require each teacher to have completed the California Teachers of English Learners (CTEL) program approved by the Commission on Teacher Credentialing (CCTC). Special Education teachers will be required to hold compliant credentials in Special Education. Teachers assigned to a TK classroom will have been issued the CTC certificate, permit, or other document required for their certificated assignment, and shall have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet (1).

- A child development permit issued by the CTC.

LAS shall maintain the student to adult ratio in transitional kindergarten classrooms as required by Education Code Section 48000(g).

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

Hiring and Selection of Staff

LAS is dedicated to hiring professional and appropriately qualified staff. All staff to be hired at the Charter School must demonstrate an understanding and commitment to the LAS' mission, vision, and educational philosophy. The Board will hire the LAS Executive Director. The ED and other LAS administrators will be responsible for staff recruitment, including posting the position on appropriate websites and in publications; presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and electronic media as appropriate.

Support for teachers new to LAS may include the plans outlined in the Professional Development section below, as well as some or all of the following:

- a. Summer Training
- b. Staff Orientation
- c. Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students
- d. Coaching and mentoring by school leadership
- e. Mandated Compliance Training

Other Non-Certificated Staff

LAS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual students and may not assign grades or approve student work assignments.

Services Provided Via Contractors

LAS receives services from employees of organizations with which LAS contracts, including special education services and afterschool programs. Additionally, LAS receives financial, technology, and other professional development services from outside providers. LAS currently contracts with Vertex Education and CharterSafe for these and other relevant services.

Teacher Evaluation

LAS administrators are responsible for evaluating teachers. LAS administrators observe teachers and provide feedback regularly. A critical part of teacher evaluation and retention is based on

their growth as a teacher, student growth, professionalism, and alignment with the Charter School. When participating in the evaluation process, each teacher meets with a school administrator and develops a yearly professional development plan in which they set goals. LAS' professional development plans are aligned to these plans and are designed to support teachers in meeting their goals. Just as staff are expected and encouraged to grow at high levels, these expectations are applied to LAS administrators and the Charter School by the LAS Governing Board.

Appendix: Include LAS Evaluation Process Guide

Professional Development

The Charter School has a robust professional development plan and schedule for teachers. Each year, teachers typically work on their goals and the administration plans professional development around these goals. Throughout the year, teachers receive high level professional development based on teacher goals, needs for the year, and ongoing feedback. Administrators and teachers are constantly looking at data to determine how to best support the needs of ELs, special education students, socioeconomically disadvantaged students and other subgroups that may need support. Teachers receive approximately 20 days of professional development throughout the year typically during Friday meetings, professional development days, and the two weeks before the school year begins/ends.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Governing Law: *“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3*
 - *Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, the Charter School implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Charter School Executive Director and Governing Board. LAS shall ensure that staff are trained on the health and safety policies. Below, please find a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of LAS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. LAS will comply with all applicable. The Charter School, at its sole cost and expense, shall obtain fingerprint, criminal record summaries and subsequent arrest information for all Charter School employees in positions requiring contact with minor children in accordance with the requirements of Education Code section 44237. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall require all its subcontractors and vendors whose duties require contact with Charter School students to submit fingerprints in accordance with Education Code Section 45125.1.

The Charter School shall require all parents, volunteers and third party vendors, who will supervise children outside of the presence of a credentialed employee, to undergo fingerprinting/background checks pursuant to Education Code Sections 35021 *et seq.*

The Charter School shall make Charter School employee and volunteer fingerprint verification information available to the District upon request.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and, if necessary, examined for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Role of Staff as Mandated Child Abuse Reporters

Under California Penal Code Section 11165.7, all classified and certificated staff are designated as mandated child abuse reporters and are directed to follow all applicable reporting laws, as outlined in the California Child Abuse and Neglect Reporting Act. Upon confirmation of employment, all LAS staff shall be oriented to the provisions of the Act and shall sign a written acknowledgement of an agreement to comply with the provisions of the Act. This code (CANRA) is also provided in LAS's personnel handbook and employment agreements.

Staff shall complete an annual mandated reporter training, provided by LAS, within the first six weeks of school or within six weeks of employment and annually thereafter in accordance with Education Code Section 44691. LAS employees shall comply with the provisions of AB 1432 by completing the "Child Abuse Mandated Reporter Training – California" online training program as recommended by the California Department of Education, and provided by the California Department of Social Services (www.MandatedReporterCa.com). Upon completion of the training program, employees shall provide an electronic copy of the certificate of completion to LAS's Business and Operations department. AB 1432 training certificates are logged in LAS's

personnel recordkeeping system. These records shall be updated annually at the beginning of each school year, and as new employees are hired.

Comprehensive Discrimination and Harassment Policies and Procedures

LAS is committed to providing an environment free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. LAS has adopted comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with LAS' anti-discrimination and anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities. A copy of LAS' current policies are provided in **Appendix 6**.

A copy of these policies shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Sexual Harassment and Harassment Prevention training is provided to employees upon initial hire with additional sensitivity training provided at the campus level at various intervals. Sexual Harassment and Harassment Prevention training for supervisors is provided at regular intervals as required by state law. The Charter School considers misconduct of this nature to be very serious and will investigate and address any claims or concerns in accordance with the Charter School's discrimination and harassment policies as well as state and federal laws.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall maintain a drug, alcohol and smoke free environment. Upon confirmation of employment, all LAS staff shall be oriented to the provisions of this policy and shall provide written acknowledgement of and agreement to comply with said policy. This policy is also provided in LAS's personnel handbook.

Bloodborne Pathogens

The Charter School shall comply with state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus

("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures, as dictated in the employee's First Aid/CPR/Bloodborne Pathogens certifications.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School shall comply with the Americans with Disabilities Act.

School Safety Plan

The Charter School shall adopt a Safety Operations Plan (attached as Appendix 21), to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- a. Child abuse reporting procedures, including procedures specifically designed to address
- b. the supervision and protection of children from child abuse or neglect or sex offenses
- c. Routine and emergency disaster procedures, including adaptations for pupils with disabilities.
- d. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- e. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- f. A discrimination and harassment policy consistent with Education Code Section 200
- g. Provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- h. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- i. A safe and orderly environment conducive to learning

- j. The rules and procedures on Charter School discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.
- k. Procedures for conducting tactical responses to criminal incidents
- l. Procedures to prepare for active shooter or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- m. Procedures specifically designed to notify parents and guardians of students, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- n. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school ground
- o. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Health and Safety Procedures

Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

LAS adheres to Education Code Section 49423 regarding administration of medication in school. LAS stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employees and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414.

Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Health Screening

Students will be screened for vision and hearing. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy (attached as Appendix 22) on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum, every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an

immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach comprehensive sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et. seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Workplace Violence Prevention Plan

The Charter School has established, implemented, and maintained, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-

49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients for student athletes.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions in accordance with Education Code Section 33355, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.*

- Education Code Section 47605(c)(5)(G).

LAS seeks to achieve a racial and ethnic, special education, and English Learner, including redesignated ELs, balance as indicated in Education Code Section 47605(c)(5)(G). The Charter School implements a student recruitment strategy that strives to ensure a racial and ethnic, special education, and English Learner, including redesignated ELs balance, among its students that is reflective of the general population residing within the territorial jurisdiction of the

District that includes, but is not necessarily limited to, the following strategies:

- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and English Learner, including redesignated ELs groups represented in the territorial jurisdiction of the District and surrounding area of the Charter School.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education, and English Learner, including redesignated ELs, and interest groups represented in the territorial jurisdiction of the District and surrounding area of the Charter School.
- LAS utilizes recruitment strategies such as, Social Media, Website, Direct Mail, and Community Events.
- Informational materials will be translated into Spanish.
- Outreach meetings in selected areas to reach prospective students and parents.

LAS provides information about the Charter School's program and its availability. LAS also actively recruits students from traditionally underserved areas in order to enroll a student population that reflects the diversity in race, ethnicity, aptitude, language, and economics, which exists in the Sacramento area. The current LAS demographics are provided in Element 1 of this Petition and demonstrate the result of the Charter School's efforts to serve a diverse population.

Below are examples of specific outreach strategies and plans to ensure LAS continues recruiting a diverse student population.

Outreach and Recruitment Plan

The Executive Director and designated staff will conduct public presentations (with appropriate translation and interpretation services provided, if necessary) to the community in an effort to expand awareness of LAS as a free, public school option for Sacramento families. LAS provides presentations and/or collateral materials to organizations that serve preschool-aged youth, including recreation centers and libraries. In addition, the Charter School does targeted outreach throughout the local community through faith-based organizations, libraries, stores, restaurants, and markets in the area, and community-based organizations. The Executive Director and staff also have meetings with key community leaders to drive recruitment. LAS makes every effort to cast a wide net and meet with various community members to ensure a diverse school community.

LAS recognizes the need for its model in the Sacramento community. The Charter School conversely recognizes the challenges of recruiting students and families to a new school, particularly one that is not their "home" or "district" school or may be farther away than the school closest to their homes. The recruitment process is approached as informing families

about their various choices for a free, public school.

Plan for Achieving Balance

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

Linguistic Balance

LAS exists to serve the particular academic and linguistic needs of the large number of students residing in the 95820 zip code, and throughout SCUSD, who have a range of proficiency in English and/or Spanish. However, students who are not fluent in either Spanish or English will have an equal opportunity to enroll in the Language Academy of Sacramento. In order to provide for optimal implementation of the 90-10 model, the school strives to create linguistically balanced classrooms for the purpose of language learning and language sharing. The literature suggests that two-way immersion programs function best when classrooms are composed of one-third native Spanish speakers, one-third native English speakers, and one-third fully bilingual students (Lindholm-Leary & Hernandez, 2011; Lindholm-Leary, 2011).

Plan for Monitoring and Correcting Imbalances

LAS is committed to ensuring that all students and families involved with outreach are made to feel welcome and respected. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Annual Outreach Efforts with Specific Organizations and Media

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

- An enrollment process that includes a timeline that allows for a broad-based recruiting and application process
- Promotional and informational materials that appeal to all of the various racial and ethnic groups represented in SCUSD

- Promotional and informational materials in languages other than English to appeal to limited-English-proficient populations
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in SCUSD
- Focused recruitment of groups that are underrepresented at LAS using brochures, public meetings, and other venues

Additional Outreach Actions:

- Each year, LAS announces the Open Enrollment period via our website, social media, through messages that are sent to school families and community partners, as well as through flyer distribution in diverse communities that surround the school.
- Flyers are shared with families so that they can distribute them within their local communities and networks in an effort to attract a diverse student population.
- Between the months of January and March of each year, weekly morning and afternoon enrollment information sessions are held for interested parents, alternating between English and Spanish sessions. During these meetings, detailed information about the LAS educational program, its status as an independent charter school, as well as the enrollment and admissions guidelines, are shared with all interested families.
- During school community events, flyers are distributed. Examples of these events are Health & Science Fair and Family Literacy Night.
- School representatives attend local educational fairs in the community to share information about the LAS academic program and enrollment options. Recent examples include the Univiación Feria de Educación held at CSU Sacramento, CSU Sacramento's Celebration of Teaching Event, and the Celebrate Oak Park events at McClatchy Park.

Practices and Policies to Support Balance

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, other leadership organizations, and local preschools

- Advertising enrollment openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or public service announcements targeted towards diverse populations, and when necessary, in various languages.

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

Add Exhibit: Enrollment Information Packet

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: *“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” - Education Code Section 47605(c)(5)(H).*

Enrollment Assurances

LAS is open to any California student. LAS will actively recruit a diverse student population from the District and surrounding greater Sacramento areas who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. The Charter School shall admit all pupils who wish to attend the Charter School. The Charter School will comply with all laws, establishing a minimum and maximum age for public school attendance in the charter school. Admission, except as provided by Education Code Section 47605(e)(2), shall not be determined by the place of residence of the student or their parents in the state of California, unless required by Education Code Section 51747.3. LAS shall not discriminate in admission based upon any of the characteristics described in Education Code Section 220. LAS programs, admission policies, employment practices, and other operations will be nonsectarian. LAS shall not charge tuition. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter

School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Pupils will be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Application Process and Timeline

The LAS application process will be comprised of the following:

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

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

Date(s)	Assignment	Objective
October - November	Send information regarding Open Enrollment at Parent Association meeting(s), Send out fliers to all families for distribution, advertise in LAS newsletter, social media and the LAS website	To involve the parents, community and staff to advertise
December	Survey current LAS students to determine enrollment needs for the subsequent year	To determine how many students will be returning to LAS, as well as enrollment needs

December - February	Open Enrollment Period: During these months, school leadership hosts voluntary enrollment information meetings for any interested families	To share detailed information about the LAS educational program and the enrollment process
March	Conduct Enrollment Lottery: Under the supervision of a Notary Public, stakeholders are invited to observe the virtual lottery	To determine class and wait lists for the subsequent school year
March (following lottery)	Notification is sent to all accepted students' families	To notify families of the next steps in the registration process.
March -May	New student registration period	Obtain all documentation required for registration

Admissions Guidelines & Public Random Lottery Process

The following guidelines apply to anyone interested in enrolling their students at LAS:

- Parent is interested in the Language Academy of Sacramento
- Parent attends a voluntary information session and tour
- Parent completes Enrollment Application
- Enrollment Applications are sorted by language groups:
 - Native English Speaker, Native Spanish Speaker, or Bilingual (combination of one or more language)
- Classes are created by language groups using a lottery system in the following order:
 - Siblings of currently enrolled students
 - Children of current, permanent LAS staff
 - Students residing in the 95820 postal code
 - Students residing in the Sacramento City Unified School District (SCUSD) attendance area
 - Students from outside the SCUSD attendance area

- Parent is notified of student's acceptance or placement on the waiting list

The public lottery is held annually at the conclusion of the Open Enrollment period. Classes and wait lists are created by language groups using a lottery system with enrollment preferences listed above. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to be added to the wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

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

After acceptance through the lottery, the registration process is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records, if applicable¹

LAS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Executive Director will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending.

All lotteries shall take place on a specific date in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Charter School Complaint Notice

Pursuant to Education Code Section 47605(d)(4), at various stages in the admissions and enrollment process, families are provided with the CDE Charter School Complaint Notice. This form, which allows for families to report concerns, is available on the LAS website, in the school's front office, as part of the Enrollment Information packet, and is included in the lottery presentation to families.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

An annual independent financial audit of the books and records of LAS is and will continue to be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of LAS are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Board selects an independent auditor, currently through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. In addition, the Board will require professional references and affiliations, detailed list. The auditors will work with the Executive Director and the Director of Business and Operations throughout the process. The auditors verify the accuracy of LAS' financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

At the conclusion of the audit, the Executive Director, Director of Business and Operations, the school's Back Office provider, along with the Board's designated committee, if applicable, reviews any audit exceptions or deficiencies, and reports them to the Board with recommendations on how to resolve them. After accepting the audit and any corrective action plan, the Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The annual audit should be completed within the deadline prescribed by the state of California following the close of the fiscal year and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the required date.

Audit appeals or requests for a summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request. The cost of the audit will be a fixed cost in the annual budget to ensure LAS is able to comply with this requirement.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in

clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(J)

Alternative Means of Correction: Progressive Discipline

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

1. Verbal Warning

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

2. Practicing Expected Behavior

Students will be expected to model the expected behaviors. For this reason, when verbal warnings have not proven effective, the appropriate staff member will provide the student an opportunity to practice. This additional practice may take place with the classroom teacher or with support staff in the office.

3. Time Out in the Classroom/Think Spot

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

4. Time Out in Buddy Classroom and Follow up Agreement

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

5. After School Detention

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

6. In-House Suspension

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

LAS is committed to maintaining a safe, supportive and inclusive school environment through the continued use of progressive discipline with a focus on encouraging respect and positive behavior. The Charter School strives to continue building a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions, expulsions, and involuntary removals.

In cases where suspension or expulsion are necessary, the Charter School will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of, or as an exhibit to, the Charter School's annual Student and Family Handbook. The policies in the Student and Family Handbook will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to review and understand the policies prior to enrollment and at the start of each school year. These policies will provide all families with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

Suspension and Expulsion Policy and Procedures

The policies and procedures for suspension and expulsion are periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary.

This Suspension and Expulsion Policy ("Policy") and procedures have been established in order

to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish the below list of offenses and procedures for suspensions and expulsions. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. The Policy and procedures here have been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and is in the best interest of the Charter School's students, their parents/guardians, and employees. This shall serve as the Charter School's Policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to seek a material revision of this Petition so long as the amendments comport with legal requirements.

The Charter School shall ensure students and their parents/guardians¹ are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and its procedures are available as part of the annual Student and Family Handbook as well as online via the Charter School's website.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to the applicable provisions of the Education Code when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing adjudicated by a neutral officer to challenge the involuntary removal. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or

intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by the student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this

policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding paragraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the

student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (c) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraph (1) above.
 - (d) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- ii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a

minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding paragraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

The conference may be omitted if the Executive Director or designee determines an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the specific offense(s) committed by the student, and the date of return following suspension. If Charter 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent/guardian, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either

upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Governing Board following a hearing before it or by the board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Executive Director as needed. The Administrative Panel shall consist of at least three (3) members and neither a teacher of the student nor a member of the Charter School Board. Either entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including

electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, which will make a final determination regarding the expulsion. The Governing Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Governing Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The

specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term, or to admit a previously expelled student from another school district, private school, or charter school, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or the Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under the IDEA regulations only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a

written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Retaliation Is Prohibited

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

Language Academy of Sacramento Student Behavior Management Process/Flowchart

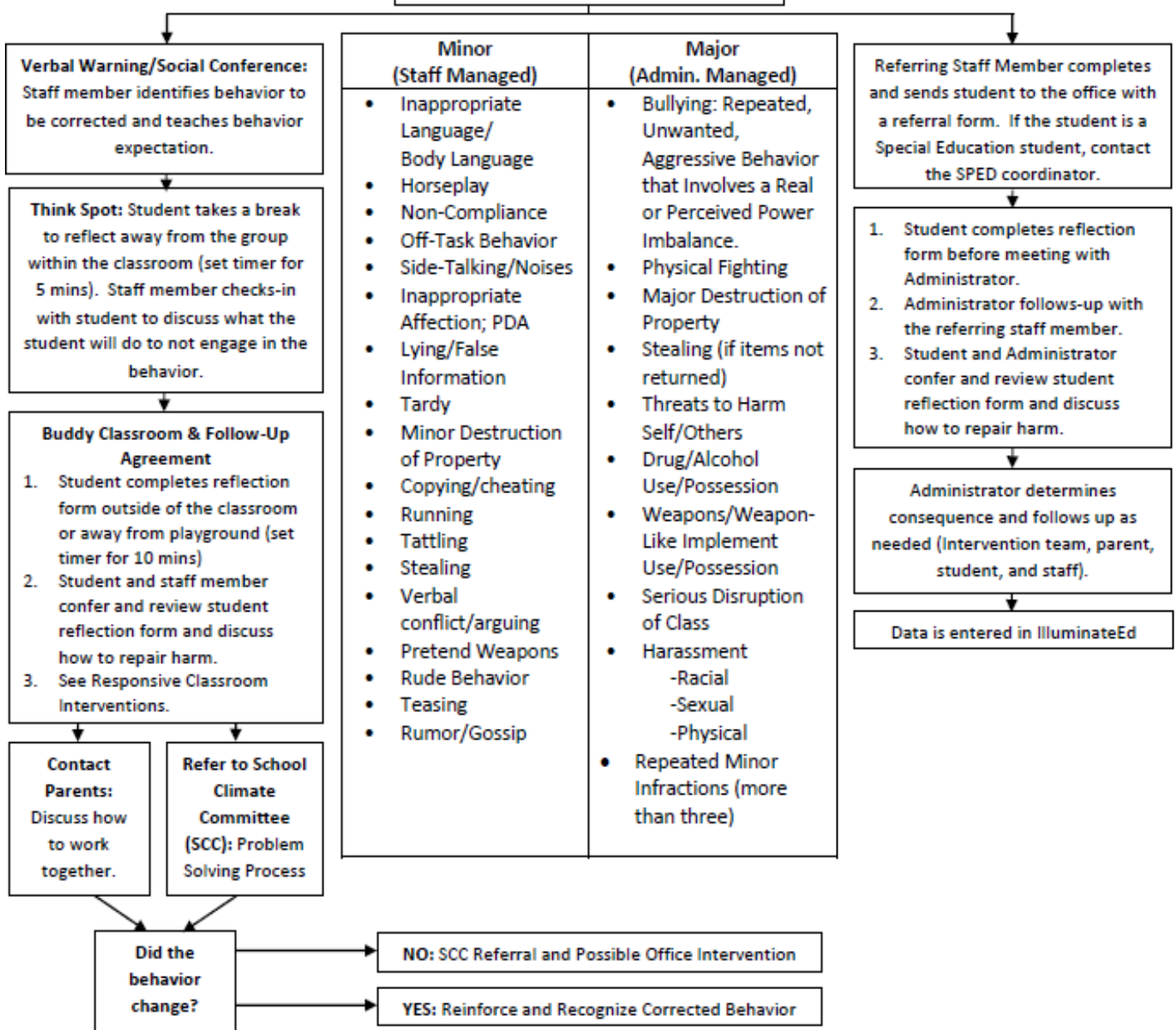


Creating a Culture: Classroom Environment (Adult Strategies)

- Build Relationships with Students
- Teach Behavioral Expectations
- Reinforce Positive Behaviors (5:1 Ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Show Respect
Make Good Decisions
Solve Problems

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



Climate for Learning

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

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

MTSS (Multi-Tiered Systems of Supports)

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

The classroom teacher will inform parents of the concern/s, implement interventions, and through a "yellow folder" process, collect data and monitor student progress. When additional guidance and support is necessary, the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teacher, school support personnel, and an administrator, to further examine the student's academic, behavioral and socio-emotional needs.

ELEMENT 11: STAFF RETIREMENT

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

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

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

The Director of Business and Operations (DBO) of LAS will ensure that appropriate arrangements for coverage have been made. LAS will make all employer contributions as required. LAS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. Moreover, the DBO will also ensure that internal procedure for monitoring staff credentials and authorizations is followed, including the proper notification and follow up with staff when out of compliance.

The Language Academy of Sacramento retains the option to elect the coverage at a future date, as it considers various scenarios in its long-term budget projections.

ELEMENT 12: ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools*

California Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend LAS may attend school within their school of residence according to District policy or at another school district or school within the District though the District's intra and inter-district policies. Enrollment in LAS shall not guarantee any student placement or enrollment in any program or school of the District. Parents and guardians of each student enrolled in LAS will be informed on admission forms that the students have the right to admission in a particular school of the District as a consequence or enrollment in the Charter School except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: *A description of the rights of an employee of the schools district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school*

California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at LAS. Employees of the district who choose to leave the employment of the District to work at LAS, and who later wish to return to the District, will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. LAS shall not have any authority to confer any rights of return on former District employees. Employment by the Charter School provides no rights of employment at any other entity, including any right in the case of closure of the Charter School.

A former employee of any local education agency shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any right of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.*

-California Education Code Section 47605(c)(5)(N)

Dispute Resolution Process with SCUSD

It is the intent of The Language Academy of Sacramento to resolve any disputes amicably and reasonably with the District without resorting to formal procedures.

In the event of a dispute between LAS and the district, LAS staff, employees and Board member of LAS and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent, or designee, and the LAS Governing Board’s designees, which is the Executive Director or similar position. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, LAS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the district to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or function as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Superintendent, or their designee, and the LAS designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 30 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their perspective boards who shall jointly

meet with the Superintendent, or their designee and the LAS designee, and attempt to resolve the dispute within 60 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent, or their designee, and the LAS designee shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent, or their designee and the LAS designee. Mediation shall be held within 90 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and LAS. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and LAS.

Exercise of any dispute mechanism authorized by this element shall not, in and of itself, constitute a material revision of the Petition or otherwise be grounds for revocation.

District Required Language

Any and all disputes between Sacramento City Unified School District (District) and The Language Academy of Sacramento (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

- (a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
- (b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.
- (c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules or evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing board of the Non-Profit and the District jointly agree to bind themselves.

Statement that the Dispute Resolution Process with SCUSD is Not a Prerequisite for District to Initiate Revocation Proceedings

Exercise of any dispute mechanism authorized by this Agreement shall not, and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

Internal Disputes

LAS maintains and shall continue to maintain an internal dispute resolution process to be used to all internal disputes related to LAS's operations. Except for disputes between the charter authority and the Charter School, all disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall refer such disputes to the Charter School provided they do not involve a violation of law or of the Petition. Parents, students, Board members, volunteers, and staff at LAS will have access to a copy of LAS's policies and internal dispute resolution processes, which will be accessible via the Student/Parent Handbook and the Charter School's website. The District will refer to all disputes not related to a possible violation of the Petition or law to LAS.

Public Comments

The staff, the Governing Board, and the charter granting agency will refrain from public comments until the dispute resolution process has been completed.

Disputes Arising from within the School

Disputes within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organization(s), and LAS Governing Board members, shall be resolved pursuant to policies and processes developed by the school.

Resolution decisions are the ultimate responsibility of the Language Academy of Sacramento's Governing Board. The charter granting agency shall refer any complaints or reports regarding such internal disputes to the Governing Board for resolution pursuant to the school's policies.

Language Academy of Sacramento Formal Grievance/Complaint Procedures

In the event of a dispute involving an employee, family or student, they may submit a complaint following the procedures outlined below. PARENTS AND ADULTS (NON-LAS EMPLOYEES) ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. Direct questions or concerns should be directed to teachers and/or school administration when deemed necessary.

Grievance Filing Process

1. Parent/Public or student may submit his/her grievance in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute.
 - a. Confidentiality: Information obtained from the Complainants will be maintained in the most confidential manner possible, but in some circumstances absolute confidentiality cannot be assured.

b. Non-Retaliation: Complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint.

3. School Administration (or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.

4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student.

Uniform Complaint Procedures

LAS complies with applicable state and federal laws and regulations governing educational programs. LAS has adopted Uniform Complaint Procedures ("UCP") to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of certain state or federal laws governing educational programs, the charging of unlawful pupil fees or the non-compliance of LAS's LCAP. The UCP is available in the Student and Family Handbook in **Appendix (PLACE NUMBER HERE)** and the LAS's website.

A Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination (on protected bases such as race, sex, disability, etc.), harassment, intimidation, or bullying, or charging pupil fees for participation in an educational activity, or noncompliance with the requirements of our LCAP.. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Governing Board's final decision shall be sent to the complainant within 60 days from receipt of the complaint by LAS. The Governing Board's final decision shall contain: 1) the findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) corrective actions, if they are warranted, including with respect to a pupil fee complaint, a remedy that comports with Education Code section 49013(d) and 5 CCR § 4600(u); 6) notice of the complainant's right to appeal the

decision to the California Department of Education (CDE); and 7) procedures to be followed for initiating an appeal to the CDE.

If dissatisfied with the Governing Board's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the Governing Board's final decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE

Governing Law: *A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

California Education Code Section 47605(c)(5)(O)

The following are closure procedures that comply with Education Code Section 47605(c)(5)(O) and the California Code of Regulations, title 5, Sections 11962 and 11962.1, should the school close for any reason.

Closure of LAS will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Language Academy of Sacramento will promptly notify parents and students of LAS, the District, the Sacramento County Office of Education ("SCOE"), LAS's SELPA, the retirement systems in which the Charter School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the names(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure. Parents will receive additional information including the pupil's school districts of residence and the way parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

LAS will ensure the notification to the parents and students of LAS regarding the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close LAS.

LAS will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, LAS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. LAS will ask the District to store original records of LAS students. All student records of LAS shall be transferred to the

District upon LAS' closure. If the District will not or cannot store the records, LAS shall work with SCOE to determine a suitable alternative location for storage.

All state assessment results, special education records and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, LAS will prepare final financial records. LAS will also have an independent audit completed within six months after closure. LAS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountable selected by LAS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash, accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to LAS.

LAS will complete and file any annual reports required pursuant to Education Code Section 47604.33

On closure, all LAS assets , including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attend LAS, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the sole property of LAS and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation.

Any assets acquired from the District or District property will be promptly returned upon LAS closure to the District. The distribution shall include return of any grant funds and to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of required Final Expenditure reports and Final Performance reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, LAS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

Should LAS dissolve as a nonprofit public benefit corporation, the Board will follow the procedures set for in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and fill all necessary filings with the appropriate state and federal agencies.

LAS will utilize reserve funds to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTR PROVISIONS

Facilities

The Language Academy of Sacramento intends to continue operating at its current location at 2850 49th Street, Sacramento, CA. 95817. This location is suitable for the LAS student population, reflecting the collaborative vision of the District and the LAS community as evident through LAS' recent capital investment on site's modernization. LAS has a long-term lease until 2043 and plans to honor its Facilities Use Agreement with SCUSD.

Impact to District

Civil Liability

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District California Education Code Section 47605(h)*

LAS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47605(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The LAS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the LAS.

Further, the LAS shall enter into a memorandum of understanding with the District, wherein the LAS shall indemnify the District for the actions of the LAS under this charter petition.

The corporate By-laws of the LAS shall provide for indemnification of the Charter School's Board, officers, agent, and employees, and the Charter School will maintain a general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risk.

Insurance amounts will be determined as mutually agreed upon by the District and the Charter School's insurance carrier, as set forth in the Memorandum of Understanding (MOU) with the District, taking into account factors such as organizational size and location. The District shall be named as an additional insured on LAS's general liability insurance.

The LAS Board will maintain appropriate risk management practices as discussed herein, including screening employees, establishing codes of conduct for staff and students, and dispute resolution.

Authorizer Support Servicers

Governing Law: *The manner in which administrative services of the school are to be provided California Education Code Section 47605(h)*

As an independent charter school, the Language Academy of Sacramento may explore entering into a contract whereby the SCUSD may provide the following services or any other services as mutually agreed between the parties. These agreements will be detailed in a Memorandum of Understanding and negotiated between the LAS Governing Board and SCUSD.

Financial and Administrative Plan

Administrative Services

The Language Academy of Sacramento is responsible for its own financial services and personnel services. LAS currently contracts with Vertex Education for back office support for accounting functions, as well as to support financial analysis, reporting and compliance requirements. LAS and its contracted business services provider will employ all generally accepted accounting principles.

Budgets and Financial Reporting

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.*

-California Education Code Section 47065(h)

Attached, as **Appendix !!**, are the following documents:

- 1) Multi-year projections
- 2) Cash flow
- 3) Budget narrative
- 4) LCFF Calculator

These documents reflect the most current and reliable data available to LAS, including projections, including projects based on the Local Control Funding Formula calculations.

Attached as **Appendix !!**, please find LAS's most recent LCAP demonstrating the alignment of the LCAP to the Charter School's budget.

LAS shall provide reasonable comprehensive financial reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- 1) By July 1, preliminary budget for the current fiscal year.
- 2) By July 1, a local control and accountability plan and an annual update to the LCAP pursuant to Education Code Section 47606.5.

- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, CDE, and the County Superintendent of Schools.
- 4) 4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), Apportionment reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, and the LCAP.

The Charter School agrees to and submits the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47606.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Financial and Oversight Relationship

LAS shall receive funding in accordance with Education Code Section 47630 *et seq.* and Education Code Section 47651(a). The District will be reimbursed by up to 1% of the LCFF revenues of LAS in accordance with Education Code Section 47613 to cover the actual costs of overseeing LAS. The District shall provide and/or perform the supervisory oversight tasks and duties specified by Education Code Section 47604.32 and/or necessitated by this charter.

Insurance

The Language Academy of Sacramento shall maintain and finance general and property liability, workers compensation, and other necessary insurance coverage and in the amount required for a charter school of similar purpose and circumstance.

Insurance amounts will be determined as mutually agreed upon by the District and the Charter School's insurance carrier, as set forth in the Memorandum of Understanding (MOU) with the District, taking into account factors such as organizational size and location. The District shall be named as an additional insured on LAS's general liability insurance.

The District's Board of Education shall be named as an additional insured on all policies of LAS. Evidence of the above insurance coverage is available upon request to the District. Currently, LAS insurance coverage is provided by CharterSAFE.

Attendance Accounting

The school's attendance accounting procedures ensure full compliance with all applicable California laws and regulations governing charter school attendance reporting, including those of SCUSD, SCOE, and the CDE. LAS will use the school's student information system as the system of record for daily attendance entry, verification, and reporting, and will ensure that attendance data are accurately transferred into the state apportionment software used for ADA and funding calculations.

Transportation

Except as required by an IEP under the IDEA, or as otherwise required by law, LAS will not be responsible for the transportation of students to and from school.

CONCLUSION

Reasons Charter Petition Should be Approved

Comparatively speaking, LAS academic performance is at least equal to or better than the public schools that the charter school students would otherwise be required to attend.

LAS Facts: (Based on CDE's Historical California Dashboard)

GRADES 8 COMPARATIVE TO NEIGHBORHOOD MIDDLE SCHOOLS, SCUSD DISTRICT, AND STATE (UPDATE this section!!)

1. Eighth grade students at LAS are achieving at higher levels in English Language Arts than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
2. Eighth grade students at LAS are achieving at comparable and/or higher levels in Mathematics than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
3. LAS overall performance in the past 22 years illustrates the efficacy of a dual-language educational program in learning academic English.
4. Comparatively speaking, by Grade 8 LAS students are outperforming their neighborhood peers in the standardized assessment in English and Math while simultaneously acquiring literacy in another global language, Spanish.

Standard for Review of the LAS Charter Petition for Renewal

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

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

LAS's educational program provides SCUSD high schools the rare pool of middle school students within SCUSD who are ready to thrive and to enroll in an Advanced Placement foreign language course as freshmen in high school. LAS's success is aligned with SCUSD's goal of preparing every student for college and career milestones and for responsible global citizenship in the 21st century. It directly advances the SCUSD principle of "ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." Lastly, LAS will continue to serve as a lighthouse for the state-wide Global California Initiative 2030, illuminating the possibilities for students who are culturally and linguistically prepared for global citizenry through education.

The joint achievement of LAS as a learning community and SCUSD's success as a charter authorizing agency is reflected in the results of family surveys; for twenty-two consecutive years LAS families conclude with over 95% confidence that, "Yes, they would recommend the LAS to others."

Final Commentary

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

- a) *Improve pupil learning*
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experience for pupils who are identified as academically low achieving*
- c) *Encourage the use of different and innovative teaching methods*
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*
- e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*

- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*
- g) Provide vigorous competition within the public school systems to stimulate continued improvements in all public schools*

The Charter Schools Act (or Act), California Education Code Section 47601(a)-(g)

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

Charter Term Request

In accordance with the Charter School Act of 1992, LAS hereby respectfully petitions Sacramento City Unified School District (“the District”) to renew the LAS charter for a five-year period, from July 1, 2027 to June 30, 2032.

The District agrees to hear and render a decision regarding a renewal, a material revision, or an amendment of the charter pursuant to the criteria and standards as specified in the Charter School Act, Education Code Sections 47605, 47607, and 47607.2. Renewal shall be considered in accordance with Education Code Sections 47605, 47607, 47607.2.

By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, by providing the students in the District with the option to acquire a premier dual immersion education.

SIGNATURE PAGE

June 8, 2026

Superintendent _____
Members of the Sacramento City Unified School District Board of Education
5735 47th Avenue,
Sacramento, CA 95824

Dear Superintendent _____ and Members of the Sacramento City Unified School District Board of Education:

On behalf of our learning community, I would like to submit Language Academy of Sacramento (LAS)'s renewal charter petition. If the renewal petition is approved, our school would continue to serve our students and their families for the term of 2027-2032.

Thank you for your continued support for our dual immersion Spanish and English bilingual educational program and your belief in preparing students for global citizenry.

Respectfully,

Eduardo de León
Executive Director

References (updated 05/04/2026)

Abedi, J. (2001). *Assessing the academic achievement of English language learners: Using the academic language model*. Educational Testing Service.

American Council on the Teaching of Foreign Languages (ACTFL). (2015). *World-readiness standards for learning languages (4th ed.)*. Author.

American Council on the Teaching of Foreign Languages. (2024). *ACTFL proficiency guidelines 2024*. <https://www.actfl.org>

Artiles, A. J., & Ortiz, A. A. (Eds.). (2002). *English language learners with special education needs: Identification, assessment, and instruction*. Center for Applied Linguistics.

Au, W. (2011). Teaching under the new Taylorism: High-stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies*, 43(1), 25–45.

<https://doi.org/10.1080/00220272.2010.521261>

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates.

Berliner, D. C. (2011). Rational responses to high-stakes testing: The case of curriculum narrowing and the harm that follows. *Cambridge Journal of Education*, 41(3), 287–302.

<https://doi.org/10.1080/0305764X.2011.607151>

Boaler, J. (2016). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching*. Jossey-Bass.

California Department of Education. (2012). *California English language development standards (K–12)*. <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

California Department of Education. (2014). English language arts/English language development framework for California public schools. <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

California Department of Education. (2010). California Common Core State Standards: English language arts & literacy in history/social studies, science, and technical subjects. <https://www.cde.ca.gov/re/cc/>

California Department of Education. (2017). *California English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners*. <https://www.cde.ca.gov/sp/el/rm/>

California State University. (2013). Expository reading and writing curriculum (ERWC). <https://www.calstate.edu/impact-of-the-csu/teacher-education/CARW/Pages/erwc.aspx>

Callahan, R. M. (2013). The English learner dropout dilemma: Multiple risks and multiple resources. *American Educational Research Journal*, 50(1), 143–178.

Cenoz, J., & Gorter, D. (2015). Translanguaging as a pedagogical tool in multilingual education. In J. Cenoz & D. Gorter (Eds.), *Multilingual education: Between language learning and translanguaging* (pp. 1–7). Cambridge University Press.

Center on Multi-Tiered System of Supports. (n.d.). *What is MTSS?* American Institutes for Research. <https://mtss4success.org>

Council of Chief State School Officers & California Department of Education. (2014). Common Core en Español translation project. <https://commoncore-espanol.sdcoe.net/>

Creese, A., & Blackledge, A. (2015, March 13). Translanguaging and identity in educational settings. *Annual Review of Applied Linguistics*, 35, 20–35. Cambridge Core. <https://doi.org/10.1017/S0267190514000233>

Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 203–217. <https://doi.org/10.1017/S0267190517000034>

Cummins, J. (2021). Rethinking the education of multilingual learners: A critical analysis of theoretical concepts. *Multilingual Matters*.

Common Core State Standards Initiative. (2010). Common core state standards for mathematics. National Governors Association Center for Best Practices & Council of Chief State School Officers. <https://www.thecorestandards.org/Math/>

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>

Dorner, L. M., & Lee, S. W. (2020). A search for equity and justice: District leaders' efforts to expand dual language bilingual education. *Educational Policy*, 34(6), 871–903. <https://doi.org/10.1177/1555458920916910>

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*, 56(S1), S25–S44. <https://doi.org/10.1002/rrq.411>

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205–242). International Reading Association.

Fisher, D., & Frey, N. (2014). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). ASCD.

Follmer, D. J., Groth, R. E., Bergner, J. A., & Weaver, S. (2024). Theory-based evaluation of lesson study professional development: Challenges, opportunities, and lessons learned. *American Journal of Evaluation*, 45(2), 160–178. <https://doi.org/10.1177/10982140231184899>

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93–99. <https://doi.org/10.1598/RRQ.41.1.4>

Fuchs, L. S., & Fuchs, D. (2008). The role of assessment within the RTI framework. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.), *Response to intervention: A framework for reading educators* (pp. 27–49). International Reading Association.

Filderman, M. J., Toste, J. R., & Toste, J. R. (2018). Data-based decision making in reading interventions: A synthesis and meta-analysis of the effects for struggling readers. *Remedial and Special Education*, 39(4), 233–244. <https://psycnet.apa.org/record/2018-51824-005>

García, O., Johnson, S. I., & Seltzer, K. (2017). The translanguaging classroom: Leveraging student bilingualism for learning. Caslon.

García, O., & Uysal, H. H. (2024). A conversation with Ofelia García: Critical perspectives on translanguaging and adolescent English learners. *RELC Journal*, 55(1), 274–284. <https://doi.org/10.1177/00336882241229249>

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge University Press.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education.
<https://ies.ed.gov/ncee/wwc/practiceguide/2>

Gibbons, P. (2015). *Scaffolding language, scaffolding learning* (2nd ed.). Heinemann.

Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator*, 37(2), 4–11, 38.

Grabin, S. E. (2024). The complex terrain of equity for multilingual learners in K–12 education. *Educational Researcher*. <https://doi.org/10.3102/0013189X231215345>

Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. *Educational Researcher*, 40(4), 163–174.
<https://doi.org/10.3102/0013189X11404943>

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics.

Howard, E. R., Christian, D., & Genesee, F. (2004). *Educating English language learners through dual language education*. Center for Applied Linguistics.

Kieffer, M. J., & Lesaux, N. K. (2012). Direct and indirect roles of morphological awareness in the English reading comprehension of adolescent Spanish-speaking English language learners. *Language Learning*, 62(3), 559–593. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9922.2012.00722.x>

Klingner, J. K., & Harry, B. (2006). The special education referral and decision-making process for English language learners: Child study team meetings and placement conferences. *Teachers College Record*, 108(11), 2247–2281.

Lewis, C., Perry, R., & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher*, 35(3), 3–14.
<https://doi.org/10.3102/0013189X035003003>

Lindholm-Leary, K. J. (2011). Student outcomes in dual language education. Center for Applied Linguistics.

Lindholm-Leary, K. J., & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous language immersion education. *Journal of Immersion and Content-Based Language Education*, 2(2), 165–180. <https://doi.org/10.1075/jicb.2.2.01lin>

Lindholm-Leary, K. J. (2020). Current research findings on two-way bilingual immersion education.

https://atdle.org/wp-content/uploads/2020/07/lindholmleary2020_current-research-twbi-3.pdf

MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167–201. <https://doi.org/10.3102/0002831216683935>

Marzano, R. J. (2010). Formative assessment and standards-based grading. Marzano Research Laboratory.

Mendoza, A., Hamman-Ortiz, L., Tian, Z., Rajendram, S., Tai, K. W. H., Ho, W. Y. J., & Sah, P. K. (2024). Sustaining critical approaches to translanguaging in education: A contextual framework. *TESOL Quarterly*, 58(2), 664–692. <https://doi.org/10.1002/tesq.3240>

National Council for the Social Studies, & American Council on the Teaching of Foreign Languages. (1996). *Standards for foreign language learning: Preparing for the 21st century*. Allen Press.

National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel* (ED500486). U.S. Department of Education.
<https://files.eric.ed.gov/fulltext/ED500486.pdf>

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development.

National Standards Collaborative Board. (2015). *World-readiness standards for learning languages* (4th ed.). ACTFL.

Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8(3), 317–344. [https://doi.org/10.1016/0361-476X\(83\)90019-X](https://doi.org/10.1016/0361-476X(83)90019-X)

Pellegrino, J. W., & Hilton, M. L. (Eds.). (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.
<https://doi.org/10.17226/13398>

Polikoff, M. S., Porter, A. C., & Smithson, J. L. (2011). Instructional alignment as a measure of teaching quality. *Educational Evaluation and Policy Analysis*, 33(2), 144–166.
<https://eric.ed.gov/?id=EJ1046276>

Rittle-Johnson, B., Fyfe, E. R., & Loehr, A. M. (2016). Improving conceptual and procedural knowledge: The impact of instructional content within a mathematics lesson. *British Journal of Educational Psychology*, 86(4), 576–591. <https://doi.org/10.1111/bjep.12124>

San Diego County Office of Education. (2025). Common Core en Español project overview and resources. <https://commoncore-espanol.sdcoe.net/>

Saunders, W. M., & O'Brien, G. (2006). Oral language development and English literacy: Effects of sheltered instruction. *The Elementary School Journal*, 107(1), 67–84.
<https://doi.org/10.1086/510653>

Scarborough, H. S. (2001). Connecting early language and literacy to later reading disabilities. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97–110). Guilford Press.

Schmidt, W. H., & Prawat, R. S. (2006). Curriculum coherence and national control of education: Issue or non-issue? *Journal of Curriculum Studies*, 38(6), 641–658.

https://www.researchgate.net/publication/248986133_Curriculum_coherence_and_national_control_of_education_Issue_or_non-issue

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40–59.
<https://doi.org/10.17763/haer.78.1.v62444321p602101>

Shrum, J. L., & Glisan, E. W. (2016). *Teacher's handbook: Contextualized language instruction* (5th ed.). Cengage Learning.

Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2005). Using curriculum-based measurement to improve student achievement: Review of research. *Psychology in the Schools*, 42(8), 795–819.
<https://doi.org/10.1002/pits.20113>

Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2008). Progress monitoring as essential practice within response to intervention. *Rural Special Education Quarterly*, 27(4), 10–17.
<https://doi.org/10.1177/875687050802700403>

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(15), 282S–306S. <https://doi.org/10.3102/0002831216634463>

Stepanek, J., Appel, G., Leong, M., Turner Mangan, M., & Mitchell, M. (2007). *Leading lesson study: A practical guide for teachers and facilitators*. Corwin Press.

Thompson, M. S. (2017). *Linguistically responsive special education: Instructional practices for English learners with disabilities*. Center for Applied Linguistics.

Umansky, I. M., & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal*, 51(5), 879–912. <https://doi.org/10.3102/0002831214545110>

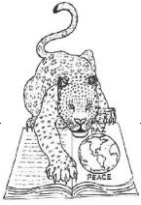
Valentino, R. A., & Reardon, S. F. (2015). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis*, 37(4), 612–637. <https://doi.org/10.3102/0162373715573310>

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development (ASCD).

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. Jossey-Bass.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Stenhouse Publishers.

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). *Common core standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy*. Stenhouse Publishers.



A California Public School

Agenda Item# IIIB

Board Meeting Date: May 21, 2026

Subject: Preliminary Budget 2026-2027

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: (6/4/2026))
- Conference/Action
- Action

Committee: Finance Committee

The Finance Committee convened on May 11, 2026, to review and discuss preliminary revenue and expenditure assumptions for the 2026-2027 fiscal year. At this stage, projections remain tentative and will require further adjustments as additional information becomes available.

The Committee plans to reconvene following the release of Governor Newsom's May Budget Revision, which will provide updated guidance on state funding levels and inform necessary adjustments to revenue projections. In the interim, the Committee is also awaiting updated cost estimates for employee health benefits, property and liability insurance, as well as any additional input from stakeholders.

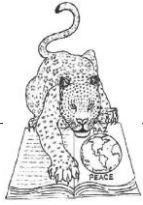
These updates will be critical in shaping a more accurate and sustainable budget. They will also play an important role in informing the school's multi-year financial projections, particularly as part of the strategic planning and fiscal analysis required for the upcoming charter renewal process.

Fiscal Impact:

See attached financials

Documents Attached:

1. Preliminary Budget Presentation
2. Multi-Year Projects



Fecha de la Reunión: 21 de mayo de 2026

Tema: Presupuesto preliminar 2026-2027

- Artículo de información
- Aprobación en la Agenda de Consentimiento
- Conferencia (solo para discutir)
- Conferencia/Primera lectura (Acción Anticipado: (6/4/2026))
- Conferencia/Acción
- Acción

Comité: Comité de Finanzas

El Comité de Finanzas se reunió el 11 de mayo de 2026 para examinar y discutir los ingresos y gastos preliminares para el año fiscal 2026-2027. En esta fase, las proyecciones siguen siendo provisionales y requerirán de nuevos ajustes a medida que se disponga de información adicional.

El Comité tiene previsto volver a reunirse tras la publicación de la revisión presupuestaria de mayo del gobernador Newsom, que proporcionará orientación actualizada sobre los niveles de financiación estatal y servirá de base para los ajustes necesarios en las previsiones de ingresos. Mientras tanto, el comité también está a la espera de estimaciones actualizadas de los costos del seguro médico, los seguros de propiedad y de responsabilidad civil, así como de cualquier aportación adicional de la comunidad.

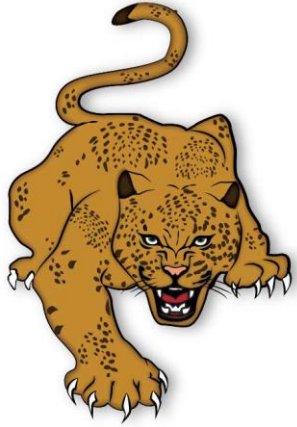
Estas actualizaciones serán fundamentales para elaborar un presupuesto más preciso y sostenible. También desempeñarán un papel importante a la hora de fundamentar las previsiones financieras plurianuales de la escuela, especialmente como parte de la planificación estratégica y el análisis fiscal necesarios para el próximo proceso de renovación de la carta constitutiva.

Impacto fiscal:

Véanse los datos financieros adjuntos.

Documentos adjuntos:

1. Presentación preliminar del presupuesto
2. Proyectos plurianuales



Preliminary Budget Presentation

2026–27

Governing Board | Thursday, May 21, 2026

Today's Agenda

1. Budget at a Glance

2. Enrollment, attendance, and ADA assumptions

3. Revenue highlights and major funding sources

4. Expense highlights and year-over-year changes

5. Multi-year fund balance and reserve position

6. Program alignment, risks, and watch points

7. Key takeaways and recommendation for committee discussion

2026-2027 Proposed Budget at a Glance

\$11.82M

Total revenue

*COLA Assumption at 2.87%
Up \$239K*

\$11.62M

Total expenses

Up \$598K year over year

\$241K

Net income

*Positive net income but
at its lowest in years*

133%

Fund balance / expenses

Strong reserve position

Ending fund balance is projected at \$15.44M in 2026–27, compared with \$15.21M in 2025–26

Enrollment vs. ADA Assumptions

636

Budgeted enrollment

Up 1 student from 25-26

604

Budgeted ADA

Budget assumption remains the same

95%

Average ADA rate

Budget assumption for 26-27

289

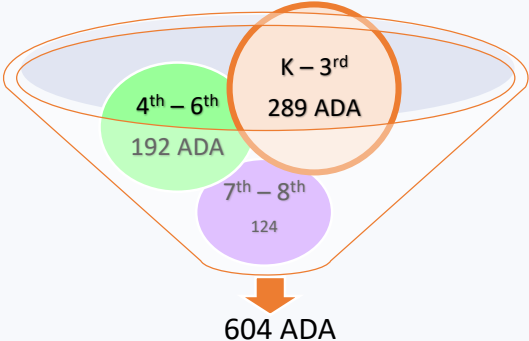
TK-3 ADA

Largest funded grade-span block

Enrollment by grade span

- TK - 3: 304 students
- 4 - 6: 202 students
- 7 - 8: 130 students

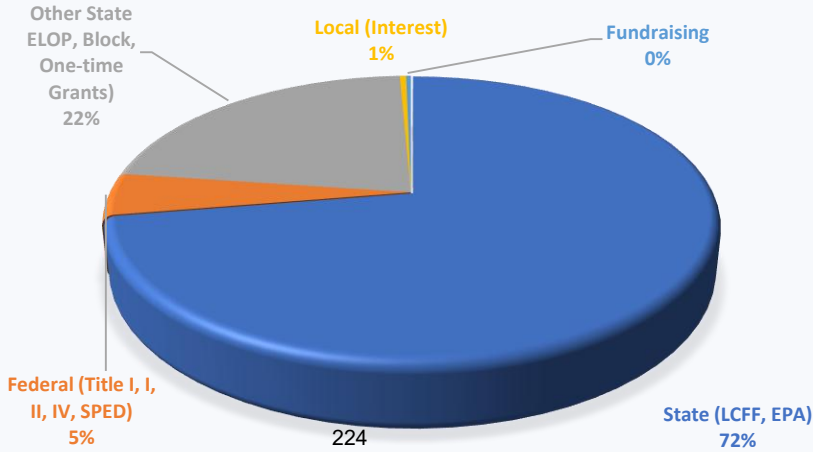
ADA by grade span



Revenue Overview



Revenue Concentration



Major Revenue Drivers

Largest unrestricted sources

- Local Control Funding Formula: \$4,950,405
- Education Protection Account: \$1,602,645
- In-Lieu of Property Taxes: \$2,044,770

Largest restricted sources

- Expanded Learning Opportunities Program: \$1,032,626
- State Special Education Entitlement: \$561,336
- Federal/State Child Nutrition Programs: \$426,633

Expense Overview

\$8.16M

Comp & benefits

\$935K

Books & supplies

\$1.64M

Services & ops

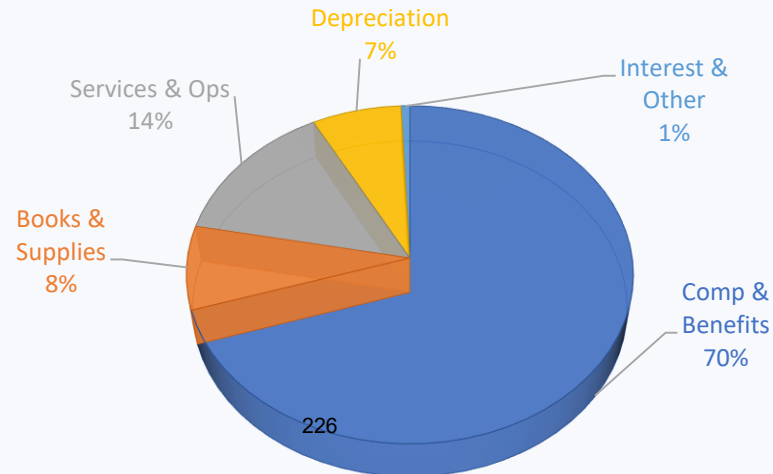
\$822K

Depreciation

\$81K

Interest / other

Expense Concentration



Major Expense Changes

Increases

- Compensation and benefits: \$423,249
 - Health and welfare benefits: \$113,560*
- Books and supplies: \$438,955
 - Student food services (New Object Code): \$426,633

Decreases / Offsets

- Services and other operating costs: \$244,329 (Decrease/Offset)
 - Janitorial, gardening services and supplies: from \$124,800 to \$16,000 (Decrease)
 - Rent: from \$169,158 to \$130,000 (Decrease)
 - ELO-P expenses: from \$325,000 to \$255,000 (Offset)

Compensation and Staffing Costs



Certificated Salaries

- \$4.02M in 2026–27, up from \$3.85M.
 - Largest line items are teacher salaries at \$2.67M and SPED certificated salaries at \$548,760 tied to salary schedule increases

- Pro-rated salary for current Director of Academic Accountability set to retire 9/30/2026
- Placeholder for additional long term sub position (Full-time)
- Increase in stipends for curriculum adoption



Classified Salaries

- \$1.99M in 2026–27, up from \$1.91M.
 - Key line items include after-school classified pay at \$597,930 and maintenance/grounds at \$301,421.

- Addition of Nutrition Service Coordinator, Parttime-0.5 FTE
- Place holder for additional Prop 28 Teacher (Full-time)
- Place holder for Internal Facilities Site Manager (Full-time) and SPED Aide (Part-time)



Employee Benefits

- \$2.15M in 2026–27, up from \$1.98M.
 - Health and welfare is the largest benefit line at \$1.03M

- Increase in benefit plans by 7% - 18%
- Ensures extended retirement coverage for our two retirees

Program and Operating Cost

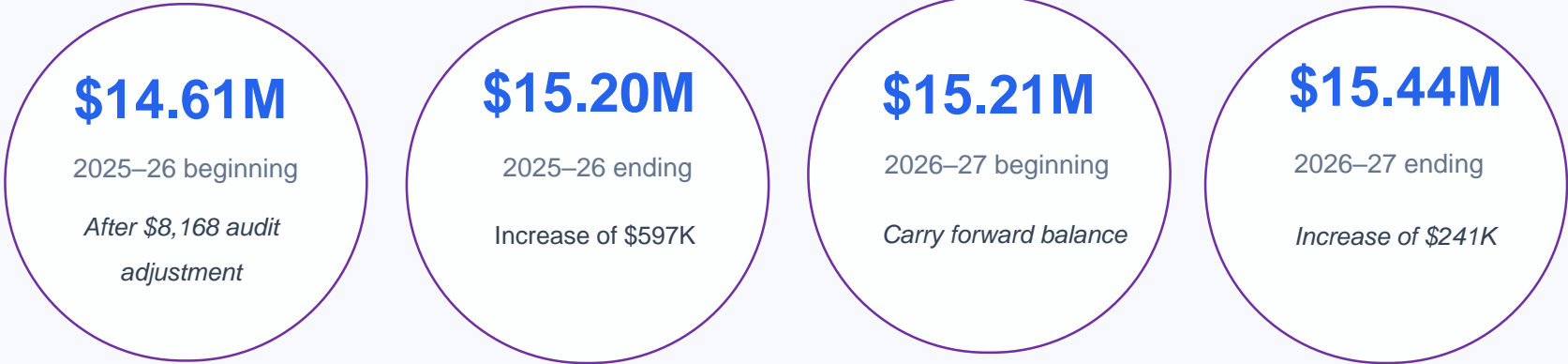
Books and Supplies

- Approved textbooks and core curriculum: \$110,000
- Educational software: \$64,857
- Computers under \$5K: \$30,000
- **Kitchen equipment and supplies: \$32,000**
- Non-Classrooms related equipment: \$40,000
- **Student food services: \$426,633**

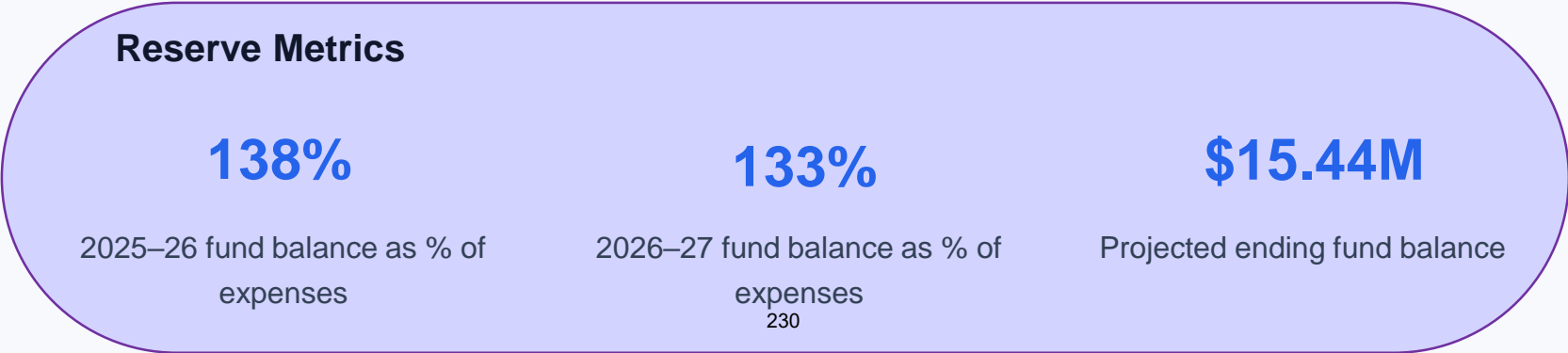
Services and Operating

- **Insurance: \$195,000**
- Utilities: \$150,000
- Business services: \$105,250
- District oversight fees: \$91,952
- SPED contract instructors: \$152,000
- **Field trip budget: \$87,680**

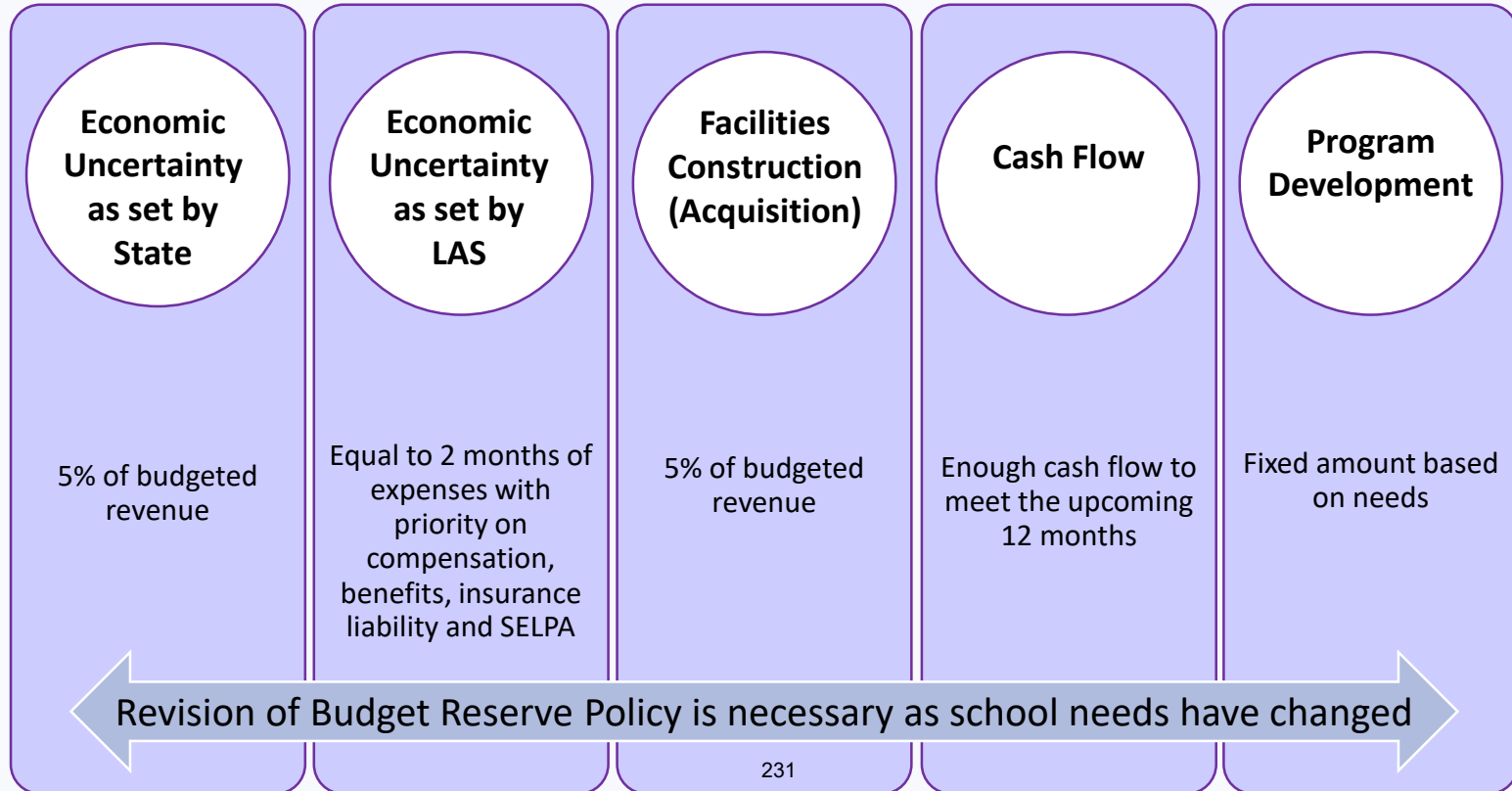
Fund Balance Trend



Reserve Metrics



Existing Reserve Policy



Per-ADA View

\$19,643

Revenue per ADA

\$19,244

Expense per ADA

\$399

Net income per ADA

Budget stays positive on a per-pupil basis, but the margin narrows significantly as one-time funds phase out.

Considerations and Potential Fiscal Risks

ADA Risk

The budget assumes 604 ADA. Any decrease below 95% attendance would put significant pressure on LCFF and total revenue.

Health and Benefits Trend

Benefits increase to \$2.15M, with health and welfare alone above \$1.03M. Consider revision of Health Benefit Packages for out years, if necessary.

Food Services Startup / Expansion Costs

New food-related costs appear significant and should be monitored against reimbursement assumptions, especially in Year 1.

Special Education Encroachment

SPED staffing, contract instructors, SELPA fees, and legal exposure should be reviewed together as a risk area.

One-time and Flexible State Funding Shifts

Other state revenue declines from \$2.71M to \$2.61M. Change in state priorities can substantially impact revenue

Overall Budget Impact

Net income falls by about \$419K year over year, so the budget remains healthy but less flexible than the current year.

Key Takeaways

Budget Remains Positive

Projected net income is \$241,076 for 2026–27, although this is down from \$597,382 in 2025–26.

Enrollment is Stable

Enrollment grows slightly from 635 to 636, but the budget uses a flatter 95.0% attendance assumption across grade spans. Daily attendance is extremely important in the next few years.

Compensation and Benefits Nutrition Services Program

Compensation and benefits increase by \$423K, and books and supplies increase sharply because of student food services and kitchen-related spending.

Reserve Remains Strong

Ending fund balance equals 132% of annual expenses in 2026–27, even after a modest decline from 138% in 2025–26.

Alignment to Programs and Priorities

Instructional program



The budget supports teacher salaries, core curriculum, educational software, summer school, and assessment spending.

Student support and expanded learning



Spending aligns to SPED staffing, ELO-P programming, after-school enrichment staffing, food services, and other student centered initiatives.

Operations and stewardship



The plan maintains insurance, utilities, technology services, business services, oversight fees, and facilities-related support.

Next Steps

Stakeholder Feedback

School Leadership and program leads have already met to address major areas of funding for the 2026-2027 school year. Additional feedback from teachers, staff and parent bodies will be solicited.

Confirm Funding

Governor Newsom's May Revision to the 2026-2027 state budget includes a proposed increased 4.31% COLA, increase in Special Education Funding, and additional one-time funds

Approval by June 4, 2026

May 21: First read for the Staff and Board
Week of May 25: Finance Committee revenue and expense adjustments
June 4: Goal of Final Approval

Language Academy
Multi-year Projection
As of Apr FY2026

		COLA estimates by the CA Department of Finance				
		2.89%	3.06%	3.34%	3.14%	3.00%
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
SUMMARY						
Revenue						
LCFF Entitlement	8,488,269	8,597,821	9,261,051	9,588,570	9,889,118	10,185,833
Federal Revenue	323,757	573,093	580,627	591,437	599,584	607,976
Other State Revenues	2,710,560	2,610,458	2,565,791	2,381,426	2,388,702	2,394,021
Local Revenues	57,300	48,300	48,300	48,300	48,300	48,300
Fundraising and Grants	42,861	35,000	35,000	35,000	35,000	35,000
Total Revenue	11,622,747	11,864,672	12,490,769	12,644,732	12,960,704	13,271,130
Expenses						
Compensation and Benefits	7,738,381	8,161,630	8,550,478	8,862,062	9,187,014	9,526,510
Books and Supplies	495,721	934,676	945,756	974,129	1,003,353	1,033,453
Services and Other Operating Expenditures	1,888,506	1,644,177	1,668,206	1,695,583	1,724,237	1,754,314
Depreciation	822,128	822,128	822,128	822,128	822,128	822,128
Other Outflows & Amortization	80,628	60,984	60,984	60,984	60,984	60,984
Total Expenses	11,025,365	11,623,596	12,047,553	12,414,887	12,797,715	13,197,390
Net Income	597,382	241,076	443,216	229,846	162,988	73,740
Fund Balance						
Beginning Balance (Unaudited)	14,617,822	15,207,036	15,448,112	15,891,328	16,121,174	16,284,162
Audit Adjustment	(8,168)					
Beginning Balance (Audited)	14,609,654	15,207,036	15,448,112	15,891,328	16,121,174	16,284,162
Net Income	597,382	241,076	443,216	229,846	162,988	73,740
Ending Fund Balance	15,207,036	15,448,112	15,891,328	16,121,174	16,284,162	16,357,901
Total Revenue Per ADA	18,998	19,637	20,043	20,290	20,797	21,295
Total Expenses Per ADA	18,021	19,238	19,332	19,921	20,535	21,177
Net Income Per ADA	976	399	711	369	262	118
Fund Balance as a % of Expenses	138%	133%	132%	130%	127%	124%

**Language Academy
Multi-year Projection
As of Apr FY2026**

	COLA estimates by the CA Department of Finance					
	2.89%	3.06%	3.34%	3.14%	3.00%	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Key Assumptions						
Enrollment Breakdown						
TK	40	40	60	60	60	60
K	66	66	66	66	66	66
1	66	66	66	66	66	66
2	66	66	66	66	66	66
3	66	66	66	66	66	66
4	66	68	68	68	68	68
5	66	67	67	67	67	67
6	67	67	67	67	67	67
7	66	65	65	65	65	65
8	66	65	65	65	65	65
Total Enrolled	635	636	656	656	656	656
ADA %						
K-3	95.9%	95.0%	95.0%	95.0%	95.0%	95.0%
4-6	97.3%	95.0%	95.0%	95.0%	95.0%	95.0%
7-8	96.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Average ADA %	96.3%	95.0%	95.0%	95.0%	95.0%	95.0%
ADA						
K-3	291	289	308	308	308	308
4-6	194	192	192	192	192	192
7-8	127	124	124	124	124	124
Total ADA	612	604	623	623	623	623

Language Academy
Multi-year Projection
As of Apr FY2026

		COLA estimates by the CA Department of Finance					
		2.89%	3.06%	3.34%	3.14%	3.00%	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	4,840,309	4,950,405	5,448,354	5,718,972	5,964,240	6,260,955
8012	Education Protection Account Entitlement	1,577,504	1,602,645	1,703,626	1,760,527	1,815,807	1,815,807
8096	Charter Schools in Lieu of Property Taxes	2,070,456	2,044,770	2,109,071	2,109,071	2,109,071	2,109,071
SUBTOTAL - LCFF Entitlement		8,488,269	8,597,821	9,261,051	9,588,570	9,889,118	10,185,833
Federal Revenue							
8181	Special Education - Entitlement	99,009	92,365	92,220	95,120	95,120	95,120
8220	Child Nutrition Programs	-	255,980	263,659	271,569	279,716	288,108
8291	Title I	187,945	187,945	187,945	187,945	187,945	187,945
8292	Title II	23,781	23,781	23,781	23,781	23,781	23,781
8294	Title IV	13,022	13,022	13,022	13,022	13,022	13,022
SUBTOTAL - Federal Revenue		323,757	573,093	580,627	591,437	599,584	607,976
Other State Revenue							
8319	Other State Apportionments - Prior Years	6,184	-	-	-	-	-
8381	Special Education - Entitlement (State)	561,336	561,336	571,805	571,805	571,805	571,805
8382	Special Education Reimbursement (State)	52,048	52,675	55,994	57,864	59,681	59,681
8520	Child Nutrition - State	-	170,653	175,773	181,046	186,477	192,072
8550	Mandated Cost Reimbursements	12,036	12,915	13,145	14,011	14,451	14,451
8560	State Lottery Revenue	173,805	171,649	177,047	177,047	177,047	177,047
8590	All Other State Revenue	594,064	305,783	234,489	-	-	-
8591	Prop 28 Arts & Music in Schools	113,265	99,339	116,042	119,705	119,705	119,705
8593	Expanded Learning Opportunities Program	994,340	1,032,626	1,018,014	1,056,466	1,056,053	1,055,779
8596	Other State Revenue 6	203,482	203,482	203,482	203,482	203,482	203,482
SUBTOTAL - Other State Revenue		2,710,560	2,610,458	2,565,791	2,381,426	2,388,702	2,394,021
Local Revenue							
8636	Uniforms	12,000	12,000	12,000	12,000	12,000	12,000
8638	Merchandise Sales	1,300	1,300	1,300	1,300	1,300	1,300
8660	Interest	18,000	9,000	9,000	9,000	9,000	9,000
8670	Fees and Contracts	6,000	6,000	6,000	6,000	6,000	6,000
8693	Field Trips	15,000	15,000	15,000	15,000	15,000	15,000
8699	All Other Local Revenue	5,000	5,000	5,000	5,000	5,000	5,000
SUBTOTAL - Local Revenue		57,300	48,300	48,300	48,300	48,300	48,300
Fundraising and Grants							
8801	Donations - Parents	5,000	5,000	5,000	5,000	5,000	5,000

Language Academy
Multi-year Projection
As of Apr FY2026

		COLA estimates by the CA Department of Finance				
		2.89%	3.06%	3.34%	3.14%	3.00%
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
8802	Donations - Private	5,000	5,000	5,000	5,000	5,000
8803	Fundraising	25,000	25,000	25,000	25,000	25,000
	SUBTOTAL - Fundraising and Grants	35,000	35,000	35,000	35,000	35,000
TOTAL REVENUE		11,864,672	12,490,769	12,644,732	12,960,704	13,271,130

Language Academy
Multi-year Projection
As of Apr FY2026

		COLA estimates by the CA Department of Finance					
		2.89%	3.06%	3.34%	3.14%	3.00%	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100	Teachers Salaries	2,620,984	2,668,812	2,823,876	2,908,593	2,995,850	3,085,726
1101	Teacher - Stipends	72,000	91,630	94,379	97,210	100,127	103,130
1102	Title I/SES Tutoring	57,000	91,500	94,245	97,072	99,985	102,984
1103	Teacher - Substitute Pay	124,483	164,200	169,126	174,200	179,426	184,809
1300	Certificated Supervisor & Administrator Salaries	165,084	170,037	175,138	180,392	185,804	191,378
1311	SPED Certificated	522,361	548,760	565,223	582,179	599,645	617,634
1920	Other Cert - Summer	149,500	137,550	141,677	145,927	150,305	154,814
1940	Other Certificated Supervisor & Admin Salaries	135,870	147,155	121,540	125,186	128,942	132,810
SUBTOTAL - Certificated Salaries		3,847,281	4,019,644	4,185,204	4,310,760	4,440,083	4,573,285
Classified Salaries							
2100	Classified Instructional Aide Salaries	138,147	128,747	173,769	178,982	184,352	189,882
2103	SPED Classified	147,835	171,533	176,679	181,979	187,439	193,062
2104	Summer School Classified	49,000	85,660	88,230	90,877	93,603	96,411
2200	Classified Support (Intervention Tutoring)	183,000	84,000	86,520	89,116	91,789	94,543
2300	Classified Supervisor & Administrator Salaries	119,503	123,088	126,781	130,584	134,502	138,537
2400	Classified Clerical & Office Salaries	292,824	266,874	274,881	283,127	291,621	300,369
2900	Classified Other Salaries	138,277	193,110	198,903	204,871	211,017	217,347
2905	Other Classified - After School	591,638	597,930	615,868	634,344	653,374	672,975
2925	Other Classified - Childcare	1,400	1,400	1,400	1,400	1,400	1,400
2928	Other Classified - Food	-	38,560	39,717	40,908	42,136	43,400
2930	Other Classified - Maintenance/Grounds	247,976	301,421	310,464	319,778	329,371	339,252
SUBTOTAL - Classified Salaries		1,909,600	1,992,323	2,093,211	2,155,965	2,220,602	2,287,178
Employee Benefits							
3100	STRS	709,335	734,041	764,651	787,591	811,218	835,555
3300	OASDI-Medicare-Alternative	188,706	200,055	209,926	216,278	222,399	228,704
3400	Health & Welfare Benefits	920,967	1,034,527	1,110,249	1,199,069	1,294,995	1,398,594
3500	Unemployment Insurance	14,414	14,960	15,142	15,142	15,142	15,142
3600	Workers Comp Insurance	69,083	72,144	75,341	77,601	79,928	82,326
3900	Other Employee Benefits	78,995	93,936	96,754	99,657	102,647	105,726
SUBTOTAL - Employee Benefits		1,981,500	2,149,663	2,272,063	2,395,337	2,526,329	2,666,047
Books & Supplies							

Language Academy
Multi-year Projection
As of Apr FY2026

		COLA estimates by the CA Department of Finance					
		2.89%	3.06%	3.34%	3.14%	3.00%	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
4100	Approved Textbooks & Core Curricula Materials	125,000	110,000	113,300	116,699	120,200	123,806
4101	SPED Textbooks	5,000	15,000	15,450	15,914	16,391	16,883
4200	Books & Other Reference Materials	62,500	62,500	64,375	66,306	68,295	70,344
4201	Library Resources	12,532	7,450	7,674	7,904	8,141	8,385
4315	Custodial Supplies	32,464	32,464	33,438	34,441	35,474	36,539
4320	Educational Software	73,495	64,857	66,803	68,807	70,871	72,997
4325	Instructional Materials & Supplies	43,658	35,000	36,050	37,132	38,245	39,393
4330	Office Supplies	10,000	10,000	10,300	10,609	10,927	11,255
4335	PE Supplies	10,300	10,000	10,300	10,609	10,927	11,255
4340	Professional Development Supplies	1,000	1,000	1,030	1,061	1,093	1,126
4352	Garden	4,060	2,060	2,122	2,185	2,251	2,319
4354	ASES Materials	6,180	6,180	6,365	6,556	6,753	6,956
4355	Summer School Materials	4,532	4,532	4,668	4,808	4,952	5,101
4356	SPED Consumables	5,000	5,000	5,150	5,305	5,464	5,628
4410	Classroom Furniture, Equipment & Supplies	30,000	30,000	30,900	31,827	32,782	33,765
4420	Computers: individual items less than \$5k	20,000	30,000	30,900	31,827	32,782	33,765
4423	Classroom Noncapitalized items 1	10,000	10,000	10,300	10,609	10,927	11,255
4430	Non Classroom Related Furniture, Equipment & Supplies	40,000	40,000	41,200	42,436	43,709	45,020
4433	Kitchen Equipment and Supplies	-	32,000	16,000	16,480	16,974	17,484
4710	Student Food Services	-	426,633	439,432	452,615	466,193	480,179
	SUBTOTAL - Books and Supplies	495,721	934,676	945,756	974,129	1,003,353	1,033,453
	Services & Other Operating Expenses						
5210	Conference Fees	20,000	12,000	12,360	12,731	13,113	13,506
5215	Travel - Mileage, Parking, Tolls	5,150	5,150	5,305	5,464	5,628	5,796
5220	Travel and Lodging	26,000	15,000	15,450	15,914	16,391	16,883
5305	Dues & Membership - Professional	15,914	15,914	16,391	16,883	17,390	17,911
5450	Insurance - Other	186,814	195,000	200,850	206,876	213,082	219,474
5515	Janitorial, Gardening Services & Supplies	124,800	16,000	16,480	16,974	17,484	18,008
5535	Utilities - All Utilities	108,212	150,000	154,500	159,135	163,909	168,826
5605	Equipment Leases	36,750	36,750	37,853	38,988	40,158	41,362
5610	Rent	169,158	130,000	133,900	137,917	142,055	146,316
5615	Repairs and Maintenance - Building	20,000	20,000	20,600	21,218	21,855	22,510
5616	Repairs and Maintenance - Computers	5,000	5,000	5,150	5,305	5,464	5,628
5617	Repairs and Maintenance - Other Equipment	2,705	2,705	2,786	2,870	2,956	3,045
5803	Accounting Fees	38,020	37,583	38,710	39,872	41,068	42,300
5804	Parent Trainings	1,591	1,591	1,639	1,688	1,739	1,791
5805	Administrative Fees	10,609	37,527	38,653	39,813	41,007	42,237
5806	Assemblies	5,305	5,305	5,464	5,628	5,797	5,971
5809	Banking Fees	500	500	515	530	546	563

Language Academy
Multi-year Projection
As of Apr FY2026

		COLA estimates by the CA Department of Finance					
		2.89%	3.06%	3.34%	3.14%	3.00%	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
5812	Business Services	101,250	105,250	109,250	114,713	120,448	126,471
5813	Board Development	3,000	3,000	3,090	3,183	3,278	3,377
5818	SPED Legal Fees	5,000	5,000	5,150	5,305	5,464	5,628
5824	District Oversight Fees	91,952	91,952	91,952	91,952	91,952	91,952
5827	ELO-P Expenses	325,000	255,000	240,000	225,000	210,000	195,000
5830	Field Trips Expenses	57,680	87,680	90,310	93,020	95,810	98,685
5836	Fingerprinting	3,183	3,183	3,278	3,377	3,478	3,582
5839	Fundraising Expenses	47,173	38,935	40,103	41,306	42,545	43,822
5845	Legal Fees	6,000	6,000	6,180	6,365	6,556	6,753
5851	Marketing and Student Recruiting	1,299	3,500	3,605	3,713	3,825	3,939
5852	Prop 28 Expenses	56,306	-	-	-	-	-
5857	Payroll Fees	34,232	36,000	37,080	38,192	39,338	40,518
5860	Printing and Reproduction	29,037	25,000	25,750	26,523	27,318	28,138
5863	Professional Development	30,000	10,000	10,300	10,609	10,927	11,255
5869	Special Education Contract Instructors	182,475	152,000	156,560	161,257	166,095	171,077
5872	Special Education SELPA Fee	22,946	23,273	23,241	24,043	24,764	25,507
5874	Sports	8,000	6,000	6,180	6,365	6,556	6,753
5875	Staff Recruiting	1,379	1,379	1,420	1,463	1,507	1,552
5878	Student Assessment	25,000	25,000	25,750	26,523	27,318	28,138
5881	Student Information System	21,000	21,000	21,630	22,279	22,947	23,636
5887	Technology Services	45,000	45,000	46,350	47,741	49,173	50,648
5899	Miscellaneous Operating Expenses	67	-	-	-	-	-
5910	Communications - Internet / Website Fees	2,000	2,000	2,060	2,122	2,185	2,251
5915	Postage and Delivery	3,000	2,000	2,060	2,122	2,185	2,251
5920	Communications - Telephone & Fax	10,000	10,000	10,300	10,609	10,927	11,255
SUBTOTAL - Services & Other Operating Exp.		1,888,506	1,644,177	1,668,206	1,695,583	1,724,237	1,754,314
Depreciation Expense							
6900	Depreciation	822,128	822,128	822,128	822,128	822,128	822,128
SUBTOTAL - Depreciation Expense		822,128	822,128	822,128	822,128	822,128	822,128
Other Outflows & Amortization							
7438	Long term debt - Interest	80,628	60,984	60,984	60,984	60,984	60,984
SUBTOTAL - Other Outflows & Amortization		80,628	60,984	60,984	60,984	60,984	60,984
TOTAL EXPENSES		11,025,365	11,623,596	12,047,553	12,414,887	12,797,715	13,197,390



A California Public School

Agenda Item# IIC

Board Meeting Date: May 21, 2026

Subject: Nutrition Services Transition

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

Committee/Staff: School Leadership

The Request for Proposal (RFP) was publicly advertised with the submission of three vendors and a public opening was held on April 29, 2026. After careful consideration, the LAS Nutrition Team scored all proposals on May 5, 2026, with Chartwells resulting as the winning bid.

Chartwells submitted a complete proposal package, including the required certifications, fee proposal, references, 21-day cycle menu, and authorization documents. The company’s proposal also demonstrated experience in K-12 child nutrition operations, capacity to support regulatory compliance, and the financial backing of Compass Group USA.

Costs for Chartwells includes food, beverages, disposable paper goods, cleaning supplies, consultant support, payroll-related costs, general liability coverage, food ordering and production systems, invoice processing systems, marketing materials, promotions, Nutrislice Digital Menus, and staff training. The contract structure is intended to support LAS as it transitions to operating as its own School Food Authority and aligns with the school’s goals of offering appealing, compliant, and financially sustainable meals.

Chartwells’ proposal is also aligned with operational priorities identified by LAS during the pre-bid process, including a preference for fresher meal preparation with onsite cooking, support for allergy accommodations, growth in breakfast participation, and meal service across breakfast, lunch, snack, and supper programs, and elementary and middle school differentiation.

The anticipated contract start date is July 1, 2026, following the board presentation and final execution of the agreement.

Fiscal Impact:

The estimated annual contract value is \$432,792.50.

Attachments:

1. Chartwells Contracts



Agenda Artículo# IIC

A California Public School

Fecha de la Reunión: 21 de mayo de 2026

Tema: Transición de los servicios de nutrición

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

Comité/Personal: Liderazgo Escolar

La solicitud de propuestas (RFP) se publicó, se recibieron ofertas de tres proveedores y el 29 de abril de 2026 se llevó a cabo la apertura pública de las mismas. Tras un análisis detallado, el Equipo de Nutrición de LAS evaluó todas las propuestas el 5 de mayo de 2026, y resultó Chartwells como la oferta ganadora.

Chartwells presentó un paquete de propuestas completo, que incluía las certificaciones requeridas, la propuesta de tarifas, referencias, un menú para un ciclo de 21 días y los documentos de autorización. La propuesta de la empresa también demostró experiencia en operaciones de nutrición infantil de K-12, capacidad para garantizar el cumplimiento normativo y el respaldo financiero de Compass Group, USA.

Los costos de Chartwells incluyen alimentos, bebidas, artículos de papel desechables, productos de limpieza, apoyo de consultoría, costes relacionados con las nóminas, cobertura de responsabilidad civil general, sistemas de pedido y producción de alimentos, sistemas de procesamiento de facturas, materiales de marketing, promociones, menús digitales Nutrislice y formación del personal. La estructura del contrato tiene por objeto apoyar a LAS en su transición hacia el funcionamiento como su propia Autoridad de Alimentación Escolar y se ajusta a los objetivos de la escuela de ofrecer comidas atractivas, que cumplan con la normativa y sean financieramente sostenibles.

La propuesta de Chartwells también se ajusta a las prioridades operativas identificadas por LAS durante el proceso previo a la licitación, incluyendo una preferencia por la preparación de comidas más frescas con cocina in situ, apoyo para adaptaciones a alergias, aumento de la participación en el desayuno y servicio de comidas en los programas de desayuno, almuerzo, merienda y cena, así como la diferenciación entre la escuela primaria y la secundaria.

La fecha prevista de inicio del contrato es el 1 de julio de 2026, tras la presentación al consejo y la firma definitiva del acuerdo.

Impacto fiscal:

El valor anual estimado del contrato es de \$432,792.50

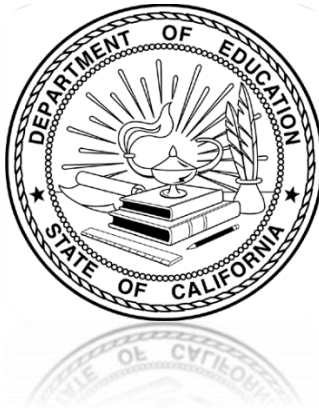
Anexos:

1. Contratos de Chartwells

California Department of Education

Request for Proposal and Model Fixed-price Contract
for

School Food Authorities
Procuring the Services of a
Food Service Management Company



School Food Service Contracts Unit
Nutrition Services Division
Opportunities for All Branch

April 2026

Notice of Request for Proposals Food Service Management Company

Notice is hereby given that the Governing Board of the **Language Academy of Sacramento** (hereinafter referred to as **SFA**) is requesting proposals for a food service management company (hereinafter referred to as **Respondent[s]**) to assist with the SFA's food service program.

Respondents should not construe from this legal notice that the SFA intends to enter into a fixed-price contract with the Respondent unless, in the opinion of the SFA, it is in the best interest of the SFA to do so. The SFA reserves the right to negotiate final contractual terms with the successful Respondent.

The Request for Proposal (RFP) documents are available at
The Language Academy of Sacramento's Web site at <https://www.lasac.info/index.html>

To request the RFP documents, please contact
Child Nutrition Department at food@lasac.info

The SFA will record and provide answers to any questions or requests for clarifying information about the RFP during the question and answer period.

The SFA will hold a **Mandatory Tour** of the SFA facilities on
April 22nd, 2026 at 2:00pm

Location: 2850 49th Street, Sacramento, CA 95815

All potential Respondents must attend in order to submit a proposal

Respondents must submit **electronic proposals** as a single PDF file labeled:
"Proposal – Food Service Management Company"

Proposals must be submitted electronically to the SFA at:
food@lasac.info

The SFA will accept all proposals received on or before Wednesday, **April 29th, 2026, at 1:59pm** (PST). The SFA will not accept proposals that are received after the deadline. The SFA will open proposals on Wednesday, **April 29th, 2026, at 2:00pm.**

The SFA reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. The SFA will award the contract based on a review and analysis of the proposals that determines which proposal best meets the needs of the SFA. Following the review and analysis of all responsive proposals, the SFA will make a recommendation to their governing board, as applicable, at its regularly scheduled meeting.

Language Academy of Sacramento



REQUEST FOR PROPOSAL FOOD SERVICE MANAGEMENT COMPANY Cover Page

CONTACT INFORMATION

Request for Proposal – Food Service Management Company

by

The Language Academy of Sacramento
FOOD SERVICE PROGRAM

ADDRESS ALL PROPOSALS TO:

Judy Morales-Sue
Director of Business and Operations

2850 49th St, Sacramento, CA 95817

(916) 277-7137

Request for Proposal

Table of Contents

INTRODUCTION/PURPOSE OF SOLICITATION.....	6
SCHEDULE OF EVENTS.....	8
GENERAL INSTRUCTIONS FOR RESPONDENTS	9
PROPOSAL REQUIREMENTS.....	12
EVALUATION OF PROPOSALS.....	15
ATTACHMENT A: ATTACHMENTS CHECKLIST	17
ATTACHMENT B: MANDATORY TOUR.....	18
ATTACHMENT C: MINIMUM QUALIFICATIONS.....	19
ATTACHMENT D: FSMC PROFESSIONAL STANDARDS.....	20
ATTACHMENT E: PROPOSAL QUESTIONNAIRE	21
ATTACHMENT F: RESPONDENT REFERENCES	22
ATTACHMENT G: AUTHORIZATION AGREEMENT	23
ATTACHMENT H: FEE PROPOSAL.....	24
ATTACHMENT I: CERTIFICATION REGARDING LOBBYING.....	25
ATTACHMENT J: CERTIFICATE OF INDEPENDENT PRICE DETERMINATION	30
ATTACHMENT K: CERTIFICATE OF COMPLIANCE FOR BUY AMERICAN AND CALIFORNIA AGRICULTURAL PREFERENCE REQUIREMENTS.....	32
ATTACHMENT L: 21-DAY CYCLE MENU.....	34
EXHIBIT 1: MODEL FIXED-PRICE CONTRACT.....	I

Introduction/Purpose of Solicitation

The purpose of this Request for Proposal (RFP) is to enter into a fixed-price contract with a food service management company (FSMC) that will provide The Language Academy of Sacramento (hereinafter referred to as the school food authority [SFA]) with food service management assistance for their food service operation. The FSMC will provide services to the SFA as described in the Scope of Work in the Model Fixed-price Contract.

The SFA's food service goals are to provide nutritious, high-quality, minimally processed meals to students and participants in **The National School Lunch Program and School Breakfast Program, the Afterschool Snack Program, and the CACFP Supper Program**, to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable food service program (Title 7, *Code of Federal Regulations [CFR]* sections 210.10 and 220.8, if applicable).

General food service goals are to:

- Provide appealing, minimally processed meals that meet all local, state and federal nutrition standards.
- Promote student participation in the program through engagement with students, staff, and the community
- Create awareness of the direct correlation between adequate nutrition for students and their ability to learn and thrive
- Increase participation at all levels of the food service program by improving meal quality, seeking student and parent input, offering menu variations, and improving planning
- Maintain reasonable prices for students participating in the food service program

All procurement transactions are to be conducted in a manner that provides maximum open and free competition consistent with Title 2, *Code of Federal Regulations (2 CFR)*, Section 200.319(a)(b)(c)(1-7). The SFA must share with every Respondent all information necessary for submitting a competitive proposal. The release of this RFP, evaluation of Respondents, and award of a contract will use competitive bidding standards established in all applicable California state and federal statutes and regulations.

Outlined below are competitive bidding basic standards:

- The purpose of soliciting competitive proposals is to secure public objectives in the most effective manner and avoid the possibilities of graft, fraud, collusion, etc.
- The SFA released this RFP to benefit the SFA and not the Respondents.

- Fulfillment of RFP specifications is based on full and fair competition and acceptance by the SFA of the most responsive and responsible Respondent to the SFA's requirements, as determined by the SFA when evaluating proposals based on the criteria contained in the RFP.
- The RFP must provide a basis for full and fair competition among Respondents to a common standard, free of restrictions that tend to stifle competition.

The above four points are for illustrative purposes only, and do not include all California state and federal requirements to achieve competitive bidding.

To respond to this RFP, interested FSMCs must present evidence of experience, ability, and financial standing necessary to meet the requirements stated in this RFP. The SFA will measure this evidence by scoring the proposals, using a point system that will rank each proposal from highest to lowest, to determine which proposals they will consider for the award of a contract.

To be competitive in this solicitation, the Respondent must:

- Carefully read the entire RFP, attachments, exhibits, addenda, and SFA responses to questions before submitting a proposal
- Ask appropriate questions or request clarification before the deadline in the RFP
- Submit all required responses by the required deadlines
- Follow all instructions and requirements of the RFP thoroughly and appropriately

If a Respondent discovers any ambiguity, conflict, discrepancy, omission, or other errors in this RFP, the Respondent shall immediately notify the SFA of the error in writing and request clarification or a modification of the RFP. If the Respondent fails to notify the SFA of the error prior to the date for submission of proposals, and is awarded the contract, the Respondent shall not be entitled to additional compensation or time by reason of the error or its later correction.

Schedule of Events

Release of RFP	Monday	April 6, 2026
First Public Notice	Friday	April 10, 2026
Second Public Notice	Friday	April 17, 2026
Mandatory Tour	Wednesday	April 22, 2026
Respondent Question Submission Deadline	Friday	April 24, 2026
SFA Provides Answers	Monday	April 27, 2026
Deadline for Submission of Sealed Proposal	Wednesday	April 29, 2026
Proposals Opened	Wednesday	April 29, 2026
Proposals Evaluated	Thursday	April 30, 2026
Board Meeting – Proposal Approval	Thursday	May 7, 2026
Anticipated Contract Award Date	Friday	May 8, 2026

The SFA will make every effort to adhere to the schedule. However, the SFA reserves the right to amend the schedule, as necessary, and will post a notice of said amendment at <https://www.lasac.info/>.

All interested Respondents must attend the Mandatory Tour. The SFA will reject proposals from Respondents that do not attend (Attachment B).

General Instructions for Respondents

1. Prepare proposals simply and economically. Provide a straightforward concise description of the Respondent's capability to satisfy the SFA's requirements. Emphasis should be placed on completeness and clarity of content.
2. Submit proposals for the performance of all the services described within this RFP. The SFA will not consider any deviation from these specifications and will reject such proposals.
3. The SFA may reject a proposal if the proposal is conditional or incomplete, deemed nonresponsive, or if it contains any alterations of form or other irregularities of any kind. The SFA may reject any or all proposals or waive any immaterial deviation in a proposal. The SFA's waiver of an immaterial deviation shall in no way modify the RFP document or excuse the Respondent from full compliance with all other requirements if awarded the contract. The SFA may reject a proposal if it is deemed overly responsive or contains language that provides any added value not requested in the RFP.
4. Respondents are responsible for the costs of developing proposals and shall not charge the SFA for any preparation costs.
5. The SFA asks Respondents that do not intend to submit a proposal to notify the SFA in writing.
6. Respondents may modify their proposal after submission by withdrawing the original proposal and resubmitting a new proposal prior to the submission deadline. The SFA will not consider proposal modifications offered in any other manner, either oral or written.
7. The Respondent shall include a 21-Day Cycle menu for all programs to be served (7 CFR, sections 210.16[b][1] and 220.7[d][2][i])
8. Respondents may withdraw their proposal by submitting a written withdrawal request to the SFA, signed by the Respondent or their authorized agent, through the contact person named in the "Contact Information" provided on page iv of this RFP. Thereafter, a Respondent may submit a new proposal prior to the proposal submission deadline. Respondents may not withdraw their proposal without cause after the proposal submission deadline.
9. The SFA may modify the RFP prior to the date given for submission of proposals by posting an addendum on <https://www.lasac.info/>. The SFA will notify Respondents so they can obtain any addenda from the SFA's web site or request it by email.

10. The SFA reserves the right to reject all proposals for reasonable cause. If the costs of all proposals are excessive, or a responsive and responsible Respondent is not identified, the SFA is not required to award a contract.
11. The SFA will not consider more than one proposal from an individual, firm, partnership, corporation, or association under the same or different names. Reasonable grounds for believing that any Respondent has submitted more than one proposal for work contemplated herein will cause the SFA to reject all proposals submitted by the Respondent. If there is reason to believe that collusion exists among the Respondents, the SFA will not consider any of the participants of such collusion in this or future solicitations.
12. The SFA will not consider a joint proposal submitted by two or more entities.
13. Additional charges for regular or express delivery, drayage, parcel post, packing, cartage, insurance, license fees, permits, or for any other purpose shall be included (and separately identified) in the proposal.
14. All proposals shall include the forms provided as attachments to this RFP. Respondents may copy these forms. A proposal is considered responsive if it follows the required format, includes all attachments, and meets all deadlines and other requirements outlined in this RFP.
15. The SFA shall not accept proposals after the submission deadline specified in the RFP and shall return the unopened proposals to the respective Respondents. The SFA will not consider late proposals under any circumstances.
16. Respondents are responsible for examining the entire RFP package, seeking clarification for any item or requirement that may not be clear to them, and checking all responses in their proposal for accuracy before submitting it.
17. Respondents may submit their questions regarding the information presented in this RFP to Judy Morales-Sue at food@lasc.info, no later than Friday, **April 24, 2026 at 5:00pm (PST)**. The SFA will answer all questions received by the deadline in writing without exposing the query source. This will be the sole process for asking and answering questions regarding this RFP. Respondents may not contact SFA employees directly to ask questions.
18. SFA representatives reserve the right to inspect a Respondent's other food service operations prior to any award of a contract.
19. The SFA reserves the right to negotiate the final terms and conditions of the contract, which may differ from those contained in the proposal, provided the SFA considers such negotiation to be in its best interest. Any change in the terms and conditions must not create a material change, which is any alteration or modification to the original terms stated in the RFP that would have resulted in

different proposals from all respondents. A material change will require the SFA to rebid the contract.

20. Interested Respondents are required to inspect the SFA's premises prior to submitting a proposal to determine all requirements associated with the proposed contract. The inspection of premises will occur during the Mandatory Tour (if applicable).

21. Respondents shall submit an electronic copy of their proposal in a commonly accessible digital format (e.g., PDF).

- a. The electronic submission must contain the original signature of the individual(s) authorized to bind the Respondent contractually and be labeled "Master Copy".
- b. The Respondent must ensure the electronic file is complete and includes all required materials. Incomplete submissions may be deemed non-responsive.
- c. Electronic submissions must be clearly labeled with the SFA's RFP title, the FSMC name, RFP number and the SFA name, contact and address, as shown in the following example:

Proposal—Food Service Management Company

[FSMC Name Submitting RFP]

For

The Language Academy of Sacramento

Attn: Judy Morales-Sue

2850 49th St, Sacramento, CA 95817

Proposal Requirements

To be eligible for evaluation, a proposal must adhere strictly to the format set forth below; failure to do so may result in disqualification. Respondents must complete, label, and separate each section, and number all pages. The content and sequence of the proposal will be as follows:

Section 1 - Administrative Requirements

A. Cover Letter

Only the individual(s) authorized to bind the Respondent contractually may sign the cover letter, which shall be a part of the proposal package. If the cover letter is unsigned, the SFA will reject the proposal. The SFA may reject the proposal if the Respondent fails to include the following required information:

- Name and address of responding company
- Organizational structure of the responding company (e.g., corporation, partnership, etc.)
- Respondent's Federal Employee Identification Number and Corporate Identification Number, if applicable
- Name, title, phone number, fax number, and email address of the representative who will be designated as the primary liaison to the SFA
- Name, title, phone number, and email address of the representative(s) authorized to bind the Respondent in a contract if different from the primary liaison
- A statement expressing the Respondent's willingness to perform the services described in this RFP
- A statement expressing the Respondent's ability to perform the services required in the Scope of Work, including availability of staff and other required resources to meet all deliverables as described in this RFP
- A statement regarding the Respondent's proprietary information; if applicable, the Respondent must clearly mark in the upper right-hand corner those pages to be considered proprietary (**Note:** The Respondent cannot consider the entire proposal to be proprietary)
- The following certification:

By signing this cover letter, I (we) certify that the information contained in this proposal is accurate and that all attachments

required to be submitted as part of the proposal are certified to be true and binding upon our company.

B. Table of Contents

Immediately following the cover letter, include a comprehensive Table of Contents that lists all submitted proposal sections, subsections, attachments, and materials.

Section 2 – Required Attachments

A. Attachment Checklist

The Respondent shall include a checklist containing all documents identified in the Attachments Checklist (as listed on Attachment A). The SFA may reject proposals that do not include the proper required attachments.

B. Mandatory Tour

Prospective Respondents may not contact any sites or employees outside of the scheduled visit. The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

C. Minimum Qualifications

The SFA will only consider Respondents that **meet all minimum qualifications** (as listed on Attachment C).

D. FSMC Professional Standards

Establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs (as listed on Attachment D).

E. Proposal Questionnaire

The Proposal Questionnaire (as listed on Attachment E) is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in this RFP. Respondents should limit their responses to the number of pages noted in the questionnaire and answer each question in the same order.

F. Respondent References

Respondents must provide three references on the Respondent References form (Attachment F). The SFA reserves the right to contact any of the references listed and retains the right to conduct reference checks with individuals and entities beyond those listed.

G. Authorization Agreement

The Respondent or their authorized representative must sign the Authorization Agreement (Attachment G) and return it with the proposal package.

H. Fee Proposal

The Respondent must complete the Fee Proposal (Attachment H) and return it with the proposal package.

I. Certifications

The Respondent must complete the certifications (Attachment I) and return them with the proposal package.

J. Certificate of Independent Price Determination

The Respondent must complete the certifications (Attachment J) and return them with the proposal package.

K. Certificate of Compliance for Buy American and California Agricultural Preference Requirements

The Respondent must complete the certification (Attachment K) and return it with the proposal package.

L. 21–Day Cycle Menu

The Respondent must submit a 21 Day Cycle menu (Attachment L) for all programs to be served (7 *CFR*, sections 210.16[b][1] and 220.7[d][2][i], if applicable) for the proposal package.

Evaluation of Proposals

Proposals will be opened on or after the date and time specified in the Schedule of Events. During the evaluation process, the SFA may ask Respondents to clarify information in the proposals, but Respondents may not change their proposals.

An error in the proposal may cause the SFA to reject that proposal; however, the SFA may, at its sole discretion, retain the proposal and make certain corrections. When determining if a correction will be made, the SFA will consider the conformance of the proposal to the format and content required by the RFP and that the Respondent's intent is clearly established based on review of the whole proposal. Based on that established intent, the SFA may choose to correct errors such as obvious grammatical or punctuation errors and arithmetic errors. The Master Copy of the proposal shall have priority over additional proposal copies.

The SFA will open proposals to determine if they contain all the required information in accordance with this RFP. Contracts must be awarded to the responsible offeror/Respondent whose proposal is most advantageous to the SFA considering price and other factors. (2 *CFR* 200.320[b][2][iii]). The SFA will evaluate qualifying proposals using the following criteria:

CRITERIA	MAXIMUM POINTS
Cost	25
Administrative Requirements: Did the Respondent include all required information in accordance with the General Instructions and Proposal Requirements?	15
Experience with School Breakfast and National School Lunch Programs.	25
Based on the Proposal Questionnaire responses and the Cover Letter, the Respondent demonstrates a complete understanding of the SFA's food service program and its service requirements, as described in the RFP and the Scope of Work, and can perform those services to the SFA's satisfaction.	15
The financial stability of the Respondent.	10
Corporate capability and experience as measured by performance record, years in the industry, relevant experience, number of SFAs served, client retention and satisfaction, and references.	10
TOTAL POINTS	100

The SFA will score and rank selected proposals by assigning a score between zero and the maximum score to each proposal criterion. The SFA will recommend awarding the

contract to the most responsive and responsible Respondent with the highest total proposal score.

Attachment A: Attachments Checklist

Compass Group USA Inc. by and through its Chartwells Division

Respondent Company Name

Please complete this checklist to confirm that the items listed below have been included in your proposal. Place a checkmark or “x” next to each item submitted to the SFA. For your proposal to be considered, all required attachments must be returned, including this checklist. Submit one copy of your proposal in a sealed package.

Attachment	Attachment Name
<u> X </u> A	Attachments Checklist
<u> X </u> B	Mandatory Tour
<u> X </u> C	Minimum Qualifications
<u> X </u> D	FSMC Professional Standards
<u> X </u> E	Proposal Questionnaire
<u> X </u> F	Respondent References
<u> X </u> G	Authorization Agreement
<u> X </u> H	Fee Proposal
<u> X </u> I	Certifications Regarding Lobbying Activities, Debarment, Suspension and Other Responsibility Matters
<u> X </u> J	Certificate of Independent Price Determination
<u> X </u> K	Certificate of Compliance for Buy American and California Agricultural Preference Requirements
<u> X </u> L	21–Day Cycle Menu (Include)

[Enter SFA Name]
RFP [Enter RFP #]
Page 16

Attachment B: Mandatory Tour

The Mandatory Tour will include an escorted tour.

- The tour schedule includes the sites listed below.
- Prospective Respondents may not contact any sites or employees outside of the scheduled visit.
- The SFA requests that Respondents do not take pictures during the tour as the SFA has not obtained releases from parents, students, and employees.

TOUR SCHEDULE

Tour begins at 2:00pm

Where: **The Language Academy of Sacramento, 2850 49th St, Sacramento, CA 95817**

The SFA thanks all Respondents for abiding by our request to keep the disruption caused by the visit to a minimum.



The Language Academy of Sacramento

Pre-Bid Tour and Q&A

Date: 4/22/2026

Time: 2:00pm (PST)

1. Welcome & Introductions

The Language Academy of Sacramento is seeking proposals for a food service management company to assist with the SFA's food service program. This meeting is meant to provide transparency, clarification, and fair competition. Attendance at this meeting mandatory and only bids from the companies in attendance today will be accepted. This agenda, including all questions and answers, will be shared with all in attendance.

- The Language Academy of Sacramento
 - Judy Morales-Sue: Director of Business and Operations
 - Kristy Phillips: Director of NSLP for Vertex Education
 - Laura Lomeli: Food Service Daily Operations
 - Eduardo De Leon: Executive Director
- Vendor Attendees
 - Jonathan Diaz – Revolution Foods
 - Amanda Heath – Revolution Foods
 - Adam Shook – Chartwells
 - Brittany Selvig – Ordo
 - Julie Veal - Chartwells

2. Overview of the School Nutrition Program

The school currently participates in the School Breakfast Program and National School Lunch Program as a site sponsored by Sacramento Unified School District. Average daily breakfast participation is approximately 125 and average daily lunch participation is approximately 430. The current free and reduced percentage is 76%, with over half of the student population falling below the poverty threshold.

LAS is becoming a School Food Authority to have more autonomy over the program and to avoid the charges incurred by SUSD for sponsoring the school.

3. Proposal Requirements & Evaluation Criteria

Proposals are due by 3:00pm (PST) on April 29, 2026. All proposals must include the completed RFP packet. All proposals must be submitted digitally to food@lasac.info by the deadline. No proposals sent to this email will be opened until the public opening. There will be a virtual opening of the bids on April 29, 2026 at 3:01pm (PST). A Teams link will be sent to all bidders prior to the opening.

Bids will be evaluated on the following criteria:

- Cost
- Administrative requirements
- Experience with School Breakfast and National School Lunch Programs
- Demonstration of the understanding of the SFA's needs as described in the RFP and Scope of Work
- Financial stability of the bidder
- Corporate capability and experience as measured in the scorecard on the RFP

4. Key Dates & Procurement Timeline

- Questions due April 24, 2026 by 5:00pm (PST)
- SFA Responses due April 27, 2026 by 5:00pm (PST)
- Proposals due April 29, 2026 by 3:00pm (PST)
- Proposal opened April 29, 2026 at 3:01pm (PST)
- Follow-up questions from SFA to bidders April 30 – May 6
- Decision made by May 7, 2026 (pending board approval)
- Bidders notified May 8, 2026
- Contract begins July 1, 2026

5. Q&A Session

- What equipment is staying in the kitchen and does that include smallwares, shelving, etc.?
 - The list of large equipment that will be kept by Language Academy (LAS) is attached
 - The walk-in cooler will also be staying on property
 - LAS will provide all necessary shelving
 - LAS will be purchasing a new salad bar
 - The FSMC is to provide all smallwares necessary for food production and service

- Is breakfast served in the cafeteria similar to lunch?
 - Serving times 7:40am – 8:10am
 - Students come through the cafeteria line as they arrive at school, very traditional service style
- Is SUSD currently preparing meals onsite or offsite?
 - SUSD has a central kitchen where they prepare the food
 - It is then delivered to LAS, where it is heated and served by SUSD employees
- Would LAS prefer to have meals prepared off-site or cooked onsite?
 - LAS would like to ensure the students have fresh food, with preparing meals onsite preferred. However, all bids submitted will be scored according to the scorecard in the RFP
- How important is nutritional education for the students?
 - LAS is a big proponent of healthy minds and bodies for their students
 - Parents are very receptive to wellness initiatives
 - LAS would like to incorporate more nutritional education than what they are currently doing and would like to encourage healthy eating habits.
- Are you currently receiving wrapped meals or bulk?
 - It depends on the meal and on the item
 - Most breakfast items are individually wrapped
 - Lunch entrees are in bulk and served by the staff
 - Suppers are currently pre-packaged cold meals
- Are you opposed to having 2 different menus for elementary and middle school?
 - That would be fantastic, as we would love to see the older students get a bit more food
- How are field trips managed?
 - Meals should be pre-packaged, compliant meals that are easy to transport
 - LAS will give at least 2 weeks' notice to the FSMC for any field trips
 - There are 66 students in each grade, so field trips will typically be 66 students
- Are the trays compostable?
 - The current trays that are being used are compostable
 - There is a 3-compartment sink and would like to see reusable trays in the future
- Is there anything specific that the kids do and don't like?
 - Older students have a bigger buy-in on pizza day, crispitos.
 - It's hit or miss due to the meals sometimes being of poor quality and it turns them off, expired milks, expired cheese.
 - Salad bars are challenging because there is not a lot of range and variety
 - Even though meal counts are given to SUSD the morning of, the middle school students often-times do not get the same choices as the elementary students due to food running out
- Are you offering a share table?
 - Sometimes

- Will LAS have a Point of Sale system?
 - Yes, LINQ Child Nutrition will be used as the Point of Sale
 - LINQ is a cloud-based system, also used for eligibility and reporting
 - All students will need to enter their ID or scan an ID card as they come through the line
 - The POS will be placed at the end of the meal line
- Will Vertex be staying on through the transition to the NSLP?
 - Yes, Vertex will be supporting LAS with all administrative duties, and also act as a liaison between the SFA and the vendor to ensure that everything runs smoothly
- Other important items to note:
 - LAS would like to focus on increasing breakfast participation
 - LAS will be Offer vs. Serve for the 26-27 school year for both breakfast and lunch
 - LAS would like meals that are enjoyable and accessible to staff for purchase
 - It is important to have a variety of foods for allergies (peanut, milk, egg)
 - Vertex will manage any Dietary Accommodation Forms that are submitted and will share them with the FSMC to ensure that those students can receive a meal
 - LAS has 175 instructional days during the school year where breakfast, lunch, snack and supper will be needed
 - LAS has 30 non-instructional days throughout the year with breakfast and lunch needed. These days are during long breaks through ELOP. Counts are usually between 50-75 during breaks and summer camp is between 160-200

9. Closing

- As a reminder, this agenda with all questions and answers will be sent to all those that participated.
- Please reach out with any additional questions to food@lasac.info
- Any additional questions submitted will be shared with all bidders.
- We may reach out to each bidder to ask additional questions after the bid opening
- Thank you for attending!

10. Additional Questions Asked after the Pre-Bid Meeting

LAS is currently using compostable trays. Do you want all prospective bidders to include the cost of these trays in our financial proforma, or are you willing to look at alternative products that might be less costly (not Styrofoam)?

- **We are willing to look at alternative products that are less costly but still avoid Styrofoam, and eventually would prefer to use reusable trays**

THE LANGUAGE ACADEMY OF SACRAMENTO (CA) PREBID SUMMARY

Date: Wednesday, April 22, 2026

Time: 2:00 pm

Start Location: 2850 49th Street, Sacramento, CA 95817

Attendees:

District: *Judy Morales-Sue (Director of Business and Operations), Laura Lomeli, Kristy Phillips (Vertex)*

Chartwells – *Julie Veal (RSD), Adam Shook (St. Hope DDS)*

Revolution Foods – *Jonathan Diaz (Director of Sales) and Amanda Heath*

ORDO – *Brittany Selvig (Food and Product Operations)*

Others who were invited but did not attend: *Genuine Foods and Elior*

GENERAL INFORMATION-

The Language Academy of Sacramento is a charter school of the Sacramento City Unified School District. It was established in 2004 to create a learning community where students can utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings, develop 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.

The SFA contracts with Sacramento City School District who provides food service to approximately 450 (K-8) children at 1 site. The food service prepares approximately 136,500 meals annually.

This charter is approximately 2 miles from St. Hope Public Schools

LAS MISSION:

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. (BILITERACY)*
- *Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and,*
- *Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)*

LAS VISION:

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

STUDENT DECLARATION:

We are prepared to learn.

We are a diverse community.

We are attaining high academic achievement in Spanish and English.

We are proud to be bilingual.

Together we will lead our multicultural world.

All questions must be submitted by 4/24/26



Attachment C: Minimum Qualifications

A Respondent must meet all the following minimum qualifications to the SFA's satisfaction to be given further consideration. Failure to satisfy any of the minimum qualifications may result in the immediate rejection of the proposal.

As of **April 1, 2026**, both the Respondent's company and its key personnel meet all the following minimum qualifications:

1. The Respondent has at least **three years** of experience with food service programs.
Yes No
2. The Respondent has the resources and ability to provide **136,500** of meals per fiscal year.
Yes No
3. The Respondent has knowledge and experience with the National School Lunch and School Breakfast Programs.
Yes No
4. The Respondent has professional references that demonstrate and evidence the ability to perform the required services.
Yes No
5. The Respondent is licensed to do business in the state of California.
Yes No
6. The Respondent has the knowledge and experience to provide Child Nutrition Labels, Product Formulation Statements, and Standardized Recipes for all items that are served as part of the programs listed above.
Yes No

Attachment D: FSMC Professional Standards

FSMC Employees Professional Standards

Professional Standards regulations (7 CFR 210.30 and 235.11[h]) establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director.** The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.
2. **School Nutrition Program Manager.** The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).
3. **School Nutrition Program Staff.** School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

7 CFR Section 210.2 establishes these definitions above. The function/role rather than the specific title within the school food service structure apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by 7 CFR sections 210.30 , and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in 7 CFR, Section 210.30, which can be viewed at the following web page:

eCFR :: 7 CFR 210.30 -- School nutrition program professional standards.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.
- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staff who fail to take the required annual training.
- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

Chartwells will meet or exceed all professional standards as prescribed in the Final Rule dictated by the USDA.

[Enter SFA Name]
RFP [Enter RFP #]
Page 19

Compliance with USDA Professional Standards

An educated team is equipped to bring the best program to your students, but continuous professional training and hiring standards are also a USDA requirement. All Chartwells school nutrition consultants meet the minimum educational standards outlined by the USDA, and our job descriptions reflect these requirements. As required, Professional Standards training is provided to each school foodservice manager, and leads receive a minimum of 10 hours of training. All of our learning hours and completion can be tracked in order to comply with USDA requirements.

Our associate training programs are developed to adhere to the standards set forth in the USDA's Guide to Professional Standards for School Nutrition Programs. Adherence to these standards allows us to:

- Assist state agencies and SFAs in recruiting, hiring, training and retaining qualified school nutrition staff.
- Enhance the image of school nutrition professionals and their influence in the community.
- Build job skills and empower staff to lead and efficiently operate school nutrition programs.

How will Chartwells help Union School District meet the established USDA Requirements?

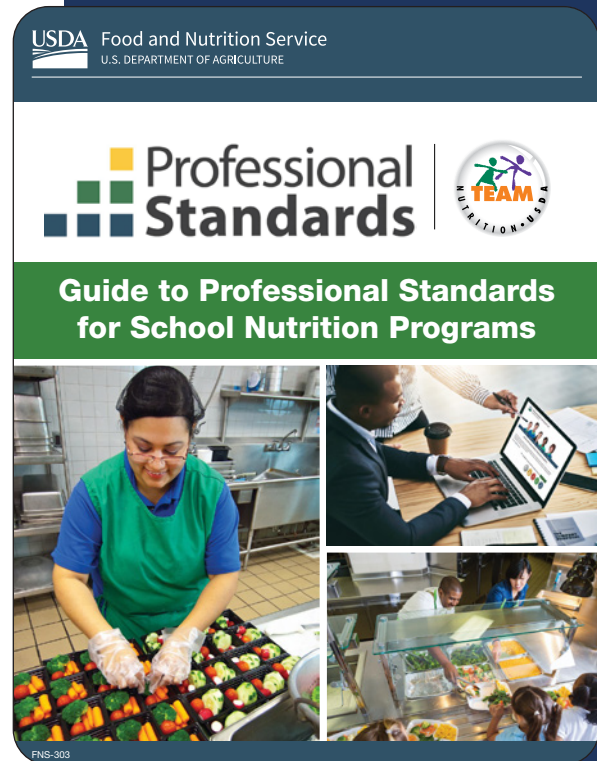
We have an expansive library of on-demand trainings, including general program operations, nutrition, culinary skills, interpersonal skills and safety. We offer live trainings, microlearnings (shorter, topic-specific videos) and in-class sessions, all designed to help associates meet their hours and increase their knowledge. Not every associate learns the same way, so we incorporate a variety of learning styles.

We expand our training opportunities every year to remain up to date on school nutrition, culinary and marketing trends. We encourage associates to participate in webinars and conferences from K-12 partners like the School Nutrition Association and the Institute of Child Nutrition. Each week, associates receive an email with a roundup of free trainings offered and highlighted learning sessions.

Chartwells tracks Professional Standards through our internal learning management system (LMS) and through options provided by the USDA, like its highly effective basic spreadsheet.

Key Points from the Guide to Professional Standards for School Nutrition Programs

- The number of annual training hours required each year varies by job category.
- Training must be job-specific and intended to help employees perform their duties well.
- Training is measured in hours and may include shorter times. USDA suggests at least 15 minutes per training segment.
- Training needs are best assessed by an employee in consultation with their manager, director or state agency. The USDA does not approve nor require specific training programs.
- Training may be obtained in many ways, including in-person or online classes, local meetings, webinars or conferences.
- The state agency reviews training documentation during the Administrative Review.



Attachment E: Proposal Questionnaire

This proposal questionnaire is intended to provide the SFA with specific information concerning the Respondent's capability to provide services as described in the RFP. Please be as concise and limit your responses **to no more than two pages per question, unless instructed otherwise. Type each question in the same order as listed in the questionnaire.**

1. Provide a general description of your company's qualifications and experience relevant to the minimum qualifications in Attachment C, along with any necessary substantiating information. Limit your responses to information about your company's capabilities.
2. Provide a statement indicating the year your company was founded; what the primary business(es) of the company is(are); the length of time the company has been providing food service management services (consulting, food purchase, etc.), and related services as described in this RFP. In addition, provide the duration and extent of experience the company has with similar SFA food management services.
3. Provide a general description of how your company will be able to provide the experience, ability, and financial standing necessary to meet the requirements set forth in this RFP.
4. Provide a complete list of SFAs that have discontinued or terminated your company's services in the last five years and the reason(s) why.
5. Provide an organization chart for your company, a description of the lines of communication, and the responsibilities at each corporate level.
6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.
7. Provide a description of promotional and marketing materials you will use to attract students to the program.
8. Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

[Enter SFA Name]
RFP [Enter RFP #]
Page 20

1. Company Qualifications and Relevant Experience

Chartwells K12 is a leading provider of K–12 foodservice management and consulting services in the United States and a dedicated sector of Compass Group USA, the nation’s largest foodservice and support services company. Chartwells exclusively serves public schools, bringing deep operational expertise, regulatory knowledge and scalable resources specifically tailored to the unique requirements of school nutrition programs.

Experience and Scale

Chartwells has more than **40 years of experience** supporting K-12 child nutrition programs and currently partners with over **720 public school districts nationwide**. Our district partners range from small, single site districts to large, multi site operations serving **well over one million meals annually**, demonstrating our ability to scale services while maintaining consistency, compliance and local customization.

California-Specific Expertise

Chartwells maintains a strong and established presence in California, with long standing partnerships across the state. Our teams are deeply experienced in **California Department of Education (CDE)** requirements and all federal meal programs, including:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Child and Adult Care Food Program (CACFP)
- Seamless Summer Option (SSO)

We bring proven expertise navigating California specific requirements such as **Universal Meals, Buy American provisions, California agricultural preference**, scratch cooking initiatives and evolving procurement regulations.



Operational Capacity

Chartwells has the operational infrastructure, staffing resources and supply chain capabilities to support districts serving well over **1,000,000 meals annually**, as required by Attachment C. Our programs are supported by:

- Experienced K–12 foodservice management professionals
- Regional culinary, nutrition, finance, food safety and procurement experts
- Robust systems for menu planning, production records, inventory control and financial reporting

This structure ensures reliability, audit readiness and uninterrupted service throughout the school year.

Compliance and Professional Standards

All Chartwells operations adhere strictly to **USDA, CDE and federal procurement regulations**, including:

- 7 CFR Parts 210, 220, 245 and 250
- Professional Standards for School Nutrition Personnel
- HACCP based food safety programs
- Buy American and domestic purchasing documentation

Our programs are designed to be fully compliant, transparent and audit-ready at all times.



Financial Strength and Stability

As a sector of **Compass Group USA**, Chartwells is backed by the financial strength of a global organization with **\$46.1 billion in annual U.S. revenue** and decades of stable growth. This financial foundation ensures long-term partnership stability, consistent investment in people and systems, and the ability to support districts through economic, labor and supply chain challenges.

Proven Performance and Retention

Chartwells maintains a **96.4% client retention rate**, reflecting strong performance, accountability and long-term district partnerships. Our references consistently validate our ability to deliver dependable service, regulatory compliance and continuous program improvement.

2. Company Background, Core Business and Relevant Experience

Chartwells K12 is a dedicated sector of Compass Group USA, the largest foodservice management company in the United States. Our organization was established specifically to serve public education and has been focused exclusively on K–12 school nutrition for more than 40 years.

Company History and Primary Business

Compass Group, Chartwells K12’s parent company, was founded in 1941 and has grown into a global leader in foodservice and support services. Chartwells K12 operates as the K–12 education sector of Compass Group USA, with a singular mission: to support school districts in delivering high quality, compliant and financially sustainable child nutrition programs.

Chartwells’ primary business is K–12 foodservice management including:

- Comprehensive nutrition services management
- Food procurement and purchasing support
- Menu development and nutritional compliance
- Operational management and staff training
- Financial management and reporting
- Marketing and student engagement initiatives

All services are designed specifically to support public school food authorities and align with USDA, CDE, and federal procurement requirements.



Length and Scope of Nutrition Services Experience

Chartwells has been providing **school nutrition services for more than four decades**, supporting schools across the full spectrum of program models—from advisory and consulting support to full operational management. Our experience includes all major federal and state child nutrition programs, including:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Child and Adult Care Food Program (CACFP)
- Seamless Summer Option (SSO)

Today, Chartwells partners with over 720 public school districts nationwide, serving millions of meals daily. These partnerships include districts of varying size, demographics and operational complexity, allowing us to bring proven best practices while tailoring programs to local needs.

Experience with Similar School Food Authorities

Chartwells has extensive experience working with school food authorities similar in size, structure and operational scope to the school. Our portfolio includes:

- Small and mid-sized districts serving fewer than 3,000 students
- Districts operating universal free meal programs
- Districts focused on scratch cooking, farm-to-school initiatives and local sourcing

In California alone, Compass Group supports 80-plus education accounts, with teams deeply familiar with state specific regulations public and private institutions, procurement requirements and reporting standards. Many of our partnerships span 10 years or more, reflecting continuity, consistency and long-term program success.

Depth of Operational Knowledge

Because Chartwells works exclusively in K-12 education, our teams bring specialized knowledge of:

- School meal compliance and audit readiness
- Fixed price and cost reimbursable operating models
- USDA Foods utilization and tracking
- Buy American and California agricultural preference requirements
- Labor management within a public education environment

This focused experience allows Chartwells to support schools efficiently while reducing administrative burden and operational risk.



3. Experience, Operational Ability and Financial Standing

Chartwells K12 has the experience, organizational capability and financial strength required to successfully meet all requirements outlined in this RFP. As a dedicated K–12 sector of Compass Group USA, Chartwells combines deep school nutrition expertise with the resources and stability of the nation’s largest foodservice management company.

Our Commitment Backed by Proven Stability

Chartwells is powered by Compass Group PLC, a global leader recognized for excellence with \$46.1 billion in revenue for fiscal year 2025. This strong financial foundation ensures stability, resources and the confidence to deliver long-term partnerships that schools can trust.



Compass Group has been named one of Fortune’s World’s Most Admired Companies for 2026, marking its eighth consecutive year on the prestigious list. The company was recognized for its consistency, care, and dedication in delivering food and facility services globally.

How We Stack Up Against Our Competitors

Rank	Company	Overall Score	Sustainability Transparency Rank	Employee Satisfaction Rank	Revenue Growth
31	Compass Group PLC	94.0	114	192	Outstanding
151	Sodexo	91.0	126	482	Very High
155	Aramark	91.0	248	510	Very High

Compass Group North America: A Reliable, Scalable Partner

The Compass Group Advantage

Compass Group holds an A/Stable S&P credit rating, outperforming major competitors in financial health and client retention.

Key metrics like low debt-to-EBITDA and high FFO/debt mean less risk for your school.

The company's scale ensures access to capital and purchasing power, even during economic headwinds.

Metric	Interpretation and Ideal Value	Compass Group (FY24)	Aramark (FY24, North America)	Sodexo (FY24, North America)
S&P Credit Rating	A higher rating indicates lower risk and greater financial stability. "A" rating or higher is best.	A/Stable ¹	BB/Stable ²	BBB+/Stable ³
Debt/EBITDA	A lower ratio indicates a company is less reliant on debt and can manage its financial obligations more easily. Lower is better.	1.4x ¹	3.75x ²	2.7x ³
FFO/Debt	A higher percentage indicates a stronger ability to cover debt obligations with operational cash flow. Higher is better.	47% ¹	16.2% ²	36.1% ³
Client Retention	Higher retention rates indicate strong relationships and satisfaction and are a sign of long-term success. Higher is better.	96.4% ¹	95.2% ⁴	93.9% ⁵

■ Best in Class ■ Second ■ Third

¹ Compass Group figures reflect S&P Global Ratings-adjusted financials for fiscal year ending September 30, 2024.

² Aramark data reflects S&P-adjusted FY2024 financials for Food and Support Services United States segment (fiscal year ended September 27, 2024).

³ Sodexo data based on S&P Global Ratings and H1/FY2024 reporting, converted to North America segment only.

⁴ Aramark data based on FY2024 reporting on November 11, 2024.

⁵ As disclosed in Sodexo's H1 FY2025 pre-release on March 20, 2025.

Many of the regional companies not referenced in this table are not publicly traded and often substantially smaller in scale (under \$500 million in revenue). While we are unable to provide direct comparisons, we can confidently state Compass Group has at least 50 times more availability of capital reserves or purchasing power in the face of any economic pressures or headwinds in the foodservice industry.

4. Discontinued or Terminated Services

Chartwells K12 maintains a strong record of long-term partnerships with school food authorities and a 96.4% client retention rate, reflecting consistent performance, reliability and alignment with school goals. While we are proud of this record, we recognize that from time-to-time schools may choose to change their service model for reasons unrelated to performance.

School Food Authorities Discontinued in the Past Five Years

The following is a complete list of school food authorities that have discontinued or terminated Chartwells' services within the past five (5) years:



Lost Business:

Lemon Grove School District

8025 Lincoln St.
Lemon Grove, CA
Contact: Sheree Stopper, CBO
Client reverted back to self-op

Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93550
Contact: Robert Irving, CBO
Lost in a competitive bid process

Burlingame Elementary School District

2385 Trousdale Dr.
Burlingame, CA 94010
Contact: Jennifer Baker, Interim Executive
Fiscal Director
Lost in a competitive bid process

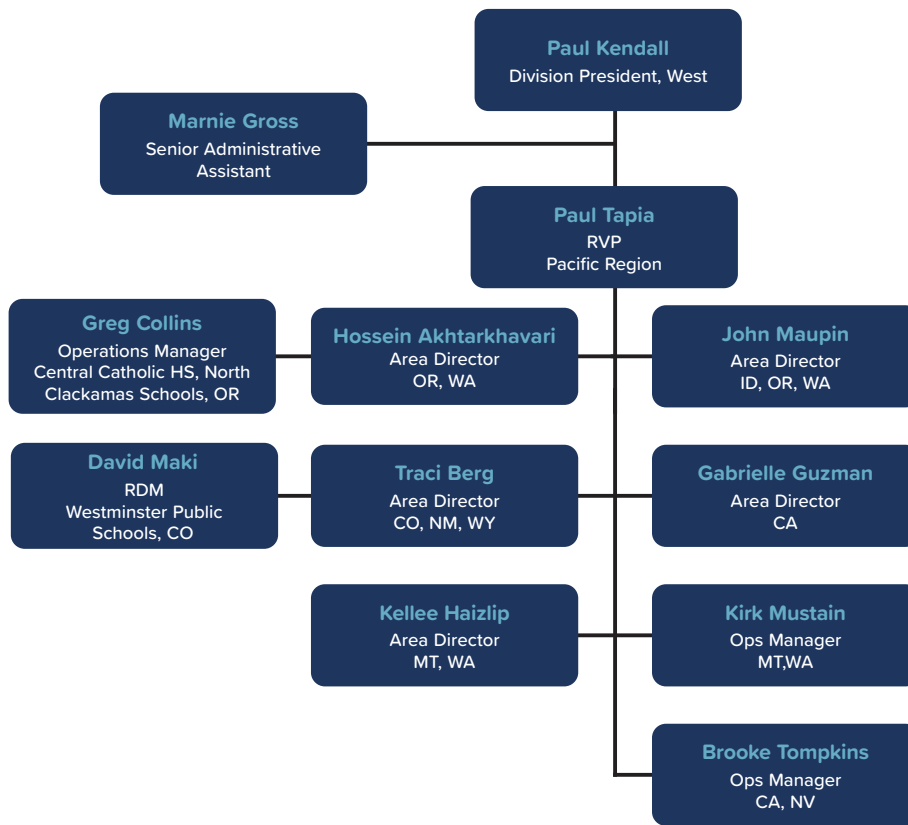
Chartwells values long-term partnerships and approaches every engagement with transparency, accountability and a commitment to continuous improvement. Our retention history demonstrates our ability to adapt to school needs and sustain successful programs over time.



5. Organizational Structure, Lines of Communication and Responsibilities

Chartwells K12 is structured to provide school districts with clear lines of communication, consistent leadership support and access to specialized expertise at every level. Our organizational model is intentionally designed to ensure accountability, responsiveness and seamless coordination between on-site teams, regional leadership and corporate resources.

Pacific Region Organization Chart



Region Support



Organizational Structure

Chartwells K12 operates as a dedicated sector of Compass Group USA. Support for each school is provided through a tiered structure that combines local management with regional and corporate expertise.

Corporate Level - Compass Group USA/Chartwells K12

- Provides financial oversight, compliance governance, risk management, procurement infrastructure, technology systems and strategic direction.
- Ensures adherence to all federal, state and regulatory requirements.
- Supplies national resources, best practices and investment in systems and people.

Regional Leadership

- Oversees operational performance, financial stewardship and client satisfaction across assigned schools.
- Serves as the primary escalation point for school leadership.
- Ensures consistency, accountability and alignment with school goals.

Functional Regional Support Teams

- **Culinary and Nutrition:** Menu development, nutrition compliance, special diets, training and innovation.
- **Finance and Accounting:** Budget oversight, financial reporting, audits and fiscal controls.
- **Food Safety and Quality Assurance:** HACCP compliance, sanitation standards, inspections and corrective action support.
- **Human Resources and Training:** Staffing support, professional standards compliance, onboarding and development.
- **Procurement and Supply Chain:** Purchasing compliance, Buy American documentation, USDA Foods utilization and supplier coordination.
- **Marketing and Engagement:** Student engagement strategies, promotional programs and participation growth support.

On-site Team

- Supported by Operations Manager Brooke Tompkins and Dining Services Director Adam Shook
- Ensures compliance, quality, support and execution of agreed upon programs.
- Maintains regular communication with school administration and site leadership.

Lines of Communication

Chartwells emphasizes direct, transparent and responsive communication. Schools are never required to navigate multiple layers to receive support.

- **Primary Communication:** School leadership communicates directly with the assigned on-site lead and Adam Shook for day-to-day operations.
- **Regional Support Access:** Regional leadership and functional specialists are readily available to school administrators as needed, without barriers or delays.
- **Escalation Path:** If an issue requires additional support, communication flows efficiently from the on-site level to regional leadership and, when necessary, to corporate resources.
- **Scheduled Touchpoints:** Chartwells establishes a regular cadence of meetings, site visits and check ins to ensure alignment, proactively address concerns and support continuous improvement.

This structure ensures concerns are resolved quickly, decisions are informed and schools always know who to contact.

Why This Structure Benefits the School

- Clear accountability at every level
- Direct access to decision makers and specialists
- Consistent support without unnecessary bureaucracy
- Scalable resources with a local focus

6. Provide a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

Chartwells is powered by Compass Group PLC, a global leader recognized for excellence with \$46.1 billion in revenue for fiscal year 2025. This strong financial foundation ensures stability, resources and the confidence to deliver long-term partnerships that districts can trust.

Chartwells K12 is supported by the financial strength and stability of Compass Group USA, a wholly owned subsidiary of Compass Group PLC. In accordance with the requirements of this RFP, audited financial statements, including balance sheets and related financial information for the most recent three (3) years of operation, verified by a certified public accountant, have been provided on the enclosed thumb drive.

These materials demonstrate the financial capacity, stability and long-term viability necessary to support the services described in this RFP and to serve as a reliable foodservice partner to the school.



Financial Updates

To: Compass Group USA Business Partners
Date: January 13, 2026
Subject: Compass Group USA Financial Update



Compass Group USA Inc. is a wholly owned subsidiary of Compass Group PLC (CGP), the global leader for contract catering services. Compass Group USA Inc. is the legal entity representing United States operations and is the parent company of Bon Appetit Management Co., Canteen One Inc., Crothall Services Group, CulinArt Inc., Eurest Services Inc., FLIK International Corp., Foodbuy LLC, Gourmet Dining LLC, Levy Restaurants, Morrison Management Specialists Inc., Quantum North America LLC, Restaurant Associates Corporation, SSC Service Solutions (Southeast Service Corporation), Wolfgang Puck Catering & Events LLC and Unidine Corporation. Divisions of Compass Group USA Inc. include Canteen, Chartwells, Eurest Dining, Menus Catering, Occasions Caterers and Protocol Staffing Services.

Through a series of acquisitions and organic growth, Compass Group has become the market leader in North America with annual revenues in 2025 of \$31.4 billion and operating profit of \$2.6 billion. Compass Group North America's revenues represent 68% of the CGP worldwide total.

CGP was formed in 1987 to facilitate the management-led buyout of the Grand Metropolitan PLC catering division. During its 39-year history, CGP has grown significantly from a revenue and value perspective, with a current market capitalization of \$53 billion. CGP trades on the London Stock Exchange under symbol CPG.L and is represented in the FTSE 100 Index. While Compass Group has experienced phenomenal growth, it remains a conservatively managed company with a strong credit rating. Access to the September 30, 2025, CGP annual report is available through the following link:

<https://www.compass-group.com/en/investors/annual-report-2025.html>

You are encouraged to direct financial inquiries regarding Compass Group to my attention at our North America headquarters in Charlotte, North Carolina.

Sincerely,

Daniel Thomas
Senior Vice President and Treasurer
Compass Group, North America
2400 Yorkmont Road
Charlotte, NC 28217
704-328-7073

Long-Term Financial Stability

You can rely on Chartwells as your long-term partner. In today's economy, not every company can make this commitment.

We have included three years of the most recent audited financial statements, including profit/loss statements, along with our proposal.

7. Optional Promotional and Marketing Tools Available to the School

As a Foodservice partner, Chartwells K12 provides school food authorities with access to a wide range of optional promotional, marketing and student engagement tools that may be incorporated into your program at the school's discretion. These resources are available to support participation growth, nutrition education and program awareness when and if the school determines they align with its goals, staffing model and budget.

Chartwells' role is to **advise, recommend and make tools available**, while the school retains full control over which resources are utilized and how they are implemented.

Cafeteria and Program Promotion Tools

Chartwells will provide cafeteria focused promotional materials designed to enhance visibility and student interest, including:

- Menu signage and promotional posters highlighting daily or featured offerings
- Visual menu boards and station identifiers
- Themed promotional graphics tied to nutrition education or menu concepts

These materials are intended to support clarity, consistency and student engagement and may be adapted to align with school branding standards.

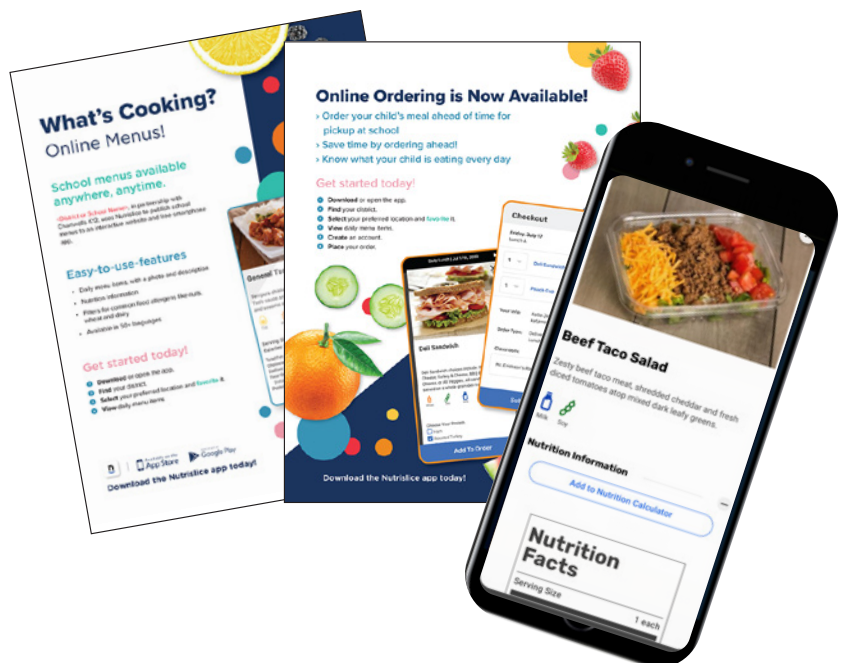


Menu Communication and Transparency Tools

Chartwells offers optional tools to support menu visibility and family communication, which may include:

- Digital and printable menus with nutrition and allergen information
- Online or mobile friendly menu platforms
- Visual identifiers that support informed student choice

Use of these tools is determined by the school and may be integrated into existing communication channels.





Student Engagement and Nutrition Education Programs

Chartwells has developed a variety of optional engagement programs that schools may elect to use as part of a broader participation or wellness strategy, including:

- **Discovery Kitchen** nutrition education and tasting events
- Theme based promotional calendars focused on global cuisine, wellness, or seasonal topics
- Taste testing resources to gather student feedback on potential menu items
- Age appropriate nutrition education materials aligned with USDA guidelines

These programs are available as resources and frameworks, with implementation approved by the school.



Family and Community Outreach Resources

At the school's request, Chartwells can provide support materials to assist with outreach and communication, such as:

- Newsletter content and informational flyers
- Social media ready graphics and messaging for school use
- Program overview materials suitable for board or community presentations

All outreach materials are intended to support transparency and awareness and are used only at the school's discretion.



Consultative Customization and Evaluation

As part of its foodservice role, Chartwells can:

- Recommend promotional strategies based on participation data and best practices
- Share insights from similar school food authorities
- Adjust recommended tools based on school feedback and priorities

Chartwells works collaboratively with the school to ensure any selected tools support operational goals without adding unnecessary complexity.

8. Recommended Transition Plan

Chartwells K12's transition approach is designed to ensure a smooth, well-paced start to the partnership described in this RFP, with a primary focus on collaboratively developing and delivering a practical, effective training program. Our goal is to support staff by strengthening skills, building confidence and aligning processes, without disruption to daily operations.

Transition Guiding Principles

Chartwells' transition plan is built on the following principles:

- **Practical, role based training** – Content is immediately applicable.
- **Flexible pacing** – Training is scheduled to align with the school's calendar, capacity and priorities.

Phase 1: Discovery, Alignment and Training Design

Timing: Immediately upon contract award

The transition begins with a structured discovery and planning phase focused on training alignment.

Key Activities:

- Meet with school leadership and key nutrition services staff
- Review current processes and operational priorities
- Identify training needs across procurement, compliance, menu planning, financial controls and reporting
- Confirm preferred training formats (in person, virtual, small group, hands on)
- Establish a **training road map** with agreed-upon content, sequencing and timing

Outcome:

A customized training plan that clearly defines:

- Training topics
- Target audiences
- Delivery methods
- Timing and cadence

Phase 2: Collaborative Training Development

Timing: Prior to training delivery

Chartwells works the team to **develop training content**, ensuring relevance and usability.

Training Content May Include (as identified by the District):

- Procurement best practices and compliance requirements
- Buy American and California agricultural preference documentation
- USDA Foods utilization and tracking
- Menu planning and nutrition compliance support
- Financial reporting and audit readiness
- Inventory, forecasting and cost controls
- Operational efficiencies and process improvement strategies

Chartwells provides:

- Subject matter expertise
- Templates, tools and best practice examples
- Case studies from similar school food authorities

Phase 3: Training Delivery and Implementation Support

Timing: As mutually scheduled

Training is delivered in **manageable, role-specific segments**, designed to minimize disruption and maximize effectiveness.

Delivery Approach:

- Phased rollout aligned with school operations
- Hands on, practical sessions focused on real scenarios
- Opportunities for questions, discussion and feedback
- Reinforcement through follow up materials and job aids

Chartwells' role during this phase is to:

- Facilitate training sessions as needed
- Provide technical guidance and clarification
- Support staff as new processes or tools are adopted

Phase 4: Evaluation, Refinement and Ongoing Support

Timing: Ongoing

Following initial training delivery, Chartwells works with the team to:

- Gather feedback from participants
- Assess effectiveness and comfort level
- Adjust content, pacing, or delivery as needed
- Provide refresher sessions or targeted follow up training

This ensures training remains relevant, sustainable and aligned with evolving school needs.

Ongoing Partnership

Transition does not end with initial training. Chartwells remains available to:

- Recommend additional training as needs evolve
- Provide updates related to regulatory or procurement changes
- Share best practices and tools from similar schools

All ongoing support is provided in a consultative capacity, with the school retaining control over scope, timing and implementation.



Attachment F: Respondent References

List three references to which the Respondent has provided Nutrition Services Procurement & Consulting services within the past *three* year(s).

Failure to complete and return this Attachment will cause your proposal to be rejected.

Reference 1		
Name of Reference: Wiseburn Unified School District		
Street Address: 201 N. Douglas Street		
City: El Segundo	State: CA	Zip Code: 90245
Contact Person: Sean Kearney	Contact Title: CBO	Contact Phone Number 310-725-2101
Brief Description of Services Provided Food Service: Consulting and Purchasing		
Dates of Service: 2014 to Present		

Reference 2		
Name of Reference: Salida Union School District		
Street Address: 4801 Sisk Road		
City: Salida	State: CA	Zip Code: 95368
Contact Person: Jaime Towe	Contact Title: CBO	Contact Phone Number 209-543-3129
Brief Description of Services Provided Food Service: Consulting and Purchasing		
Dates of Service: 2022 to Present		

Reference 3		
Name of Reference: St. Hope Public Schools		
Street Address: 2315 34th Street		
City: Sacramento	State: CA	Zip Code: 95817
Contact Person: Elicia Ferguson	Contact Title: Superintendent	Contact Phone Number 916-277-6370
Brief Description of Services Provided Food Service: Management and Purchasing		
Dates of Service: 2014 to Present		

Compass Group – Education Throughout California



Army and Navy Academy	2605 Carlsbad Blvd.	Carlsbad	CA
Azusa Pacific University	901 E. Alostia Ave.	Azusa	CA
Biola University (Cafe)	13800 Biola Ave.	La Mirada	CA
Birmingham Community Charter HS	17000 Haynes Blvd.	Van Nuys	CA
Brentwood School	2001 Sunset Blvd.	Los Angeles	CA
Burlingame School District	1825 TrUSDale Drive	Burlingame	CA
California Institute of Arts	24700 McBean Parkway	Valencia	CA
California State University, East Bay	25800 Carlos Bee Blvd.	Hayward	CA
California State University, Fullerton	2000 Oxford Ave.	Fullerton	CA
California State University, Los Angeles	5151 State University Drive	Los Angeles	CA
California State University, Monterey Bay	100 Campus Center	Seaside	CA
California State University, Northridge	18111 Nordhoff St.	Northridge	CA
California State University, San Bernardino	5500 University Parkway	San Bernardino	CA
California State University, Stanislaus	1 University Circle	Turlock	CA
Cal Poly Humboldt	1 Harpst St.	Arcata	CA
Cal Poly, San Luis Obispo	1 Grand Ave.	San Luis Obispo	CA
Capital Christian School	3401 Mayhew Road	Sacramento	CA
Cate School	1960 Cate Mesa Road	Carpinteria	CA
Claremont College	750 Amherst Ave.	Claremont	CA
Castilleja School	1310 Bryant St.	Palo Alto	CA
Clayton Valley Charter HS	1101 Alberta Way	Concord	CA
Colburn School	200 S. Grand Ave.	Los Angeles	CA
Concordia University	1530 Concordia W	Irvine	CA
Crestmont College	30840 Hawthorne Blvd.	Rancho Palos Verdes	CA
Dunn School	2555 W. Highway 154	Los Olivos	CA
Education First	3475 Kenyon St.	San Diego	CA
EF Academy	1505 E Howard St.	Pasadena	CA
El Camino Real Charter School	5440 Valley Circle Blvd.	Woodland Hills	CA
Flintridge Sacred Heart Academy	400 St. Katherine Drive	La Canada Flintridge	CA
Francis Parker School	4201 Randolph St.	San Diego	CA
Hillsides Home for Children	940 Avenue 64	Pasadena	CA
International House Board – UC Berkeley	2299 Piedmont Ave.	Berkeley	CA
Junipero Serra High School	451 W. 20th Ave.	San Mateo	CA
La Canada Unified School District	4490 Cornishon Ave.	La Canada Flintridge	CA
Lake Tahoe Preparatory	235 Squaw Valley Road	Olympic Valley	CA
Marin Catholic High School	975 Sir Drake Blvd.	Kentfield	CA
Marymount California University	30800 Palos Verdes Drive	East Rancho Palos Verdes	CA
Master’s University	21726 Placerita Canyon Road	Santa Clarita	CA

PROPRIETARY

Menlo School	50 Valparaiso Ave.	Atherton	CA
Mercy High School	3250 19th Ave.	Burlingame	CA
Mills College	5000 MacArthur Blvd.	Oakland	CA
MiraCosta College – Oceanside	One Barnard Drive	Oceanside	CA
MiraCosta College – San Elijo	3333 Manchester Ave.	Cardiff	CA
Monte Vista Christian School	2 School Way	Watsonville	CA
Mount Saint Mary’s Chalon	12001 Chalon Road	Los Angeles	CA
Mount Saint Mary’s Doheny	10 Chester Place	Los Angeles	CA
Notre Dame de Namur	1500 Ralston Ave.	Belmont	CA
Oaks Christian School	31749 La Tienda Road	Westlake Village	CA
Oakwood School	11600 Magnolia Blvd.	North Hollywood	CA
Otis College of Art and Design	9045 Lincoln Blvd.	Los Angeles	CA
Pacific Palisades Charter HS	15777 Bowdoin St.	Pacific Palisades	CA
Pacific Union College	1 Angwin Ave.	Angwin	CA
Pepperdine University	24255 E. Pacific Coast Highway	Malibu	CA
Pitzer College	1050 N. Mills Ave.	Claremont	CA
Sage Hill School	20402 Newport Coast Drive	Newport Coast	CA
Salida Union School District	4801 Sisk Road	Salida	CA
San Jose State University	One Washington Square	San Jose	CA
Santa Catalina School	1500 Mark Thomas Drive	Monterey	CA
Santa Clara University	455 El Camino Real	Santa Clara	CA
Soka University	1 University Drive	Aliso Viejo	CA
Sonoma Academy	2400 Farmers Lane	Santa Rosa	CA
St. Catherine’s Academy	215 N. Harbor Blvd.	Anaheim	CA
St. HOPE Public Schools	2315 34th St.	Sacramento	CA
St. Mary’s School	7 Pursuit	Aliso Viejo	CA
Stanford Graduate School of Business	655 Knight Way	Stanford	CA
Stevenson School	3152 Forrest Lake Road	Pebble Beach	CA
The Archer School for Girls	11725 Sunset Blvd.	Los Angeles	CA
The Carey School	1 Carey School Lane	San Mateo	CA
The Thacher School	5025 Thacher Road	Ojai	CA
TVT Community Day School	5200 Bonita Canyon Drive	Irvine	CA
Urban School of San Francisco	563 Page St.	San Francisco	CA
The Webb School	1175 W. Baseline Road	Claremont	CA
Thomas Aquinas College	10000 N. Ojai Road	Santa Paula	CA
UC Berkeley – Bowles Hall	1928 Stadium Rim Way	Berkeley	CA
University of La Verne	1950 Third St.	La Verne	CA
University of The Pacific – Sacramento	3200 5th Ave.	Sacramento	CA
University of The Pacific – Stockton	3601 Pacific Ave.	Stockton	CA
Vanguard University	55 Fair Drive	Costa Mesa	CA
Village Christian School	8930 Village Ave.	Sun Valley	CA

Villanova Preparatory School	12096 N. Ventura Ave.	Ojai	CA
Vistamar School	737 Hawaii St.	El Segundo	CA
Western University	309 E. Second St.	Pomona	CA
Whittier College	7214 S. Painter Ave.	Whittier	CA
William Jessup University	2121 University Ave.	Rocklin	CA
Wilshire Boulevard Temple	11661 W. Olympic Blvd.	Los Angeles	CA
Windward School	11350 Palms Blvd.	Los Angeles	CA
Wiseburn School District	13530 Aviation Blvd.	Hawthorne	CA
Woodbury University	7500 Glen Oaks Blvd.	Burbank	CA





Da Vinci Schools

201 N. Douglas St., El Segundo, CA 90245 • Phone (310) 725-5800 • www.davincischools.org

February 20, 2026

To Whom It May Concern,

I am happy to provide this letter of reference in support of our partnership with **Chartwells K-12**.

Da Vinci Schools has partnered with Chartwells K-12 since 2018, and during that time they have been a trusted and supportive partner to our district. Their team consistently demonstrates a genuine commitment to the well-being of our students, the success of our nutrition program, and the needs of our school community.

Chartwells works closely with our administration and site teams, building strong relationships and maintaining open communication. They are approachable, responsive, and willing to step in to help problem-solve when challenges arise. Whether navigating changes in program requirements, addressing staffing needs, or managing financial pressures, their team remains flexible, solution-oriented, and supportive.

Some of the strengths we value most in our partnership include:

- Consistent compliance with state and federal nutrition regulations
- Strong operational and financial management
- Creative, student-focused menus
- Clear and transparent communication
- A commitment to ongoing improvement and staff development

Because of this partnership, we have seen positive results in student participation, customer satisfaction, and overall program stability. Chartwells balances high-quality meal service with fiscal responsibility while remaining aligned with our district's broader educational goals.

We truly value the professionalism, care, and dedication that Chartwells brings to our schools and appreciate the positive impact they continue to have on our students, staff, and families.

Based on our experience, we confidently recommend Chartwells K-12 as a reliable and committed food service management partner.

Please feel free to contact me if you have any questions or would like additional information.

Warm regards,

Sara Deulofeu
Sr. Operations Administrator
Da Vinci Schools
sdeulofeu@davincischools.org
Ph: 310-331-8099

Letter of Reference – Chartwells K-12 Partnership

Huntington Beach Union High School District

Nutrition Services Department

2.23.2026

To Whom It May Concern,

I am pleased to provide this letter of reference in support of our partnership with Chartwells K-12.

Huntington Beach Union High School District (HBUHSD) has partnered with Chartwells K-12, and throughout our collaboration they have demonstrated a strong commitment to student wellness, operational excellence, and high-level customer service.

Partnering with Chartwells and leveraging their operational support has allowed our Nutrition Services Department greater bandwidth to achieve more objectives within our operation—and to achieve them at a higher level. Their management expertise, combined with culinary support from local and regional chefs, has elevated both the quality and consistency of our program.

With their partnership, HBUHSD has conducted dozens of student engagement activations throughout the school year. These events have bolstered meal participation and reshaped student perception, showcasing how innovative and high-quality school meals can be. Additionally, with their guidance and culinary training, we have increased scratch cooking from approximately 40% to nearly 70%, significantly enhancing freshness and student satisfaction.

Chartwells' marketing programs are turnkey, yet flexible and customizable to the unique culture and needs of each school site. Their structured systems and resources have also reduced administrative workload for the District, allowing us to focus more intentionally on our core competencies—particularly maintaining compliance with USDA guidelines and strengthening program sustainability.

Through this partnership, we have seen measurable improvements in participation, operational efficiency, and overall program image. Chartwells continues to be proactive, solution-oriented, and aligned with our district's broader educational mission.

Based on our experience, we confidently recommend Chartwells K-12 as a trusted and value-driven food service management partner.

Please feel free to contact me if additional information is needed.

Sincerely,

John Chiu

Administrator – Nutrition Services

Huntington Beach Union High School District

949.233.8711

JChiu@hbuhdsd.edu



UNION SCHOOL DISTRICT
5175 Union Avenue, San Jose, CA 95124
Phone: 408-377-8010
www.unionsd.org

SUPERINTENDENT
Carrie Andrews, Ph.D.

February 23, 2026

To Whom It May Concern:

I am pleased to provide this letter of reference in support of our partnership with Chartwells K-12. Union School District has partnered with Chartwells K-12 since 2024 and throughout this time they have consistently demonstrated a strong commitment to student wellness, operational excellence, and student experience.

Chartwells has been a reliable and collaborative partner, working closely with our administrative and site teams to ensure our nutrition program meets both regulatory requirements and the needs of our students and families. Their team is proactive, responsive, and solution-oriented, especially when navigating changing program requirements, staffing challenges, and financial constraints. Some key strengths of our partnership include:

- Consistent compliance with state and federal nutrition regulations
- Strong financial and operational management
- Innovative and student-focused menu development
- Focus on student experiences and feedback
- Commitment to continuous improvement and training

Through this partnership, we have seen positive outcomes in areas such as participation and student experience. Chartwells has remained focused on delivering high-quality meals while maintaining fiscal responsibility and supporting our district's broader educational mission. We value the expertise and dedication that Chartwells brings to our program and appreciate their ongoing support of our students, staff, and community.

Based on our experience, I confidently recommend Chartwells K-12 as a trusted food service management partner. Please feel free to contact me if additional information is needed at (408) 558-4224.

Regards,

Kirsten Perez
Assistant Superintendent, Business Services

FOUNDATION FOR EXCELLENCE

BOARD OF TRUSTEES Sheila Billings - Vickie Brown - Aengus Linehan - Jennifer Petroff - Thomas E. Rossmeissl



To Whom It May Concern:

El Camino Real Charter High School partners with Chartwells School Dining for management and program assistance with our food services program.

Our partnership with Chartwells began at the beginning of the 2019-20 School Year and we are pleased with our choice of partnering with Chartwells.

The feedback that our district administration has received has been positive. Students, parents and staff have shared positive feedback. One of the reasons we selected Chartwells was their commitment to culinary excellence and improving our program, our previous partnership was not delivering on fundamental key indicators.

Student participation in the lunch program over the first five months of school (August through December) had increased by over 46% compared to the same time frame from the prior year. Chartwells management has excelled in delivering outcomes. They communicate and coordinate meal options with the district and have been very flexible for changing demand.

The partnership with Chartwells has been very positive and the collaboration and hard work by everyone has been a rewarding experience. The new food service program has affected students' lives and many positive outcomes have been shared.

Additionally, I have worked with Chartwells' at another district in a similar capacity since the 2017-2018 School Year. During that time, I can make similar comments on Chartwells management,

El Camino Real Charter High School recommends Chartwells to you. If you have any questions about your potential partnership with Chartwells, please do not hesitate to contact me.

A handwritten signature in black ink, appearing to read 'Gregory Wood'.

Gregory Wood
Chief Business Officer
g.wood@ecrchs.net
(818) 595-7500



... a learning community committed to personal growth and academic excellence.

Wendy Stanette
Superintendent

Jamie Lewsadder
*Associate Superintendent
Technology Services*

Dr. Debra Craddock
*Associate Superintendent
Human Resources*

Melissa Shepherd, CPA
*Assistant Superintendent
Business & Operations*

James Cartnal
*Assistant Superintendent
Curriculum & Instruction*

February 26, 2026

To Whom it May Concern,

La Cañada Unified School District (LCUSD) has partnered with Chartwells K-12 to manage the District's child nutrition program. During the term of our agreement, Chartwells has provided food service management in alignment with applicable state and federal requirements and in accordance with the terms of our contract.

Chartwells works with District administration and site staff to operate the nutrition program, including meal planning, staffing, compliance oversight, and financial reporting. The company has supported LCUSD in maintaining required documentation, adhering to USDA and California Department of Education regulations, and navigating operational challenges such as staffing shortages and supply chain disruptions. LCUSD recently completed its Administrative Review through the California Department of Education, and there were no findings related to the operational areas covered under Chartwells' scope of services.

The District monitors program performance, participation, and financial outcomes in accordance with Board policy and contract provisions. Chartwells continues to provide services under the direction and oversight of LCUSD.

This letter reflects our experience working with Chartwells K-12 within LCUSD. Please feel free to contact our office if additional information is needed.

Sincerely,

Melissa M. Shepherd, CPA
Assistant Superintendent, Business and Operations

4490 Cornishon Avenue, La Cañada, California 91011
Phone: (818) 952-8300 Fax: (818) 952-8331

**Attachment G: Authorization Agreement Request for
Proposal for Food Service Management Company**

We, **Compass Group USA, Inc., by and through its Chartwells Division**, by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.
2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the contract as if incorporated therein.
3. That the proposal submitted is a firm and irrevocable offer good for one year.
4. That we have carefully examined all terms and conditions set forth in the Model Fixed-price Contract issued by **The Language Academy of Sacramento**.
5. That we have made examinations and verifications, and are fully conversant with all conditions under which services are to be performed for **The Language Academy of Sacramento**.
6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: Compass Group USA, Inc., by and through its Chartwells Division

Address: 2400 Yorkmont Road

City: Charlotte State: NC Zip: 28217

Email Address: Amy.Shaffer@compass-usa.com

Web Site Address: www.compass-usa.com

Name of Authorized Representative: Amy Shaffer

Title of Authorized Representative: CEO, Chartwells K12


Signature of Authorized Representative

Date Signed: 4/14/2026

Attachment H: Fee Proposal

All costs are based on average daily participation of 125 meals for breakfast, 430 meals for lunch, 75 snacks, and 140 meals for supper, served on 175 school days.

COST BREAKDOWN		
Respondent Instructions		
⇒ Provide a breakdown of all costs included in the fixed price, including personnel costs.		
⇒ Provide the cost per meal; base all food costs on the attached 21–day cycle menu.		
⇒ Clearly identify all costs		
Item #	Description	Annual Cost
1.	Included in Chartwells' Fixed Price Per Meal: Food, beverages, disposable paper goods, cleaning supplies, Chartwells consultant (salary, bonuses, payroll taxes, benefits), \$5 million general liability, support services, expenses necessary to perform the duties under this agreement (food ordering, production, and invoice paying systems), marketing signage, promotions, Nutrislice, and associate training.	
	Sub Total	\$ 432,792.50
	Personnel Costs	
	Management & Consultant Fee Per Meal	Included in FCPM
	GRAND TOTAL	\$ 432,792.50

COST PER MEAL			
Respondent Instructions:			
⇒ Provide the cost per meal; base all food costs on the attached 21–day cycle menu.			
⇒ Prices must not include values for USDA foods and must include all meal programs applicable.			
1. LINE ITEM	2. UNITS	3. RATE	4. TOTAL
Breakfast	125	\$ 2.72	\$ 340.00
Lunch	430	\$ 3.52	\$ 1,513.60
Non-reimbursable Meals.	10	\$ 3.52	\$ 35.20
Snacks	75	\$ 1.22	\$ 91.50
Suppers	140	\$ 3.52	\$ 492.80
TOTAL	780		\$ 2,473.10

\$2,473.10 x 175 Days = \$432,792.50

Attachment I: Certification Regarding Lobbying

The undersigned certifies, to the best of their knowledge and belief, that:

[(Enter SFA Name)
RFP [(Enter RFP #)]
Page 23

Attachment I: Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.


Organization: Compass Group USA, Inc., by and through its Chartwells Division

Street address: 2400 Yorkmont Road

City, State, Zip: Charlotte, NC 28217

Amy Shaffer
CERTIFIED BY: (type or print)

TITLE: CEO, Chartwells K12

 (signature) 4/14/2026 (date)

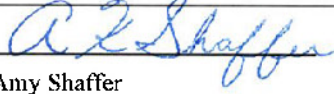
Approved by OMB

NOT APPLICABLE

0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 (See reverse for public burden disclosure)

<p>1. Type of Federal Action: a. contract ___ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: a. bid/offer/application ___ b. initial award c. post-award</p>	<p>3. Report Type: a. initial filing ___ b. material change</p> <p>For material change only: Year ___ quarter ___ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity: ___ Prime ___ Subawardee Tier ___, if Known:</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known:</p>
<p>6. Federal Department/Agency:</p>	<p>7. Federal Program Name/Description:</p> <p>CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p> <p>\$ _____</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: <u></u> Print Name: <u>Amy Shaffer</u> Title: <u>CEO, Chartwells K12</u> Telephone No.: <u>704-328-4000</u> Date: <u>4/14/2026</u></p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: Print Name: Title: Telephone No.: _____ Date: _____</p>
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to Title 31, U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier.

Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
- 10.(a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
- 11.The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Debarment, Suspension, and Other Responsibility Matters


As required by Executive Order 12549, Debarment and Suspension, for prospective participants/Respondents in primary covered transactions:

- A. The Respondent certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.
- B. Where the Respondent is unable to certify to any of the statements in this certification, they shall attach an explanation to this application.

Compass Group USA, Inc., by and through its Chartwells Division
Contractor/Company Name

Award Number, Contract Number, or Project Name

Amy Shaffer, CEO, Chartwells K12
Name(s) and Title(s) of Authorized Representatives


Signature(s)

4/14/2026
Date


Attachment J: Certificate of Independent Price Determination

The Respondent(s) shall execute this Certificate of Independent Price Determination.

Compass Group USA, Inc., by and through its Chartwells Division	
Name of Respondent	

- A. By submission of this offer, the offeror (Respondent/FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:
1. The prices in this offer have been arrived at independently without, for the purposes of restricting competition, any consultation, communication, with any other offeror or competitor relating to (i) those prices, (ii) the intention to submit an offer, or (iii) the methods or factors used to calculate the prices offered;
 2. The prices in this offer have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor, before a bid opening (in the case of a sealed bid solicitation) or contract award (in the case of a negotiated solicitation) unless otherwise required by law; and
 3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.
- B. Each signature on the offer is considered to be a certification by the signatory that the signatory:
1. Is the person in the offeror's organization responsible for determining the prices being offered in this bid or proposal, and that they have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; or
 2. (i) Has been authorized, in writing, to act as agent for the following principals in offering that those principals have not participated in, and will not participate in any action contrary to paragraphs (A)(1) through (A)(3) above.
 - Insert full names of person(s) in the offeror's organization responsible for determining the prices offered in this bid or proposal, and the title of their position in the offeror's organization.
- (ii) As an authorized agent, does certify that the principals named in subdivision (B)(2)(i) above have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; and
- (iii) As an agent, has not personally participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above, and

C. If the offeror deletes or modifies subparagraph (A)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

	Amy Shaffer CEO, Chartwells K12	4/14/2026	
Signature of FSMC's Authorized Representative	Title	Date	

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Attachment K: Certificate of Compliance for Buy American and California Agricultural Preference Requirements

The Respondent certifies that it:

1. Provision of Domestic Commodities and Products

Will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks in compliance with 7 *CFR* Sections 210.21(d) and 220.16(d).

2. Certification of Processed Agricultural Products

Will submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume in compliance with 42 United States Code (U.S.C.) Section 1760(n), 7 *CFR* Sections 210.21(d)(1)(ii) and 220.16(d)(1)(ii) and USDA Policy Memo SP 38-2017.

3. Notification and Approval of Nondomestic Products

Will notify the SFA in writing at least 2 days prior to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes if available for the SFA to consider and provide an explanation for the following:

- (i) The product is listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 *CFR*, Section 25.104 and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; and/or
- (ii) That competitive bids reveal the cost of the domestic product is significantly higher than the nondomestic product.

Note: Neither regulations nor the USDA has defined a dollar amount or percentage triggering the significantly higher cost exception. However, for SFAs that receive \$1 million or more annually in federal School Nutrition Program (SNP) reimbursement, significantly higher is defined as 25 percent in accordance with *California Food and Agriculture Code (FAC)* Section 58596.3.

4. Preference for California Agricultural Products

Will prioritize the use of California agricultural product, per *FAC* Section 58595(c), when:

[Enter SFA Name]
RFP [Enter RFP #]
Page 31

- (i) The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.
- (ii) The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

5. Adherence to Non-Domestic Food Purchase Cap

Will document exceptions and adhere to the annual cap on non-domestic food purchases per 7 *CFR* 210.21(d)(5)(ii) and 220.16(d)(5)(ii):

- (i) Beginning in SY 2025-26, the annual non-domestic food purchase cap will be 10 percent of the total annual commercial food costs that the SFA purchases per school year.
- (ii) Beginning in SY 2028-29, the annual non-domestic food purchases cap will be 8 percent of the total annual commercial food costs that the SFA purchases per school year.
- (iii) By SY 2031-32, the annual non-domestic food purchases cap will be 5 percent of the total annual commercial food costs that the SFA purchases per school year.



Signature: Amy Shaffer

[Authorized Representative Name]

CEO, Chartwells K12

[Title]

4/27/2026

[Date]

[Enter SFA Name]
RFP [Enter RFP #]
Page 32

Attachment L: 21-Day Cycle Menu
Please attach to your Proposal

Language Academy of Sacramento

District Breakfast



MILK CHOICES INCLUDE, 1% Low-fat Milk & Chocolate Skim Milk
 CEREAL CHOICES INCLUDE, Cinnamon Toast Crunch, Cocoa Puffs, Chex & Cheerios
 100% FRUIT JUICES INCLUDE, Apple or Grape



WEEK 1

MONDAY

Buttermilk Pancakes with Strawberry Topping, Apple Cinnamon Yogurt Parfait, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Chilled Peaches, Golden Delicious Apple, Kiwi Wedges

TUESDAY

Chicken Biscuit Sandwich, Vanilla, Apple & Orange Smoothie with Graham Crackers, Low Fat Mozzarella String Cheese, Strawberry Banana Trix Yoplait, Chilled Diced Pears, Fresh Grapefruit, Whole Banana

WEDNESDAY

Fruit Breakfast Wrap, Horchata Apple Parfait, Strawberry Banana Trix Yoplait, Hard Boiled Egg, Red Delicious Apple, Red Seedless Grapes, Pineapple Tidbits

THURSDAY

Sunbutter Banana Toast, Vanilla, Apple & Orange Smoothie with Graham Crackers, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Fresh Pear, Chilled Tropical Fruit, Whole Banana

FRIDAY

Turkey Ham Breakfast Quesadilla, Peach Cobbler Yogurt Parfait, Strawberry Banana Trix Yoplait, Low Fat Mozzarella String Cheese, Whole Banana, Fresh Nectarine, Chilled Apricots

WEEK 2

MONDAY

Oatrageous Choc-Banana Oatmeal, Berry Parfait with Cheerios, Low Fat Mozzarella String Cheese, Raspberry Rainbow Yogurt, Whole Banana, Chilled Peaches, Red Delicious Apple

TUESDAY

Turkey Bacon, Egg, & Cheese on a Biscuit, Lemonade Stand Smoothie with Chocolate Chip Muffin, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Whole Orange, Chilled Diced Pears, Banana and Strawberry Slices

WEDNESDAY

Sunbutter & Grape Jelly Pancake Sandwich, Peach Cobbler Yogurt Parfait, Raspberry Rainbow Yogurt, Hard Boiled Egg, Whole Banana, Red Delicious Apple, Pineapple Tidbits

THURSDAY

Breakfast Turkey Sausage Pizza, Lemonade Stand Smoothie with Chocolate Chip Muffin, Low Fat Mozzarella String Cheese, Raspberry Rainbow Yogurt, Fresh Pear, Chilled Tropical Fruit, Fresh Blueberries

FRIDAY

Turkey Sausage & Cheese Croissant, Horchata Apple Parfait, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Whole Banana, Fresh Nectarine, Chilled Apricots

This institution is an equal opportunity provider.

Language Academy of Sacramento District Breakfast

WEEK 3

MONDAY

Cheesy Egg Bake, Orange & Vanilla Yogurt Parfait, Low Fat Mozzarella String Cheese, Raspberry Rainbow Yogurt, Whole Banana, Chilled Peaches, Granny Smith Apple

TUESDAY

Turkey Bacon, Egg & Cheese Bagel, Apple Cinnamon Smoothie with Graham Crackers, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Chilled Diced Pears, Red Seedless Grapes, Sliced Fresh Strawberries

WEDNESDAY

Chicken & Waffle with Warm Apple Topping & Syrup, Horchata Apple Parfait, Low Fat Mozzarella String Cheese, Raspberry Rainbow Yogurt, Whole Banana, Granny Smith Apple, Strawberry Apricot Fruit Salad

THURSDAY

Whole Grain French Toast Sticks with Syrup, Turkey Sausage Patty, Apple Cinnamon Smoothie with Graham Crackers, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Fresh Pear, Chilled Tropical Fruit, Fresh Blueberries

FRIDAY

Quesadilla w/ Apple Yogurt Dip, Peach Cobbler Yogurt Parfait, Low Fat Mozzarella String Cheese, Raspberry Rainbow Yogurt, Whole Banana, Fresh Nectarine, Chilled Apricots

WEEK 4

MONDAY

Turkey Sausage Egg Breakfast Tacos, Apple Cinnamon Yogurt Parfait, Low Fat Mozzarella String Cheese, Strawberry Banana Yogurt, Whole Banana, Chilled Peaches, Gala Apple

TUESDAY

Homemade French Toast Casserole with Strawberry Topping, Blushberry Orange Smoothie with Blueberry Muffin, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Chilled Diced Pears, Cantaloupe Cubes, Gala Apple

WEDNESDAY

Fresh Baked Whole Grain Biscuit with Peppered Gravy, Blueberry & Strawberry Parfait with French Toast Sticks, Low Fat Mozzarella String Cheese, Strawberry Banana Yogurt, Sliced Peaches, Fresh Pear, Red and Green Seedless Grapes

THURSDAY

Sausage Biscuit Sandwich, Blushberry Orange Smoothie with Blueberry Muffin, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Chilled Tropical Fruit, Cantaloupe Cubes, Whole Banana

FRIDAY

Turkey Sausage & Cheese Croissant, Banana Chunky Monkey Parfait, Low Fat Mozzarella String Cheese, Strawberry Banana Yogurt, Fresh Nectarine, Apricot Applesauce, Peachy Summer Salad



WEEK 5

MONDAY

Buttermilk Pancakes with Blueberry Topping & Syrup, Turkey Sausage Patty, Horchata Apple Parfait, Low Fat Mozzarella String Cheese, Hard Boiled Egg, Chilled Peaches, Pineapple Tidbits, Fresh Golden Delicious Apple

BREAKFAST



This Institution is an equal opportunity provider.

Language Academy of Sacramento

Desayuno del distrito



LAS OPCIONES DE LECHE INCLUYEN, Leche desnatada al 1% y leche desnatada con chocolate

LAS OPCIONES DE CEREALES INCLUYEN, Cinnamon Toast Crunch, Cocoa Puffs, Chex y Cheerios

LOS ZUMOS 100 % DE FRUTA INCLUYEN, Manzana o uva



WEEK 1

LUNES

Tortitas de suero de leche con sirope de fresa, Parfait de yogur con manzana y canela, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Melocotones refrigerados, Manzana Golden Delicious, Cuñas de kiwi

MARTES

Sándwich de galleta de pollo, Batido de vainilla, manzana y naranja con galletas Graham, Queso en tiras Mozzarella bajo en grasa, Yoplait Trix de fresa y plátano, Peras picadas, Pomelo fresco, Plátano entero

MIÉRCOLES

Wrap de desayuno con fruta, Parfait de manzana y horchata, Yoplait Trix de fresa y plátano, Huevo duro, Manzana Roja Deliciosa, Uvas rojas sin pepitas, Bocado de piña

JUEVES

Tostada de plátano con mantequilla de girasol, Batido de vainilla, manzana y naranja con galletas Graham, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Pera fresca, Fruta tropical refrigerada, Plátano entero

VIERNES

Quesadilla de desayuno con jamón de pavo, Parfait de yogur con tarta de melocotón, Yoplait Trix de fresa y plátano, Queso en tiras Mozzarella bajo en grasa, Plátano entero, Nectarina fresca, Albaricoques refrigerados

WEEK 2

LUNES

Copos de avena con chocolate y plátano, Parfait de frutos rojos con Cheerios, Queso en tiras Mozzarella bajo en grasa, Yogur arcoiris de frambuesa, Plátano entero, Melocotones refrigerados, Manzana Roja Deliciosa

MARTES

Tocino de pavo, huevo y queso en un bollo, Batido «Lemonade Stand» con magdalena con trocitos de chocolate, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Naranja entera, Peras picadas, Rodajas de plátano y fresa

MIÉRCOLES

Sándwich de tortita con mantequilla de girasol y mermelada de uva, Parfait de yogur con tarta de melocotón, Yogur arcoiris de frambuesa, Huevo duro, Plátano entero, Manzana Roja Deliciosa, Bocado de piña

JUEVES

Pizza de salchicha de pavo para el desayuno, Batido «Lemonade Stand» con magdalena con trocitos de chocolate, Queso en tiras Mozzarella bajo en grasa, Yogur arcoiris de frambuesa, Pera fresca, Fruta tropical refrigerada, Arándanos frescos

VIERNES

Croissant de salchicha de pavo y queso, Parfait de manzana y horchata, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Plátano entero, Nectarina fresca, Albaricoques refrigerados

Esta institución es un proveedor de igualdad de oportunidades.

Language Academy of Sacramento

Desayuno del distrito

WEEK 3

LUNES

Huevos al horno con queso, Parfait de yogur de naranja y vainilla, Queso en tiras Mozzarella bajo en grasa, Yogur arcoiris de frambuesa, Plátano entero, Melocotones refrigerados, Manzana Granny Smith

MARTES

Bagel de pavo, beicon, huevo y queso, Batido de manzana y canela con galletas Graham, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Peras picadas, Uvas rojas sin pepitas, Fresas frescas cortadas

MIÉRCOLES

Pollo y gofre con cobertura de manzana caliente y sirope, Parfait de manzana y horchata, Queso en tiras Mozzarella bajo en grasa, Yogur arcoiris de frambuesa, Plátano entero, Manzana Granny Smith, Ensalada de frutas con fresas y albaricoques

JUEVES

Palitos de torrijas integrales con jarabe, Empanada de salchicha de pavo, Batido de manzana y canela con galletas Graham, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Pera fresca, Fruta tropical refrigerada, Arándanos frescos

VIERNES

Quesadilla con salsa de yogur y manzana, Parfait de yogur con tarta de melocotón, Queso en tiras Mozzarella bajo en grasa, Yogur arcoiris de frambuesa, Plátano entero, Nectarina fresca, Albaricoques refrigerados

WEEK 4

LUNES

Tacos de desayuno con salchicha de pavo y huevo, Parfait de yogur con manzana y canela, Queso en tiras Mozzarella bajo en grasa, Yogur de fresa y plátano, Plátano entero, Melocotones refrigerados, Manzana Gala

MARTES

Cazuela de tostadas francesas caseras con cobertura de fresas, Batido de naranja y frambuesa con magdalena de arándanos, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Peras picadas, Cubitos de melón, Manzana Gala

MIÉRCOLES

Bollo integral recién horneado con salsa de pimienta, Parfait de arándanos y fresas con palitos de tostada francesa, Queso en tiras Mozzarella bajo en grasa, Yogur de fresa y plátano, Melocotones en Rodajas, Pera fresca, Uvas sin pepitas rojas y verdes

JUEVES

Bocadillo de galleta con salchicha, Batido de naranja y frambuesa con magdalena de arándanos, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Fruta tropical refrigerada, Cubitos de melón, Plátano entero

VIERNES

Croissant de salchicha de pavo y queso, Parfait de plátano «Chunky Monkey», Queso en tiras Mozzarella bajo en grasa, Yogur de fresa y plátano, Nectarina fresca, Compota de albaricoque, Ensalada veraniega de melocotón



WEEK 5

LUNES

Tortitas de suero de leche con cobertura de arándanos y sirope, Empanada de salchicha de pavo, Parfait de manzana y horchata, Queso en tiras Mozzarella bajo en grasa, Huevo duro, Melocotones refrigerados, Bocadillos de piña, Manzana Golden Delicious fresca

BREAKFAST



Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento Elementary Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Spaghetti Tossed in Italian Meat Sauce with Dinner Roll Roasted Green Beans	Pork Pozole Shredded napa cabbage, tortilla chips Mixed Vegetable Medley	Teriyaki Glazed Chicken with Asian Brown Rice Stir Fry Vegetables	Hearty Beef, Bean & Cheese Burrito Elotes Style Corn	Baked Macaroni and Cheese with Carnitas Dinner roll & BBQ sauce Savory Baked Beans
AMERICAN CLASSICS	Classic American Cheeseburger	Classic Cheese Pizza	Bacon Cheeseburger	Traditional Pepperoni Pizza	Classic Chicken Sandwich
ON THE GO	Popcorn Chicken Caesar Salad Creamy Caesar dressing, dinner roll	Mixed Greens Salad with Cheese Light ranch dressing, herb breadstick	Crispy Popcorn Chicken Light ranch dressing, dinner roll	Turkey Cobb Salad French dressing, soft baked breadstick	Chicken BLT Salad Tomato vinaigrette, seasoned croutons
extra extra	Fresh Pear Cinnamon Applesauce Cheddar Bacon Pea Salad Zucchini Sticks	Chilled Mixed Fruit Red Delicious Apple Chopped Romaine Lettuce Baby Carrots & Celery Sticks	Sliced Banana with Cinnamon Sugar Unsweetened Applesauce Celery Sticks Sliced Cucumbers	Chilled Mixed Fruit Red Delicious Apple Baby Carrots & Celery Sticks Citrus Kidney & Garbanzo Bean Salad	Whole Orange Fresh Pear Broccoli Florets Green Bell Peppers Strips



Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento

Elementary Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Penne with Roasted Vegetable Sauce & Garlic Herb Flatbread	Chipotle Lime Chicken Fajita Bowl	Beef Walking Tacos Seasoned Black Beans	Soft Chicken Tacos Black Beans with Cilantro	Buttermilk Pancakes Turkey Sausage Patty Crispy Tater Tots
AMERICAN CLASSICS	Southwest Chicken Filet Sandwich	Chicken & Cheese Crispito	Hot Turkey & Cheese Bagel Melt	Italian Sausage Pizza	Seasoned Turkey Hot Dog with Sweet Pickle Relish Sweet Relish
ON THE GO	Ham Cobb Salad <small>Sweet mustard dressing, soft baked breadstick</small>	Vegan Mediterranean Salad <small>Spinach, chick peas, cucumber, tomato, vinaigrette, toasted flatbread wedges</small>	Classic Tuna Salad Over Lettuce with Seasoned Croutons	Chicken Caesar Salad	Fresh Mixed Greens Salad with Egg <small>Orange spike Italian dressing, seasoned croutons</small>
extra extra	Chilled Mixed Fruit Fresh Nectarine Corn & Black Bean Salsa Salad Sliced Cucumbers	Whole Orange Red Red Delicious Apple Chopped Romaine Baby Carrots & Celery Sticks	Sliced Banana with Cinnamon Sugar Fresh Pear Tomato Wedges Confetti Coleslaw	Unsweetened Applesauce Fresh Plum Corn & Black Bean Salsa Salad Baby Carrots & Celery Sticks	Whole Banana Homestyle Potato Salad Broccoli Florets Fresh Peach



Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento Elementary Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Beef Walking Tacos Lettuce, Pico de Gallo, Shredded Cheese Mexican Street Corn	Crispy Chicken Nuggets Homemade honey mustard, southwester & mojo BBQ sauces, dinner roll Seasoned Crinkle Cut Fries	Cheese Quesdilla Mexicali Corn	Crispy Chicken Bowl with Creamy Mashed Potatoes and Seasoned Corn	Crispy Beef Tacos Cilantro Lime Brown Rice Avoc
AMERICAN CLASSICS	Classic Cheese Pizza	Chicken & Cheese Crispito	BBQ Cheddar Burger	Cheese Stuffed Breadsticks Marinara Sauce	Chicken & Ranch Sandwich
ON THE GO	Garden Salad with Mozzarella Balsamic dressing, seasoned croutons	Southwest Chicken Salad with Cheese Light ranch dressing, tortilla chips	Turkey Chef Salad Dijon Italian dressing, seasoned croutons	Chicken Cobb Salad Light ranch dressing, dinner roll	Strawberry Chicken Salad
extra	Whole Orange Fresh Fuji Apple Chopped Romaine Sliced Cucumbers	Pineapple Tidbits Unsweetened Applesauce Corn Salad with Ranch Broccoli Florets	Chilled Mixed Fruit Whole Banana Citrus Chickpea Salad Tomato Wedges	Fresh Pear Unsweetened Applesauce Baby Carrots & Celery Sticks Zucchini Sticks Black Beans	Fresh Red Delicious Apple Chilled Mixed Fruit Pickled Beet Salad Crisp Green Beans




Vegetarian

This institution is an equal opportunity provider.




Language Academy of Sacramento Elementary Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Crispy Popcorn Chicken with Dinner Roll & BBQ Sauce Savory Baked Beans	Tater Tot Casserole with Homemade Cornbread Roasted Italian Vegetables	Pork Carnitas & Cheese Quesadilla Mexicali Corn	Hearty Bean, and Cheese Burrito	General Tso's Chicken Stir Fry with Brown Rice Roasted Ginger Orange Cauliflower
AMERICAN CLASSICS	Chicken, Salsa Verde & Cheese Tamale	Mozzarella Pizza Burger	BBQ Cheddar Chicken Sandwich	Cheese Pizza Dunkers with Sauce	Brooklyn Style Pepperoni Flatbread
ON THE GO	Ham & Cheddar Chef Salad Light Italian dressing, seasoned croutons	Chicken & Apple-Cheddar Salad Sweet mustard dressing, homemade cornbread	 Cheddar & Mozzarella Salad Raspberry dressing, seasoned croutons	Nachos, Cheese, & Salsa Fun Lunch	Sunbutter & Grape Jelly Sandwich
extra extra	Fresh Orange Chilled Mixed Fruit Baby Carrots & Celery Sticks Zucchini Sticks	Chilled Mixed Fruit Whole Banana Tomato Wedges Sliced Cucumbers	Pineapple Tidbits Fresh Red Delicious Apple Black Bean Salad Crisp Green Beans	Whole Orange Broccoli Florets Zucchini Sticks Chilled Diced Peaches	Cinnamon Applesauce Sliced Banana with Cinnamon Sugar Baby Carrots & Celery Sticks Cilantro Lime Coleslaw



 Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento Elementary Lunch Menu



MONDAY

create

Chicken & Vegetable Dumplings with Orange Sauce
Sesame Green Beans

AMERICAN
CLASSICS

Classic American Cheeseburger


ON THE GO

Popcorn Chicken Caesar Salad with Dinner Roll

extra,
extra

Fresh Pear
Cinnamon Applesauce
Sliced Cucumbers
Zucchini Sticks



 Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Espaguetis con salsa italiana de carne y panecillo Judías verdes asadas	Pozole de cerdo Col china rallada, nachos Mezcla de verduras	Pollo glaseado al teriyaki con arroz integral asiático Verduras salteadas	Burrito sustancioso de ternera, frijoles y queso Maíz al estilo elotes	Macarrones con queso al horno con carnitas Panecillo y salsa barbacoa Alubias al horno saladas
AMERICAN CLASSICS	Hamburguesa de queso americana clásica	Pizza clásica de queso	Hamburguesa con queso y beicon	Pizza clásica de pepperoni	Sándwich de pollo clásico
ON THE GO	Ensalada César con trocitos de pollo Salsa César cremosa, panecillo	Ensalada de verduras mixtas con queso Aderezo ranchero ligero, palitos de pan con hierbas	Pollo crujiente estilo palomitas Aderezo ranchero ligero, panecillo	Ensalada Cobb de pavo Aderezo francés, palitos de pan horneados	Ensalada BLT de pollo Vinagreta de tomate, picatostes sazonados
extra	Pera fresca Puré de manzana y canela Ensalada de guisantes con queso cheddar y beicon Palitos de calabacín	Fruta mixta refrigerada Manzana Roja Deliciosa Lechuga romana picada Zanahorias tiernas & palitos de apio	Rodajas de plátano con azúcar y canela Compota de manzana sin azúcar Tallos de apio Pepinos en rodajas	Fruta mixta refrigerada Manzana Roja Deliciosa Zanahorias tiernas & palitos de apio Ensalada citrica de riñones y garbanzos	Naranja entera Pera fresca Floretes de brócoli Tiras de pimienta verde



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Penne con salsa de verduras asadas y pan plano de ajo y hierbas	Bol de fajitas de pollo con chipotle y lima	Tacos de ternera para llevar Frijoles negros sazonados	Tacos suaves de pollo Frijoles negros con cilantro	Tortitas de mantequilla Empanada de salchicha de pavo Patatas pequeñas
AMERICAN CLASSICS	Sándwich de filete de pollo al estilo del suroeste	Crispito de pollo y queso	Bagel caliente relleno de pavo y queso	Pizza de salchicha italiana	Perrito caliente de pavo sazonado con salsa de pepinillos dulces Salsa dulce
ON THE GO	Ensalada Cobb con jamón <small>Aderezo de mostaza dulce, palitos de pan horneados</small>	Ensalada mediterránea vegana <small>Espinacas, garbanzos, pepino, tomate, vinagreta, trozos de pan plano tostado</small>	Ensalada clásica de atún sobre lechuga con picatostes sazonados	Ensalada César de pollo	Ensalada mixta fresca con huevo <small>Aderezo italiano con toques de naranja, picatostes sazonados</small>
extra. extra.	Fruta mixta refrigerada Nectarina fresca Ensalada de maíz y salsa de frijoles negros Pepinos en rodajas	Naranja entera Manzana Red Delicious Lechuga romana picada Zanahorias tiernas & palitos de apio	Rodajas de plátano con azúcar y canela Pera fresca Cuartos de tomate Ensalada de col con confeti	Compota de manzana sin azúcar Ciruela fresca Ensalada de maíz y salsa de frijoles negros Zanahorias tiernas & palitos de apio	Plátano entero Ensalada de patata casera Floretes de brócoli Melocotón fresco



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Tacos de ternera para llevar Maíz callejero mexicano	Nuggets de pollo Mostaza con miel casera, salsas barbacoa del suroeste y mojo, panecillos Patatas fritas sazonadas y cortadas en tiras	Quesadilla de queso Maíz de Mexicali	Bol de pollo crujiente con puré de patatas cremoso y maíz sazonado	Tacos de ternera crujientes Arroz integral al cilantro y a la lima Aguacate
AMERICAN CLASSICS	Pizza clásica de queso	Crispito de pollo y queso	Hamburguesa de cheddar a la barbacoa	Palitos de pan rellenos de queso Salsa marinera	Sándwich de pollo y salsa ranchera
ON THE GO	Ensalada de la huerta con mozzarella Aderezo balsámico, picatostes sazonados	Ensalada de pollo al estilo del suroeste con queso Aderezo ranchero ligero, nachos	Ensalada Chef de Pavo Aderezo italiano de Dijon, picatostes sazonados	Ensalada de pollo Cobb Aderezo ranchero ligero, panecillo	Ensalada de pollo y fresas
extra extra	Naranja entera Manzana Fuji fresca Lechuga romana picada Pepinos en rodajas	Bocadillos de piña Compota de manzana sin azúcar Ensalada de maíz con rancho Floretes de brócoli	Fruta mixta refrigerada Plátano entero Ensalada de cítricos y garbanzos Cuartos de tomate	Pera fresca Compota de manzana sin azúcar Zanahorias tiernas & palitos de apio Palitos de calabacín Judías negras	Manzana roja fresca Fruta mixta refrigerada Ensalada de remolacha encurtida Judías verdes crujientes



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Pollo crujiente estilo palomitas con panecillo y salsa barbacoa Alubias al horno saladas	Cazuela de tater tots con pan de maíz casero Verduras italianas asadas	Quesadilla de carnitas de cerdo y queso Maíz de Mexicali	Burrito sustancioso de frijoles y queso	Pollo salteado al estilo General Tso con arroz integral Coliflor asada con jengibre y naranja
AMERICAN CLASSICS	Tamal de pollo, salsa verde y queso	Hamburguesa de pizza con mozzarella	Sándwich de pollo con queso cheddar y barbacoa	Tiras de pizza de queso con salsa	Pan plano con pepperoni al estilo Brooklyn
ON THE GO	Ensalada Chef de jamón y queso cheddar Aderezo italiano ligero, picatostes sazonados	Ensalada de Pollo y Manzana-Cheddar Aderezo de mostaza dulce, pan de maíz casero	Ensalada de cheddar y mozzarella Aderezo de frambuesa, picatostes sazonados	Almuerzo divertido con nachos, queso y salsa	Bocadillo de mantequilla de sol y mermelada de uva
extra	Naranja fresca Fruta mixta refrigerada Zanahorias tiernas & palitos de apio Palitos de calabacín	Fruta mixta refrigerada Plátano entero Cuartos de tomate Pepinos en rodajas	Bocadillos de piña Manzana roja fresca Ensalada de frijoles negros Judías verdes crujientes	Naranja entera Floretes de brócoli Palitos de calabacín Melocotones refrigerados	Puré de manzana y canela Rodajas de plátano con azúcar y canela Zanahorias tiernas & palitos de apio Ensalada de col con cilantro y lima



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



LUNES

create

Albóndigas de pollo y verduras con salsa de naranja
Judías verdes con sésamo

AMERICAN CLASSICS

Hamburguesa de queso americana clásica

ON THE GO

Ensalada César con pollo rebozado y panecillo

extra, extra

Pera fresca
Puré de manzana y canela
Pepinos en rodajas
Palitos de calabacín



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Middle School Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Spaghetti Tossed in Italian Meat Sauce with Dinner Roll Roasted Green Beans	Pork Pozole Shredded napa cabbage, tortilla chips Mixed Vegetable Medley	Teriyaki Glazed Chicken with Asian Brown Rice Stir Fry Vegetables	Hearty Beef, Bean & Cheese Burrito Elotes Style Corn	Baked Macaroni and Cheese with Carnitas Dinner roll & BBQ sauce Savory Baked Beans
AMERICAN CLASSICS	Classic American Cheeseburger	Classic Cheese Pizza	Bacon Cheeseburger	Traditional Pepperoni Pizza	Classic Chicken Sandwich
ON THE GO	Popcorn Chicken Caesar Salad Creamy Caesar dressing, dinner roll	Mixed Greens Salad with Cheese Light ranch dressing, herb breadstick	Crispy Popcorn Chicken Light ranch dressing, dinner roll	Turkey Cobb Salad French dressing, soft baked breadstick	Chicken BLT Salad Tomato vinaigrette, seasoned croutons
extra extra	Fresh Pear Cinnamon Applesauce Cheddar Bacon Pea Salad Zucchini Sticks	Chilled Mixed Fruit Red Delicious Apple Chopped Romaine Lettuce Baby Carrots & Celery Sticks	Sliced Banana with Cinnamon Sugar Unsweetened Applesauce Celery Sticks Sliced Cucumbers	Chilled Mixed Fruit Red Delicious Apple Baby Carrots & Celery Sticks Citrus Kidney & Garbanzo Bean Salad	Whole Orange Fresh Pear Broccoli Florets Green Bell Peppers Strips



Vegetarian

This institution is an equal opportunity provider.




Language Academy of Sacramento Middle School Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Penne with Roasted Vegetable Sauce & Garlic Herb Flatbread	Chipotle Lime Chicken Fajita Bowl	Beef Walking Tacos Seasoned Black Beans	Soft Chicken Tacos Black Beans with Cilantro	Buttermilk Pancakes Turkey Sausage Patty Crispy Tater Tots
AMERICAN CLASSICS	Southwest Chicken Filet Sandwich	Chicken & Cheese Crispito	Hot Turkey & Cheese Bagel Melt	Buffalo Chicken Taquito	Seasoned Turkey Hot Dog with Sweet Pickle Relish Sweet Relish
ON THE GO	Ham Cobb Salad Sweet mustard dressing, soft baked breadstick	Buffalo Chicken Dip Creamy Buffalo Chicken Dip with Tortilla Chips	Classic Tuna Salad Over Lettuce with Seasoned Croutons	Chicken Caesar Salad	Fresh Mixed Greens Salad with Egg Orange spike Italian dressing, seasoned croutons
extra extra	Chilled Mixed Fruit Fresh Nectarine Corn & Black Bean Salsa Salad Sliced Cucumbers	Whole Orange Red Red Delicious Apple Chopped Romaine Baby Carrots & Celery Sticks	Sliced Banana with Cinnamon Sugar Fresh Pear Tomato Wedges Confetti Coleslaw	Unsweetened Applesauce Fresh Plum Corn & Black Bean Salsa Salad Baby Carrots & Celery Sticks	Whole Banana Homestyle Potato Salad Broccoli Florets Fresh Peach



 Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento

Middle School Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Beef Walking Tacos Mexican Street Corn	Crispy Chicken Nuggets <small>Homemade honey mustard, southwest & mojo BBQ sauces, dinner roll</small> Seasoned Crinkle Cut Fries	Cheese Quesdilla Mexicali Corn	Crispy Chicken Bowl <small>with Creamy Mashed Potatoes and Seasoned Corn</small>	Crispy Beef Tacos Cilantro Lime Brown Rice Avoc
AMERICAN CLASSICS	Classic Cheese Pizza	Chicken & Cheese Crispito	Jalapeno Cheddar Burger	Cheese Stuffed Breadsticks Marinara Sauce	Chicken & Ranch Sandwich
ON THE GO	Garden Salad with Mozzarella <small>Balsamic dressing, seasoned croutons</small>	Southwest Chicken Salad with Cheese <small>Light ranch dressing, tortilla chips</small>	Turkey Chef Salad <small>Dijon Italian dressing, seasoned croutons</small>	Chicken Cobb Salad <small>Light ranch dressing, dinner roll</small>	Strawberry Chicken Salad
extra extra	Whole Orange Fresh Fuji Apple Chopped Romaine Sliced Cucumbers	Pineapple Tidbits Unsweetened Applesauce Corn Salad with Ranch Broccoli Florets	Chilled Mixed Fruit Whole Banana Citrus Chickpea Salad Tomato Wedges	Fresh Pear Unsweetened Applesauce Baby Carrots & Celery Sticks Zucchini Sticks Black Beans	Fresh Red Delicious Apple Chilled Mixed Fruit Pickled Beet Salad Crisp Green Beans





Vegetarian

This institution is an equal opportunity provider.




Language Academy of Sacramento Middle School Lunch Menu



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
create	Crispy Popcorn Chicken with Dinner Roll & BBQ Sauce Savory Baked Beans	Tater Tot Casserole with Homemade Cornbread Roasted Italian Vegetables	Pork Carnitas & Cheese Quesadilla Mexicali Corn	Hearty Bean, and Cheese Burrito	General Tso's Chicken Stir Fry with Brown Rice Roasted Ginger Orange Cauliflower
AMERICAN CLASSICS	Cheese Enchiladas	Mozzarella Pizza Burger	BBQ Cheddar Chicken Sandwich	 Mozzarella Breadsticks with Zesty Marinara	Brooklyn Style Pepperoni Flatbread
ON THE GO	Ham & Cheddar Chef Salad Light Italian dressing, seasoned croutons	Chicken & Apple-Cheddar Salad Sweet mustard dressing, homemade cornbread	 Cheddar & Mozzarella Salad Raspberry dressing, seasoned croutons	Nachos, Cheese, & Salsa Fun Lunch	Sunbutter & Grape Jelly Sandwich
extra extra	Fresh Orange Chilled Mixed Fruit Baby Carrots & Celery Sticks Zucchini Sticks	Chilled Mixed Fruit Whole Banana Tomato Wedges Sliced Cucumbers	Pineapple Tidbits Fresh Red Delicious Apple Black Bean Salad Crisp Green Beans	Whole Orange Broccoli Florets Zucchini Sticks Chilled Diced Peaches	Cinnamon Applesauce Sliced Banana with Cinnamon Sugar Baby Carrots & Celery Sticks Cilantro Lime Coleslaw



 Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento Middle School Lunch Menu



MONDAY

create

Chicken & Vegetable Dumplings with Orange Sauce
Sesame Green Beans

AMERICAN CLASSICS

Crispy Popcorn Chicken
Louisiana Style Sauce and Garlic Toast

ON THE GO

Popcorn Chicken Caesar Salad with Dinner Roll

extra, extra

Fresh Pear
Cinnamon Applesauce
Sliced Cucumbers
Zucchini Sticks



Vegetarian

This institution is an equal opportunity provider.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Espaguetis con salsa italiana de carne y panecillo Judías verdes asadas	Pozole de cerdo Col china rallada, nachos Mezcla de verduras	Pollo glaseado al teriyaki con arroz integral asiático Verduras salteadas	Burrito sustancioso de ternera, frijoles y queso Maíz al estilo elotes	Macarrones con queso al horno con carnitas Panecillo y salsa barbacoa Alubias al horno saladas
AMERICAN CLASSICS	Hamburguesa de queso americana clásica	Pizza clásica de queso	Hamburguesa con queso y beicon	Pizza clásica de pepperoni	Sándwich de pollo clásico
ON THE GO	Ensalada César con trocitos de pollo Salsa César cremosa, panecillo	Ensalada de verduras mixtas con queso Aderezo ranchero ligero, palitos de pan con hierbas	Pollo crujiente estilo palomitas Aderezo ranchero ligero, panecillo	Ensalada Cobb de pavo Aderezo francés, palitos de pan horneados	Ensalada BLT de pollo Vinagreta de tomate, picatostes sazonados
extra extra	Pera fresca Puré de manzana y canela Ensalada de guisantes con queso cheddar y beicon Palitos de calabacín	Fruta mixta refrigerada Manzana Roja Deliciosa Lechuga romana picada Zanahorias tiernas & palitos de apio	Rodajas de plátano con azúcar y canela Compota de manzana sin azúcar Tallos de apio Pepinos en rodajas	Fruta mixta refrigerada Manzana Roja Deliciosa Zanahorias tiernas & palitos de apio Ensalada citrica de riñones y garbanzos	Naranja entera Pera fresca Floretes de brócoli Tiras de pimienta verde



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Penne con salsa de verduras asadas y pan plano de ajo y hierbas	Bol de fajitas de pollo con chipotle y lima	Tacos de ternera para llevar Frijoles negros sazonados	Tacos suaves de pollo Frijoles negros con cilantro	Tortitas de mantequilla Empanada de salchicha de pavo Patatas pequeñas
AMERICAN CLASSICS	Sándwich de filete de pollo al estilo del suroeste	Crispito de pollo y queso	Bagel caliente relleno de pavo y queso	Taquito de pollo al estilo Buffalo	Perrito caliente de pavo sazonado con salsa de pepinillos dulces Salsa dulce
ON THE GO	Ensalada Cobb con jamón Aderezo de mostaza dulce, palitos de pan horneados	Dip de pollo búfalo Espinacas, garbanzos, pepino, tomate, vinagreta, trozos de pan plano tostado	Ensalada clásica de atún sobre lechuga con picatostes sazonados	Ensalada César de pollo	Ensalada mixta fresca con huevo Aderezo italiano con toques de naranja, picatostes sazonados
extra extra	Fruta mixta refrigerada Nectarina fresca Ensalada de maíz y salsa de frijoles negros Pepinos en rodajas	Naranja entera Manzana Red Delicious Lechuga romana picada Zanahorias tiernas & palitos de apio	Rodajas de plátano con azúcar y canela Pera fresca Cuartos de tomate Ensalada de col con confeti	Compota de manzana sin azúcar Ciruela fresca Ensalada de maíz y salsa de frijoles negros Zanahorias tiernas & palitos de apio	Plátano entero Ensalada de patata casera Floretes de brócoli Melocotón fresco



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Tacos de ternera para llevar Maíz callejero mexicano	Nuggets de pollo Mostaza con miel casera, salsas barbacoa del suroeste y mojo, panecillos Patatas fritas sazonadas y cortadas en tiras	Quesadilla de queso Maíz de Mexicali	Bol de pollo crujiente con puré de patatas cremoso y maíz sazonado	Tacos de ternera crujientes Arroz integral al cilantro y a la lima Aguacate
AMERICAN CLASSICS	Pizza clásica de queso	Crispito de pollo y queso	Hamburguesa de jalapeño y queso cheddar	Palitos de pan rellenos de queso Salsa marinera	Sándwich de pollo y salsa ranchera
ON THE GO	Ensalada de la huerta con mozzarella Aderezo balsámico, picatostes sazonados	Ensalada de pollo al estilo del suroeste con queso Aderezo ranchero ligero, nachos	Ensalada Chef de Pavo Aderezo italiano de Dijon, picatostes sazonados	Ensalada de pollo Cobb Aderezo ranchero ligero, panecillo	Ensalada de pollo y fresas
extra extra	Naranja entera Manzana Fuji fresca Lechuga romana picada Pepinos en rodajas	Bocadillos de piña Compota de manzana sin azúcar Ensalada de maíz con rancho Floretes de brócoli	Fruta mixta refrigerada Plátano entero Ensalada de cítricos y garbanzos Cuartos de tomate	Pera fresca Compota de manzana sin azúcar Zanahorias tiernas & palitos de apio Palitos de calabacín Judías negras	Manzana roja fresca Fruta mixta refrigerada Ensalada de remolacha encurtida Judías verdes crujientes



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
create	Pollo crujiente estilo palomitas con panecillo y salsa barbacoa Alubias al horno saladas	Cazuela de tater tots con pan de maíz casero Verduras italianas asadas	Quesadilla de carnitas de cerdo y queso Maíz de Mexicali	Burrito sustancioso de frijoles y queso	Pollo salteado al estilo General Tso con arroz integral Coliflor asada con jengibre y naranja
AMERICAN CLASSICS	Enchiladas de queso	Hamburguesa de pizza con mozzarella	Sándwich de pollo con queso cheddar y barbacoa	Palitos de pan de mozzarella con marinera	Pan plano con pepperoni al estilo Brooklyn
ON THE GO	Ensalada Chef de jamón y queso cheddar Aderezo italiano ligero, picatostes sazonados	Ensalada de Pollo y Manzana-Cheddar Aderezo de mostaza dulce, pan de maíz casero	Ensalada de cheddar y mozzarella Aderezo de frambuesa, picatostes sazonados	Almuerzo divertido con nachos, queso y salsa	Bocadillo de mantequilla de sol y mermelada de uva
extra	Naranja fresca Fruta mixta refrigerada Zanahorias tiernas & palitos de apio Palitos de calabacín	Fruta mixta refrigerada Plátano entero Cuartos de tomate Pepinos en rodajas	Bocadillos de piña Manzana roja fresca Ensalada de frijoles negros Judías verdes crujientes	Naranja entera Floretes de brócoli Palitos de calabacín Melocotones refrigerados	Puré de manzana y canela Rodajas de plátano con azúcar y canela Zanahorias tiernas & palitos de apio Ensalada de col con cilantro y lima



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Menú de almuerzo de primaria



LUNES

create

Albóndigas de pollo y verduras con salsa de naranja
Judías verdes con sésamo

AMERICAN CLASSICS

Pollo crujiente estilo palomitas
Salsa al estilo de Luisiana y pan de ajo

ON THE GO

Ensalada César con pollo rebozado y panecillo

extra, extra

Pera fresca
Puré de manzana y canela
Pepinos en rodajas
Palitos de calabacín



Vegetariano

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento Snack Menu

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Banana Muffin 1% Low-fat Milk	French Toast Goldfish Crackers Chocolate Skim Milk	Nonfat Strawberry Greek Yogurt Chocolate Chip Muffin	Low Fat Mozzarella String Cheese Herb Breadstick	Fresh Vegetable Crudite Cup Light Ranch Dressing 1% Low-fat Milk
Cheerios 1% Low-fat Milk	Whole Apple Gala Chocolate Skim Milk	Cheddar Goldfish Crackers Grape Juice	Half Sunbutter Sandwich Chocolate Skim Milk	Carrot Sticks Light Ranch Dressing 1% Low-fat Milk
Nonfat Vanilla Greek Yogurt Cinnamon Breadstick	Cheddar Goldfish Crackers Chocolate Skim Milk	Low Fat Mozzarella String Cheese Blueberry Muffin	Fresh Vegetable Crudite Cup Light Ranch Dressing Chocolate Skim Milk	Deli Turkey Cheddar Cheese Cubes Chocolate Skim Milk
Fresh Fuji Apple 1% Low-fat Milk	Pretzel Goldfish Low Fat Mozzarella String Cheese	Half Sunbutter Sandwich 1% Low-fat Milk	Nonfat Blueberry Greek Yogurt Apple Juice	Apple Cinnamon Muffin 1% Low-fat Milk

This institution is an equal opportunity provider.



Language Academy of Sacramento Snack Menu

MONDAY

Banana Muffin
1% Low-fat Milk

This institution is an equal opportunity provider.



Academia de Idiomas de Sacramento

Menú de aperitivos

LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
Muffin de plátano Leche 1% baja en grasa	Tostadas francesas Goldfish Crackers Leche desnatada con chocolate	Yogur griego desnatado de fresa Muffin con pepitas de chocolate	Queso en tiras Mozzarella bajo en grasa Palito de pan con hierbas	Taza de crudité de verduras frescas Aderezo ranchero ligero Leche 1% baja en grasa
Cheerios Leche 1% baja en grasa	Manzana Gala entera Leche desnatada con chocolate	Galletas de Cheddar Goldfish Mosto	Medio bocadillo de mantequilla de sol Leche desnatada con chocolate	Palitos de zanahoria Aderezo ranchero ligero Leche 1% baja en grasa
Yogur griego de vainilla desnatado Palito de pan con canela	Galletas de Cheddar Goldfish Leche desnatada con chocolate	Queso en tiras Mozzarella bajo en grasa Muffin de arándanos	Taza de crudité de verduras frescas Aderezo ranchero ligero Leche desnatada con chocolate	Pavo de la tienda de delicatessen Cubos de queso Cheddar Leche desnatada con chocolate
Manzana Fuji fresca Leche 1% baja en grasa	Pretzel Goldfish Queso en tiras Mozzarella bajo en grasa	Medio bocadillo de mantequilla de sol Leche 1% baja en grasa	Yogur griego desnatado de arándanos Zumo de manzana	Muffin de manzana y canela Leche 1% baja en grasa

Esta institución es un proveedor de igualdad de oportunidades.



Academia de Idiomas de Sacramento

Menú de aperitivos

LUNES

Muffin de plátano
Leche 1% baja en grasa

Esta institución es un proveedor de igualdad de oportunidades.



Language Academy of Sacramento

Supper Menu

WEEK 1
WEEK 2
WEEK 3
WEEK 4
WEEK 5

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Soft Flour Turkey Tacos with Tomato Salsa
Seasoned corn, mild tomato salsa
Seasoned Corn
Fresh Red Delicious Apple

Turkey & Cheese Pinwheels
Sliced Cucumbers with Light Ranch Dressing
Juicy Whole Orange

Classic Pepperoni Pizza
Spinach & Romaine Salad with Light Ranch Dressing
Red Delicious Apple

Mixed Greens Salad with Cheese & Light Ranch Dressing
Dinner Roll
Juicy Whole Orange

BBQ Pulled Pork Sandwich
Cinnamon Glazed Carrots
Red Delicious Apple

Baked Macaroni and Cheese
Savory Green Beans
Petite Whole Banana

Ham Cobb Salad with Light Ranch Dressing
Dinner Roll
Anjou Pear

Classic Cheese Pizza
Spinach & Romaine Salad with Light Ranch Dressing
Petite Whole Banana

Roasted Italian Vegetable Wrap
Broccoli Florets with Light Ranch Dressing
Anjou Pear

Crispy Chicken Nuggets with Homemade Honey Mustard BBQ Sauce
Steamed Seasoned Peas
Petite Whole Banana

Mashed Potato & Chicken Bowl with Breadstick
Steamed Seasoned Corn
Red Delicious Apple

Turkey & Cheese Pinwheels
Broccoli Florets with Light Ranch Dressing
Petite Whole Banana

Italian Sausage Pizza
Fresh Tomato Wedges with Light Ranch Dressing
Red Delicious Apple

Classic Tuna Salad Over Lettuce with Balsamic Dressing
Dinner Roll
Petite Whole Banana

BBQ Roasted Chicken with Dinner Roll
Seasoned Cauliflower
Red Delicious Apple

Classic Crispy Chicken Sandwich
Seasoned Crinkle Cut French Fries
Red Delicious Apple

Ham & American Cheese Sub Sandwich
Zucchini Sticks with Light Ranch Dressing
Juicy Whole Orange

Traditional Pepperoni Pizza
Classic Caesar Salad
Red Delicious Apple

Mixed Greens Salad with Cheese & Balsamic
Dinner Roll
Juicy Whole Orange

Seasoned Turkey Nachos
Steamed Corn
Red Delicious Apple

MILK CHOICES: 1% Low-fat Milk served daily

This institution is an equal opportunity provider





Language Academy of Sacramento

Supper Menu

MONDAY

Mashed Potato & Chicken Bowl with Breadstick
Steamed Seasoned Corn
Red Delicious Apple

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

📍 Regional specialty

MILK CHOICES: 1% Low-fat Milk served daily

This institution is an equal opportunity provider





Academia de Idiomas de Sacramento

Menú de la cena

WEEK 1
WEEK 2
WEEK 3
WEEK 4
WEEK 5

LUNES

MARTES

MIÉRCOLES

JUEVES

VIERNES

Tacos de pavo con
harina y salsa de tomate
*Maíz sazonado, salsa de
tomate suave*
Maíz sazonado
Manzana roja fresca

Rollitos de pavo y queso
Rodajas de pepino con
aderezo ranchero ligero
Naranja entera jugosa

Pizza clásica de
pepperoni
Ensalada de espinacas y
lechuga romana con
aderezo ranchero ligero
Manzana Roja Deliciosa

Ensalada mixta con
queso y aderezo
ranchero light
Panecillo
Naranja entera jugosa

Sándwich de cerdo a la
barbacoa
Zanahorias glaseadas
con canela
Manzana Roja Deliciosa

Macarrones con queso
al horno
Judías verdes saladas
Plátano entero pequeño

Ensalada Cobb con
jamón y aderezo
ranchero ligero
Panecillo
Pera de Anjou

Pizza clásica de queso
Ensalada de
espinacas y lechuga
romana con aderezo
balsámico
Plátano entero pequeño

Envoltura de verduras
italianas asadas
Ramilletes de brócoli
con aderezo ranchero
ligero
Pera de Anjou

Nuggets de pollo
crujientes con salsa
barbacoa casera de
mostaza y miel
Guisantes al vapor
sazonados
Plátano entero pequeño

Bol de puré de patatas y
pollo con palito de pan
Maíz al vapor sazonado
Manzana Roja Deliciosa

Rollitos de pavo y queso
Ramilletes de brócoli
con aderezo ranchero
ligero
Plátano entero pequeño

Pizza de salchicha
italiana
Cuartos de tomate
fresco con aderezo
ranchero ligero
Manzana Roja Deliciosa

Ensalada clásica de atún
sobre lechuga con
aderezo balsámico
Panecillo
Plátano entero pequeño

Pollo asado a la
barbacoa con panecillo
Coliflor sazonada
Manzana Roja Deliciosa

Sándwich clásico de
pollo crujiente
Papas fritas onduladas
sazonadas
Manzana Roja Deliciosa

Bocadillo de jamón y
queso americano
Palitos de calabacín con
aderezo ranchero ligero
Naranja entera jugosa

Pizza clásica de
pepperoni
Ensalada César
Manzana Roja Deliciosa

Ensalada mixta con
queso y vinagre
balsámico
Panecillo
Naranja entera jugosa

Nachos de pavo
sazonados
Maíz al vapor
Manzana Roja Deliciosa

OPCIONES DE LECHE: Leche desnatada al 1% servida a diario

Esta institución es un proveedor que ofrece igualdad de oportunidades





Academia de Idiomas de Sacramento

Menú de la cena

LUNES

WEEK 1
WEEK 2
WEEK 3
WEEK 4
WEEK 5

Bol de puré de patatas y pollo con palito de pan
Maíz al vapor sazonado
Manzana Roja Deliciosa

📍 Especialidad regional

OPCIONES DE LECHE: Leche desnatada al 1% servida a diario

Esta institución es un proveedor que ofrece igualdad de oportunidades

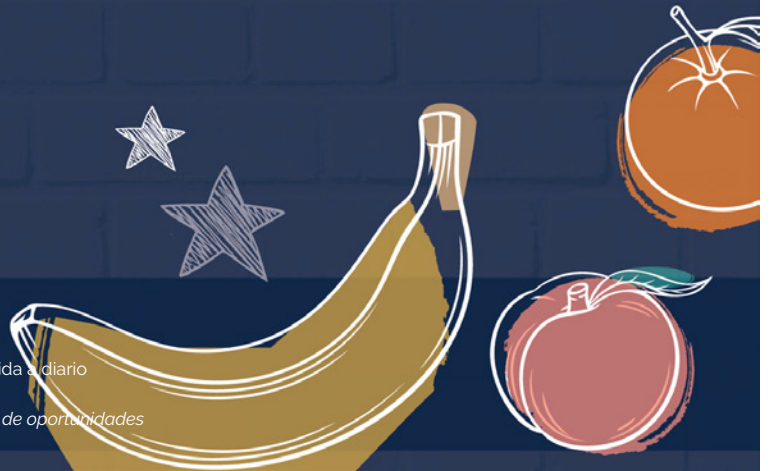


Exhibit 1

Exhibit 1: Model Fixed-Price Contract
FOOD SERVICE MANAGEMENT COMPANY

The Language Academy of Sacramento

FOOD SERVICE PROGRAM

2850 49th Street, Sacramento, CA 95817

(916) 277-7137

Model Fixed-Price Contract

Table of Contents

CONTRACT SUMMARY.....2

MODEL FIXED-PRICE CONTRACT3

I. Introduction.....3

II. General Terms and Conditions3

III. Relationship of the Parties.....10

IV. Food Service Program.....11

V. Buy American and California Agricultural Preference Requirements13

VI. U.S. Department of Agriculture Foods16

VII. Meal Responsibilities.....18

VIII. Food Service Management Company Employees18

IX. Books and Records19

X. Monitoring and Compliance20

XI. Equipment, Facilities, Inventory, and Storage21

XII. Certifications21

XIII. Insurance.....22


XIV. Termination23

SCOPE OF WORK.....24

SCHEDULE OF FEES28

Page 1
SFA Name [Enter SFA Name]
RFP # [Enter RFP #]

Contract Summary

FOOD SERVICES CONTRACT		CONTRACT NUMBER
		REGISTRATION NUMBER
1	This contract is entered into between the school food authority and the Food Service Management Company named below:	
	SCHOOL FOOD AUTHORITY NAME	
	The Language Academy of Sacramento	
	FOOD SERVICE MANAGEMENT COMPANY NAME	
	Compass Group USA, Inc., by and through its Chartwells Division	
2	The term of this Contract is for one year, commencing on	and ending on
3	The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served	\$
4	The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract.	
	Request for Proposal Released	Enter page(s)
	Contractor Proposal Received	Enter page(s)
	Attached Terms and Conditions	Enter page(s)
	Exhibit A: Scope of Work	Enter page(s)
	Exhibit B: Schedule of Fees	Enter page(s)
IN WITNESS WHEREOF, the parties hereto have executed this Contract		
FOOD SERVICE MANAGEMENT COMPANY		<i>California Department of Education Use Only</i>
NAME of FSMC (if other than an individual, state whether a corporation, partnership, etc.)		
Compass Group USA, Inc., by and through its Chartwells Division		
BY (Authorized Signature)	DATE SIGNED (do not type)	
	4/14/2026	
PRINTED NAME AND TITLE OF PERSON SIGNING		
Amy Shaffer, CEO, Chartwells K12		
ADDRESS		
2400 Yorkmont Road, Charlotte, NC 28217		
SCHOOL FOOD AUTHORITY		
NAME of SFA		
The Language Academy of Sacramento		
BY (Authorized Signature)	DATE SIGNED (do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING		<input type="checkbox"/> Exempt per:
Judy Morales-Sue		
Director of Business and Operations		

Model Fixed-Price Contract

I. Introduction

The **Language Academy of Sacramento**, hereinafter referred to as the school food authority (SFA), enters into this Contract with **[food service management company name]**, hereinafter referred to as the FSMC to provide food service management assistance for the SFA’s food service program, hereinafter referred to as “Services.” **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

II. General Terms and Conditions

A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on **July 1, 2026** and continue through **June 30, 2027**. After careful consideration, the SFA may annually renew this Contract for four additional one-year periods upon agreement between both parties. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7, Code of Federal Regulations [7 CFR], Section 210.16[a][10] and 210.16[d]).

B. Designated Contract Liaisons

SFA Liaison for Services		FSMC Liaison for Services	
Name: Judy Morales-Sue		Name: Brooke Tompkins	
Title: Director of Business and Operations		Title: Operations Manager	
Phone: (916) 277-7137	Cell Phone:	Phone:	Cell Phone: 415-572-2929
Fax:	Email: Food@lasac.info	Fax:	Email: Brooke.tompkins@compass-usa.com

Respondents shall serve or deliver by postal mail all legal notices to:

SFA	FSMC
Name: Judy Morales - Sue	Name: Brooke Tompkins
Title: Director of Business and Operations	Title: Operations Manager
Address: 2850 49 th Street, Sacramento, CA 95817	Address: 1201 Leafwood Heights, Novato, CA 94947

Page 3
SFA Name [Enter SFA Name]
RFP [Enter RFP #]

C. Fees

1. Fixed-price Contracts

The SFA will pay the FSMC at a fixed rate per meal. The fixed rate per meal includes all fees and charges indicated in the Schedule of Fees (Exhibit B) of this Contract. The SFA must determine, and the FSMC shall credit the SFA for, the full value of U.S. Department of Agriculture (USDA) Foods. The FSMC must follow all procurement requirements provided in section V. Compliance with the Law. The FSMC’s fixed-price invoice will be fully compliant with procurement requirements for the National School Lunch, Special Milk and School Breakfast Programs, set forth in 7 *CFR*, parts 210, 215, and 220. The FSMC shall take discounts, rebates, and other credits into account when formulating their prices for this fixed-price contract (2 *CFR*, Section 200.406[a]).

2. Payment Terms

The FSMC shall submit **monthly** invoices by the 5th calendar day of the following month that reflect all activity for the previous **calendar month**. The FSMC must submit detailed cost documentation, including the quantity and cost of nondomestic items subject to the Buy American Provision, **monthly** to support all charges to the SFA. Charges and expenses are included in the Schedule of Fees (Exhibit B). All costs, charges, and expenses must be mutually agreeable to the SFA and the FSMC and must be allowable costs consistent with the cost principles in 2 *CFR*, Part 200, as applicable. The SFA will pay invoices submitted by the FSMC within **30 calendar days** days of the invoice date. The SFA will notify the FSMC of invoices that do not pass audit, which the SFA will not pay until the invoices have passed audit, with no penalty accruing to the SFA.

3. Interest, Fines, Penalties, Finance Charges, Income and Expenses

Interest, fines, penalties, finance charges, income and expenses that may accrue under this Contract are not allowable expenses to the nonprofit school food service (cafeteria fund) (2 *CFR*, Section 200.441). The SFA is prohibited from paying unallowable expenses from the SFA’s cafeteria fund.

4. Spoiled or Unwholesome Food, Food Not Meeting Detailed Food Component Specifications or Contract Requirements.

The SFA shall make no payment to the FSMC for meals that, in the SFA’s determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract. (7 *CFR*, Section 210.16[c][3])

D. Contract Cost Adjustment

Page 4
 SFA Name [Enter SFA Name]
 RFP [Enter RFP #]

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home [insert one CPI regional index: Los Angeles, West Region, San Francisco or San Diego (CPI)]. The [insert month] CPI value will be used as a representation of the change in CPI. Such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA. Of note, the CPI fee increases should be applied to individual meal or unit costs.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this Contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

E. Availability of Funds

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

F. Timeliness

Time is of the essence in this Contract.

G. Approval

This Contract has no force or effect until it is signed by both parties and is approved by the CDE. (7 CFR, Sections 210.16[a][10] and 210.19[a][5])

H. Amendment

No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral

understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (7 *CFR*, Sections 210.16[a][10] and 210.19[a][5]).

I. Substantive Changes to Contract

Any change to this Contract that results in a material change, or any proposed renewals of this Contract may, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract:

- The addition of a program
- A major shift in responsibilities for FSMC or SFA staff

J. Subcontract/Assignment

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women’s business enterprises, veteran-owned businesses, and labor surplus area firms when possible. (2 *CFR*, Section 200.321)

K. Written Commitments

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal
- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

L. Trade Secrets/Copyrights

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines, operational manuals, and similar documents—that the SFA and FSMC regularly use in the operation of their business or that they develop independently during the course of this Contract. Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of

the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, make works available through agency-designated public access repositories, and authorize others to use the work for federal purposes. (2 *CFR*, Section 200.315[b]).

M. Severability

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

N. Counterparts

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

O. Silence/Absence/Omission

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

P. Indemnification

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC's acts or omissions, willful misconduct, negligence, or breach of the FSMC's obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA's sole acts or omissions.

Q. Sanctions

If the FSMC fails to perform the contract terms, the following penalties may be imposed:

- FSMC will be required to provide in writing to the SFA how they will ensure future contract compliance

- Continued nonperformance will result in termination of this contract
- FSMC may be prohibited from bidding on future contracts with the SFA

R. Breach of Contract

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

S. Penalties

Cost resulting from the SFA's violations, alleged violations of, or failure to comply with federal, state, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency. (2 *CFR*, Section 200.441)

T. Force Majeure

1. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power failure, disabling strikes, epidemics, quarantine restrictions, and freight embargoes.
2. Force majeure does not include any of the following occurrences:
 - Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market
 - Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence
 - Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits
3. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following workday or

the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate 7 *CFR*, Section 210.16(d).

4. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

U. Nondiscrimination

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP) will be discriminated against on the basis of race, color, national origin, age, sex or disability. FSMCs and SFAs shall comply with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 (42 U.S.C. sections 2000d et seq. and 2000e et seq.); Title IX of the Education Amendments of 1972 (Title 20 U.S.C. sections 1681 et seq.); Section 504 of the Rehabilitation Act of 1973 (Title 29 U.S.C. Section 794); the Age Discrimination Act of 1975 (42 U.S.C. sections 6101 et seq.); the Americans with Disabilities Act of 1990 (P.L.101-336); all provisions required by USDA Nondiscrimination Regulations [7 *CFR* parts 15, 15a, 15b, 16, and 7 *CFR* Section 210.23(b)]; FNS Instruction 113-1; and Department of Justice Enforcement Guidelines for Enforcement of Nondiscrimination in Federally Assisted Programs.

V. Compliance with the Law

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC's compliance efforts.

The FSMC must comply with all federal and state procurement standards for purchasing and contracting as required by 2 *CFR* sections 200.317–200.327, 7 *CFR* sections 210.21, 220.16, 225.17 and 250.50 (as applicable); *California Education Code (EC)* sections 45103.1, 45103.5 and 49554, *FAC* sections 58595(c) and 58596.3, and *Public Contract Code* Section 20111(c), as applicable. Failure to comply with federal and state procurement standards may result in corrective action to require a new procurement and award, payment hold, and repayment of the nonprofit school food service account for unallowable costs. (2 *CFR* sections 200.339 and 200.410).

The FSMC shall comply with all applicable federal regulations in 2 *CFR*, parts 200 and 400 and 7 *CFR*, parts 210 (NSLP), 220 (SBP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction), USDA FNS Instructions and policy, federal laws and regulations, *EC*, *FAC*, and California laws and regulations, where applicable.

W. Choice of Law

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

X. Advice of Counsel

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all the terms and provisions of this Contract.

III. Relationship of the Parties

- A.** The FSMC's relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes, all of which will be the FSMC's responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA.
- B.** When the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, or Afterschool Meal Supplements (AMS) under the NSLP. (*EC* Section 45103.5)
- C.** All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.
- D.** The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

IV. Food Service Program

A. Food Service Management Company Responsibilities

1. The SFA will provide the FSMC with an electronic Point of Service (POS) meal and milk counting system. Such meal and milk counting system must eliminate any potential for the overt identification of free and reduced-price eligible students under 7 *CFR*, Section 245.8. This POS system will be used for the duration of this Contract and the FSMC will not take an ownership interest or option in the POS system provided.
2. The FSMC will not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event. (7 *CFR*, Section 210.21[e]).
3. The FSMC shall have state or local health certification for any facility outside the school in which it proposes to prepare meals and the FSMC shall maintain this health certification for the duration of the Contract. (7 *CFR*, Section 210.16[c][2]).
4. The FSMC will not disclose the eligibility status of individual students or confidential information provided (*EC* Section 49558).

B. School Food Authority Responsibilities

1. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits. (7 *CFR*, sections 210.16[a][2] and 210.16[a][3]).
2. The SFA retains control of the quality, extent, and the general nature of its food service; the prices children are charged for meals (7 *CFR*, Section 210.16[a][4]), and a la carte prices. The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced-price, and paid reimbursable lunches to all eligible children. (7 *CFR*, Section 210.16[a]).
3. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by the CDE under 7 *CFR*, Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-

price, and paid lunches respectively, served for each day of operation. (7 *CFR*, Section 210.8[a][1]).

4. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs. (7 *CFR*, Section 210.10[m]).
5. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, program renewal, the verification of applications, letters to households, and all correspondence to the CDE relating to the food service program. (7 *CFR*, Section 210.16[a][5]).
6. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program. This includes retaining authority and responsibility for all information, documents and claims submitted in the Child Nutrition Information and Payment System (CNIPS). (7 *CFR*, Section 210.21(b) and CNIPS User Acceptance Agreement).
7. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster. (*EC* Section 49558).
8. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk. (7 *CFR*, sections 245.5 and 245.6).
9. *EC* Section 49501.5 (a)(2)(B) requires a SFA that is a public school district, charter school or county office of education, to conduct a direct certification matching through the California Longitudinal Pupil Achievement Data System on a monthly basis as a condition of receiving funding. Private schools, nonpublic schools and residential child care institutions must obtain the direct certification list at least three times annually as required in 7 *CFR* Section 245.6(b).
10. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility. (7 *CFR*, Section 245.7).
11. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations. (7 *CFR*, Section 245.6).
12. The SFA shall ensure that all USDA Foods received by the school food authority and made available to the food service management company

accrue only to the benefit of the school food authority's nonprofit school food service and are fully utilized therein. (7 *CFR*, Section 210.16[a][6]).

13. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning. (7 *CFR*, Section 210.16[a][8]).
14. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being met by the FSMC preparing or serving meals on-site at an SFA facility. (7 *CFR*, Section 210.16[a][7]).

V. Buy American and California Agricultural Preference Requirements

A. Food Service Management Company Responsibilities

1. The FSMC will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks. (7 *CFR*, sections 210.21[d] and 7 *CFR* 220.16[d]).
2. The FSMC will submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume in compliance with 42 United States Code (U.S.C.) Section 1760(n), 7 *CFR* sections 210.21(d)(1)(ii) and 220.16(d)(1)(ii), and USDA Policy Memo SP 38-2017.
3. The FSMC must notify the SFA in writing at least **2** days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes if available for the SFA to consider and provide an explanation for the following Buy American exceptions (7 *CFR*, sections 210.21(d)(5) and 220.16(d)(5):
 - a) The product is listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 *CFR*, Section 25.104 and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; and/or

- b) Competitive bids reveal the cost of the domestic product is significantly higher than the nondomestic product
4. California Food and Agriculture Code (*FAC*) 58596.3, applies to SFAs that receive \$1 million or more annually in federal SNP reimbursement. It states that SFAs must specify in their bid or solicitation that they will only purchase domestic agricultural products unless the bid or price of a nondomestic agricultural food product is more than 25 percent lower than the bid or price of the domestic agricultural food product.
 5. Also, *FAC* 58595(c) requires SFAs accept a bid or price for an agricultural food product when it is grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when both of the following are met:
 - a) The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.
 - b) The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state
 6. The FSMC will provide certification of domestic origin for products which do not have country of origin labels. (7 *CFR* sections 210.21[d][1][ii] and 220.16[d][1][ii], and USDA Policy Memo SP 38-2017).
 7. Per 7 *CFR* sections 210.21(d)(5)(ii) and 220.16(d)(5)(ii) the FSMC must adhere to the cap on non-domestic food purchases:
 - a) Beginning in SY 2025-26, the non-domestic food purchase cap will be 10 percent of the total annual commercial food costs that the SFA purchases per school year;
 - b) Beginning in SY 2028-29, the non-domestic food purchases cap will be 8 percent of the total annual commercial food costs that an SFA purchases per school year; and
 - c) Beginning in SY 2031-32, the non-domestic food purchases cap will be 5 percent of the total annual commercial food costs that the SFA purchases per school year.
 8. The FSMC must make available purchase records and documentation identifying non-domestic commercial food program purchases per food item and unit cost of each non-domestic program purchase, as well as

total commercial food program purchases made during a given school year. This information must be provided to the SFA no less than annually at the end of the school year or more frequently as requested by the SFA. In addition, the FSMC must provide the SFA with a report that aggregates total non-domestic commercial food program purchases, domestic commercial food program purchases and total commercial food program purchases in a format that is requested by the State Agency and/or USDA no less than annually at the end of the school year or more frequently as requested by the SFA. (7 *CFR* sections 210.21[d][5][iii] and [iv]) 220.16[d][5][iii] and [iv])

B. School Food Authority Responsibilities

1. The SFA shall maintain documentation provided by the FSMC of the meal and snack components that were comprised of domestic and non-domestic products, including assurance that components were processed domestically. (7 *CFR* sections 210.21[d][iii] and [iv] and 220.16[d][iii][iv], and USDA Policy Memo SP 38-2017). This will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an on-site administrative review and an off-site procurement review. (2 *CFR* Section 200.318[i], 7 *CFR* sections 210.23[c], 210.21[d][5][iii] and 220.16[d][5][iii]).
2. The SFA shall monitor the contract to ensure the FSMC’s adherence to the Buy American Provision (7 *CFR* sections 210.16[d] and 220.16[d]) and California FAC Section 58596.3 requirements, including documentation of nondomestic exceptions and associated caps. (2 *CFR*, Section 200.318[b]).

VI. U.S. Department of Agriculture Foods

A. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, USDA Foods made available by the SFA solely for the purpose of providing benefits for the SFA’s nonprofit school food program. (7 *CFR*, Section 210.16[a][6]).
2. The method and frequency of crediting USDA Foods will be in accordance with 7 *CFR*, Section 250.51(b). The FSMC must ensure that it follows the negotiated method and frequency of crediting agreed upon by the parties. In accordance with 7 *CFR*, Section 250.53, the FSMC shall comply with the following provisions relating to the use of USDA Foods, as applicable:

- a) The FSMC must credit the SFA for the value of all USDA Foods (including both entitlement and bonus foods) received for use in the SFA's meal service in the school year or fiscal year. The credit must include the value of USDA Foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the USDA Foods value of processed end products to the SFA. (7 CFR, Section 250.53[a]).
- b) The FSMC shall account for the full value of USDA Foods in accordance with 7 CFR, Section 250.51 and 250.58(e) by:
 - i) Subtracting the value of all USDA Foods received for use in the SFA's food service from the SFA's (monthly/quarterly) invoice, and
 - ii) Using the national average value of donated foods for the school year in which the USDA Foods are received by the SFA. This listing is available from the USDA Food Distribution web page at Value of Donated Foods Notices | Food and Nutrition Service.
3. The FSMC will be responsible for any activities relating to in accordance with 7 CFR, Section 250.50(d), as applicable, and will ensure that such activities are performed in accordance with the applicable requirements in 7 CFR, Part 250.
4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods. 7 CFR Section 250.16[a])
5. The FSMC must use all USDA beef, pork, and all processed end products, in the SFAs food service, and must use all other USDA Foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used). (7 CFR, Section 250.51[d]).
6. The FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of USDA Foods contained in end products. (7 CFR, Section 250.53[a][7]).
7. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of 7 CFR, Part 250. (7 CFR, Section 250.53[a][8]).

8. The FSMC will provide assurance that it will comply with the storage and inventory requirements for USDA Foods. (7 *CFR*, Section 250.53[a][9]).
9. The FSMC will maintain records to document its compliance with requirements relating to USDA Foods. (7 *CFR*, Section 250.54[b]).

B. School Food Authority Responsibilities

1. The SFA shall retain title to all USDA Foods and ensure that all USDA Foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein. (7 *CFR*, Section 210.16[a][6]).
2. The SFA will maintain records to document its compliance with requirements relating to USDA Foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all USDA Foods. (7 *CFR*, Sections 250.54[a] and [c]).
3. The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to USDA Foods. (7 *CFR*, Section 250.53[a][12]).

VII. Meal Responsibilities

A. The FSMC shall:

1. Serve meals and snacks on such days and at such times as requested by the SFA.
2. Offer free, reduced-price, and paid reimbursable meals and snacks to all eligible children through the SFA's food service program.
3. Provide meals through the SFA's food service program that meet the requirements as established in 7 *CFR*, parts 210 and 220, as applicable.

VIII. Food Service Management Company Employees

- A.** The FSMC shall only place employees for work at the SFA that meet the minimum professional standards outlined in 7 *CFR*, Section 210.30 which can be viewed at the following web page: School Nutrition Program Professional Standards.

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the training completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the required professional standards.

- B.** The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s) provided by the FSMC.
- C.** The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA [*Enter number of weeks here*] calendar weeks prior to the commencement of operation.
- D.** The FSMC shall comply with all wage and hour requirements under federal and state laws. The FSMC will be responsible for supervising and training their personnel.
- E.** The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.
- F.** The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.
- G.** The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.

IX. Books and Records

Page 18
SFA Name [Enter SFA Name]
RFP [Enter RFP #]

- A.** The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with 7 *CFR*, Section 210.16(c)(1).
- B.** The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE, USDA FNS and Office of Inspector General of the United States for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as long as required for resolution of issues raised by the audit. (7 *CFR*, Section 210.9[b][17]).
- C.** The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.
- D.** The USDA, Inspector General, the Comptroller of the United States, and the CDE, or any of their duly authorized representatives must have the right of access to any documents, papers, or other records of the FSMC and the SFA which are pertinent to the federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the FSMC and SFA's personnel for the purpose of interview and discussion related to such documents. (2 *CFR*, Section 200.337[a]).
- E.** The distributing agency/CDE, recipient agency/SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for management and use of USDA Foods. (7 *CFR*, Section 250.53[a][10]).

X. Monitoring and Compliance

- A.** The FSMC shall monitor the food service operation of the SFA through periodic on-site visits in order to develop recommendations for improvement of the food service program.
- B.** The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.

- C.** The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with 7 *CFR*, Section 210.8(a). At a minimum, these internal controls shall include all the following:
- An on-site review of the lunch counting and claiming system and readily observable general areas of review required under 7 *CFR* Section 210.18(h) employed by each school within the jurisdiction of the SFA.
 - Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
 - A system for following up on lunch counts that suggest the likelihood of lunch counting problems

XI. Equipment, Facilities, Inventory, and Storage

- A.** The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA's premises.
- B.** The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA's premises within 10 days of its placement on the SFA's premises.
- C.** The SFA shall have access, with or without notice, to all the SFA's facilities used by the FSMC for purposes of inspection and audit.
- D.** Ownership of the beginning inventory of food and supplies shall remain with the SFA.
- E.** Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

XII. Certifications

- A.** The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR*, parts 200 and 400, and 7 *CFR*, parts 210, 215, 220, 245, 250, and USDA FNS instructions and policy, *EC*, and California laws and regulations, where applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.
- B.** The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations, and statutes.
- C.** The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued.

For contracts in excess of \$150,000, the SFA and FSMC shall comply with the Clean Air Act (42 U.S.C. sections 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. Section 1251) as amended. (Appendix II to 2 *CFR*, Part 200, Section G)

- D.** Debarment and Suspension

The parties shall not enter into contracts with parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Nonprocurement programs (Executive Orders 12549 and 12689 and 2 *CFR*, Part 200, Appendix II, Section H).

- E.** Lobbying

The Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Part 418) must accompany each subsequent four (4) additional one-year renewals. Contract renewals that do not include this certification will not be accepted for consideration. (Appendix II to 2 *CFR* Part 200[I], Byrd Anti-Lobbying [31 U.S.C Section 1352]).

XIII. Insurance

The parties shall maintain the following insurances:

- A.** Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars (\$1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

B. Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Comprehensive or Commercial General Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than five million dollars (\$5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Broad Form Property Damage Liability on the FSMC-owned property, Blanket Contractual Liability, and Products Liability, covering only the operations and activities of the FSMC under the Contract and, upon request, shall provide the SFA with a certificate evidencing such policies. The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

C. Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

XIV. Termination

Either party may cancel for cause with a 60-day notification if either party breaches a provision of this Contract. (7 *CFR*, sections 210.16[d] and 250.12[f][9]) The nonbreaching party shall give the other party notice of such cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period. This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.340[a][3]). The Contract may also be terminated, in whole or in part, by the FSMC upon written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial

termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety (2 *CFR*, Section 200.340[a][4]). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

Scope of Work

1. Overview of The Language Academy of Sacramento Food Service Program

- A. Scale. The SFA contracts with an FSMC who provides food service to approximately 450 children at 1 site. The food service prepares approximately **136,500** meals annually.
- B. Financial Goals. FSMC is expected to provide reasonably priced meals. FSMC is also expected to provide information to the SFA regarding opportunities to help SFA operate the Food Service Program at the lowest cost. The FSMC shall provide promotional materials that present the meals in an attractive manner that encourage families to participate in the meal program.
- C. Management Goals. The SFA's food service goals are to provide nutritious, high-quality meals to students and participants in the National School Lunch Program and School Breakfast Program, to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable food service program. General food service goals are to:
- Provide an appealing and nutritionally sound program for students as economically as possible
 - Stimulate student participation in the program through improved relations with students, staff, and the community by creating awareness of the direct correlation between adequate nutrition for students and their ability to learn
 - Increase participation at all levels of the food service program by improving meal quality, seeking student and parent input, and successful menu variation and planning
 - Maintain student and staff morale at a high level
- D. The food service office is located at 198 Mill Street, San Bernardino, CA 92408.
- E. Meals needed include the National School Lunch Program and School Breakfast Program:
- The FSMC must provide staff members daily to assist with meal prep and service.
 - Compliant meals must meet or exceed USDA K-12 Meal Pattern guidelines and requirements.
 - The FSMC must have the ability to plan recipes and menus, and source ingredients that pass all auditory requirements.
 - A menu that includes a wide variety of student-friendly options including foods from a wide variety of multicultural flavor profiles.
 - Produce shall be sourced locally/regionally where possible.

Participation

PROGRAM	GRADES	MAX ENROLLMENT*	AVERAGE DAILY PARTICIPATION
National School Lunch (NSLP)	TK-8	615	430
School Breakfast Program (SBP)	TK-8	615	125
Afterschool Snack Program	TK-8	615	75
CACFP Supper Program	TK-8	615	140

2. Description of FSMC Responsibilities

General: Under the direction of the SFA's Food Service Director, the FSMC selected pursuant to this RFP will employ qualified professionals to offer food service. All staff members must obtain a food handlers card and pass a background check in accordance with state and federal regulations under the education code prior to working on the school campus.

Responsibilities of the FSMC shall include:

A. Purchasing of Supplies for the Food Service Program

Be responsible for purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program.

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation.

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with applicable statutes and regulations.

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC.

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

B. Facility or Site Operations

The FSMC shall recommend:

- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities

- Hours and number of positions at each site to meet food service operational needs

C. Menus

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval. (7 CFR 210.16[b][1]). Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program.

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities.

D. Quality Control

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

E. Staff

Provide management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of consistent top quality and held in positive regard by students, staff, and the public.

Establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional and health certifications, and consistent quality control both in production and service.

F. Records

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA.

G. Education

Recommend actions or events to promote the nutrition education aspects of the food service program and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and the school board, upon request.

H. Reports

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be submitted to the SFA contact by the FSMC consultant/representative on or before the 5th of each month (7 *CFR*, 210.16[c][1]).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs.

I. Point of Service

Provide an accurate point of service meal and milk count; such meal and milk counting system must eliminate the potential for the overt identification of free and reduced-price eligible students under 7 *CFR*, Section 245.8.

Exhibit B

Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR*, Part 200.

Page 28
SFA Name [Enter SFA Name]
RFP [Enter RFP #]

All costs are based on 175 school days.

Cost per Meal

Note: Prices must **not** include values for USDA Foods, and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	21,875	\$2.72	\$59,500.00
Lunch	75,250	\$3.52	\$264,880.00
Snack	13,125	\$1.22	\$16,012.50
Supper	24,500	\$3.52	\$86,240.00
Nonreimbursable Meals	1,750	\$3.52	\$6,160.00
TOTAL	136,500		\$432,792.50

The Language Academy of Sacramento
Addendum to Exhibit 1 – Model Fixed-Price Contract

Compass Group USA, Inc. by and through its Chartwells Division (“Chartwells” or “FSMC”) provides, as set forth below, this Addendum to the Model Fixed-Price Contract.

Chartwells is amenable to further discussion and negotiation regarding the revisions set forth in this Addendum in order to reach mutually agreeable terms and conditions.

Model Fixed-Price Contract

1. **Page 4, Section II (C) (2)**. This section is amended by inserting the following after the last sentence: “In the event that SFA does not make payments on or before the dates due under this Agreement, SFA agrees to pay interest at the rate of one percent (1%) per month (provided that if such rate exceeds the maximum permitted by law, then the highest lawful rate) of the amount due until the FSMC receives payment in full, and the FSMC may, at the FSMC’s option, terminate this Agreement at any time after giving seven (7) days’ prior written notice to SFA unless all overdue amounts are paid before the end of the notice period.”
2. **Page 4/5, Section II D**. This Section is amended by replacing “may be increased” in the second line of the first paragraph with “shall be increased”. This Section is further amended by deleting “insert one”, “Los Angeles, West Region” and “or San Diego”. This Section is further amended by replacing “[insert month]” with “November”.
3. **Page 7, Section II(P)**. This section is hereby deleted and replaced with the following: To the extent permitted by state law, each party shall indemnify, defend and hold the other party harmless from any and all losses, damages or expenses, including reasonable attorneys’ fees, arising out of or resulting from third party claims or actions for bodily injury, death, sickness or property damage to the extent caused by the negligent act or omission of such indemnifying party. A party seeking indemnification shall give notice of an event giving rise to an indemnification claim (“Notice”) to the indemnifying party within thirty (30) days following receipt of such third-party claim and shall include a brief factual summary of the damage and cause thereof. An indemnification claim is expressly subject to and conditioned upon compliance with the Notice provisions hereunder.”
4. **Page 8, Section II(R)**. This Section is amended by inserting the following: “Nothing in this section shall limit the legal defenses of any party in the event of any breach.”

In the event of a conflict between the terms of the Agreement and the terms of this Addendum, the terms of this Addendum shall control.”


EXECUTIONS ON FOLLOWING PAGE

IN WITNESS WHEREOF, the parties hereto have caused this Addendum to be signed by their duly authorized officers as of the day and year first above written.

The Language Academy of Sacramento

By: _____
Name: Judy Morales-Sue
Title: Director of Business and Operations
Date: _____

Compass Group USA, Inc., by and through its Chartwells Division

By: 
Name: Amy Shaffer
Title: CEO, Chartwells K12
Date: 5/13/2026

A0716506

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUL 01 2011

**AMENDED STATEMENT BY
FOREIGN CORPORATION**

COMPASS GROUP USA, INC.

(Name of Corporation)

_____, a corporation organized

and existing under the laws of DELAWARE, and which is presently
(State or Place of Incorporation)

qualified for the transaction of intrastate business in the State of California, makes the following statement:

That the name of the corporation has been changed to that hereinabove set forth and that the name relinquished at the time of such change was _____

COMPASS GROUP USA, INC. WHICH WILL DO BUSINESS IN CALIFORNIA

AS COMPASS GROUP FOODSERVICE

COMPASS GROUP USA, INC.

(Name of Corporation)

C. Palmer Brown
(Signature of Corporate Officer)

C. PALMER BROWN, SENIOR VICE PRESIDENT

(Typed Name and Title of Officer Signing)

Secretary of State Form
ASDC (REV 03/2005)
CA030 - 1201/2006 C T System Online



A California Public School

Agenda Item# IIID

Board Meeting Date: May 21, 2026

Subject: Bylaws and Policy Committee

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

Information:

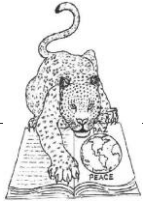
The Bylaws and Policy Committee met on Tuesday, May 19th and addressed the following items:

- Upcoming Charter Renewal Timeline
- SCUSD Board Policy Worksheet

The committee is scheduled to meet again and share recommendations to the board at the subsequent meeting.

Estimated Time of Presentation: 15 min
Submitted By: Bylaws/Policy
Date: 05.19.26

Pertinent Pages in
() Charter, pages _____
() MOU, pages _____



Fecha de la Reunión: 21 de mayo de 2026

Tema: Comité de estatutos y pólizas

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

Información:

El comité de estatutos y pólizas se reunió el martes, 19 de mayo, y abordó los siguientes temas:

- Cronograma de la renovación del chárter de LAS
- Documento de pólizas proporcionado por SCUSD

El comité se reunirá próximamente con el plan de presentar recomendaciones a la mesa directiva en la siguiente junta.